Wellington Landings Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Wellington Landings Middle

1100 AERO CLUB DR, Wellington, FL 33414

https://wlms.palmbeachschools.org

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 Landings Middle School is committed to preparing and supporting all students to be successful by offering rigorous and relevant learning opportunities.

Provide the school's vision statement.

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

School Leadership Team, 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
Ingersoll, Lindsay	Principal	As principal, Lindsay Ingersoll supervises and manages the daily functions of the school. She works to ensure that students and staff at Wellington Landings experience a safe, productive, and positive learning environment so that students can reach their full academic and personal potential and are prepared for a successful future. Mrs. Ingersoll is the instructional leader of the school. She meets regularly with the instructional leadership team to inform, guide, and inspire teacher leaders. She encourages the professional learning community leaders to provide rigorous and relevant learning opportunities, incorporate new strategies, share best practices, overcome obstacles, and provide guidance for their colleagues. Additionally, she oversees the Language Arts and Reading department. As principal, Lindsay Ingersoll hires instructional staff and is very involved in helping new staff members transition successfully and contribute meaningfully to the school community. Mrs. Ingersoll assumes leadership in the development of the School Improvement Plan, and she guides the staff in its implementation. She plans for professional development as deemed necessary to assist teachers in carrying out the strategies and action steps required by the School Improvement Plan. Mrs. Ingersoll monitors the execution of the plan to ensure fidelity, and she evaluates the effectiveness of the plan in relation to the achievement of the stated goals. Mrs. Ingersoll is the face of the school in the community. She meets regularly with community leaders, business partners, PTO members, parents, staff, and students to ensure that Wellington Landings continues to provide the quality education for which it is known. She facilitates all communications to the local community, keeping all stakeholders informed about what is happening at Wellington Landings. Mrs. Ingersoll leads the administrative leadership team, coordinating events, ensuring academic focus on rigor and relevance, enhancing safety protocols, and empowering her administrative leadership team to make full use of their strengths and abilities to provide a quality educational experience for students in a positive and supportive setting. The Leadership Team, which is comprised of the principal, assistant principals, guidance counselors, ESE coordinator, school police officer, and administrative support personnel, meets weekly to evaluate progress in relation to our instructional practices, our "wildly important goal", and our plans for improvement.. The principal determines the agenda with input from team members. The primary goal of the WLMS Leadership Team is to provide instructional leadership with a focus on rigor of instruction. In addition to academic goals, the team discusses student mental health, reviews behavioral data, and makes decisions that ensure student safety.

Name	Position Title	Job Duties and Responsibilities
Baldwin, Mary	Administrative Support	Mary Baldwin is the administrator for 8th grade students. In that role, she monitors, disciplines, and mentors 8th grade students, providing extra support for students in the low 25% of the 8th grade. She also oversees the Exceptional Student Education students, providing support for both the students and teachers. She collects data for functional behavioral assessments and implements and monitors behavioral intervention plans.
		Wellington Landings is proud to have two academies: Fine Arts and Information Technology. Mrs. Baldwin supervises the Fine Arts department and all electives. She coordinates the fine arts performances that occur throughout the school year and works with fine arts and elective teachers to enhance education at Wellington Landings.
		As an administrator on campus, Mrs. Baldwin ensures that teachers are aware of the goals, strategies, and action steps that make up the School Improvement Plan. She supports teachers in the implementation of the strategies and action steps, and she monitors progress in the Exceptional Student Education and Fine Arts Departments.
		Mrs. Baldwin is the Positive Behavior Support coordinator. As such, she works with the staff to set and teach behavioral expectations for students throughout the campus. She promotes a single school culture that focuses on and rewards positive behaviors, while simultaneously discouraging negative behaviors. She also coordinates social and emotional learning on campus. Wellington Landings is often recognized for excellence in the areas of Positive Behavior Support and social and emotional learning.
		Mrs. Baldwin is the director of the Before and After School Program and the coordinator for tutorials, clubs, activities, and intramurals. Wellington Landings Before and After School Program is often identified as one of the best programs in the district.
		Additionally, Mrs. Baldwin coordinates school supervision and scheduling for lunches and pictures. She is the discipline coordinator, the Bullying Prevention Liaison and the Department of Juvenile Justice contact.
		Mrs. Baldwin provides supervision throughout the school day and at school-related activities.
Dahl, Tracy	Administrative Support	Tracy Dahl is the principal's confidential secretary. She works closely with Lindsay Ingersoll to ensure that the school runs smoothly on a day to day basis. She coordinates meetings and assists with meeting preparation. She fields phone calls and resolves many issues on Mrs. Ingersoll's behalf. She manages the activities calendar for the school.
		Mrs. Dahl handles most of the human resources duties at the school. She assists with the hiring process, ensuring that new hires are cleared to start work as quickly as possible. She handles payroll. She responds to concerns about certification, workman's compensation, and accidents on

Name	Position Title	Job Duties and Responsibilities
		campus. Mrs. Dahl handles substitute teachers and works hard to ensure that qualified and competent substitutes are available when teachers are not able to report to work. At the middle school level, this is very difficult because of our late start time and because of the shortage of substitute teachers. Tracy Dahl manages to get all classes covered as needed. She also handles teachers' leaves of absence and finds coverage when teachers are out of school for an extended time. Mrs. Dahl supervises the secretarial staff. She also handles registrations, fees, and payroll for the Before and After School program.
Fill, Timothy	Assistant Principal	Tim Fill is the administrator for 7th grade students. In that role, he monitors, disciplines, and mentors 7th grade students, providing extra support for students in the low 25% of the 7th grade. He also oversees the math department, ensuring that the math curriculum is taught with rigor and relevance. Wellington Landings offers math courses at many levels from intensive 6th grade math to high school Algebra 1 Honors, Geometry Honors and Algebra 2 Honors. Under Tim Fill's leadership, the math department excels at providing exemplary learning opportunities for students at all levels of proficiency. He also coordinates our math support and tutoring programs. As an administrator on campus, Mr. Fill ensures that teachers are aware of the goals, strategies, and action steps that make up the School Improvement Plan. He supports teachers in the implementation of the strategies and action steps, and he monitors progress in the Math Department. Mr. Fill is the School Improvement Plan Coordinator and the Accreditation Coordinator. He collects input and writes the School Improvement Plan and monitors its implementation. He also researches and writes grants that positively impact students at Wellington Landings. As the facilities coordinator, Mr. Fill works with his staff to ensure that the campus is well maintained. He is the supervisor of custodial personnel and cafeteria personnel. Safety is of utmost importance at Wellington Landings. Nothing is more important than the safety of our students. Mr. Fill is the School Crisis Response Team leader and the Safety Committee Chairperson. He works closely with the school police officer and the staff to ensure that the campus is safe. He teaches safety protocols to staff and students and coordinates safety drills. Mr. Fill is the Threat Assessment Team leader and the PCM/Vital coordinator at Wellington Landings. He also coordinates campus leases.

Name	Position Title	Job Duties and Responsibilities
		Mr. Fill provides supervision throughout the school day and at school related activities.
Grandison-Taylor, Marsha	Assistant Principal	Dr. Marsha Grandison Taylor is the administrator for 6th grade students. In that role, she monitors, disciplines, and mentors 6th grade students, providing extra support for students in the low 25% of the 6th grade. She coordinates the 6th grade day-long orientation She also oversees the science department, ensuring that the science curriculum is taught with rigor and relevance. Wellington Landings has a variety of science courses at many levels from including high school physical science classes. Under Dr. Taylor's leadership, the science department excels at providing exemplary learning opportunities for our students. As an administrator on campus, Dr. Taylor ensures that teachers are aware of the goals, strategies, and action steps that make up the School Improvement Plan. She supports teachers in the implementation of the strategies and action steps, and she monitors progress in the Science Department. She is also leading the implementation of the RCA House System which is being introduced at Wellington Landings this year, and which will positively impact school climate and culture. Dr. Taylor is instrumental in the creation of the master board. Dr. Taylor is the supervising administrator for the School Based Team which uses the Multi-tiered System of Support and Response to Intervention to support students who are struggling academically, behaviorally, or emotionally. Dr. Taylor oversees the efforts of our co-located mental health professional. She coordinates efforts to support our at-risk students, monitors our in-school suspension program, and processes alternative education referrals. Additionally, Dr. Taylor is the school contact with the Department of Children and Families. Dr. Taylor provides supervision throughout the school day and at school related activities.
Lewis, Carla	Assistant Principal	Carla Lewis oversees the social studies department, ensuring that the social studies curriculum is taught with rigor and relevance. Under Carla Lewis's leadership, the social studies department excels at providing exemplary learning opportunities for our students. She also oversees the guidance team. As an administrator on campus, Mrs. Lewis ensures that teachers and staff members are aware of the goals, strategies, and action steps that make up the School Improvement Plan. She supports teachers and staff in the implementation of the strategies and action steps, and she monitors

Name	Position Title	Job Duties and Responsibilities
		progress in the Social Studies and Guidance Departments. Mrs. Lewis is the testing coordinator. She prepares for all standardized tests, including the Florida Assessment of Student Thinking, End of Course Assessments, Palm Beach Performance Assessments, and PSAT. She coordinates scheduling, ensures compliance with the modifications and accommodations required for students with IEP's and 504 plans, prepares testing materials, provides training for test administrators, and distributes test data to teachers. Mrs. Lewis manages our Educator Support Program for new teachers. She oversees services for our English Language Learners. She manages textbooks and technology distribution and collection. She monitors attendance and oversees the Professional Development Team and activities. Mrs. Lewis is the contact for EDW, Unify, and Performance Matters. She collects data from these sources and provides the data to teachers to facilitate data-driven instruction and remediation. She monitors Reading Plus completion weekly, runs reports, and organizes certificates and incentives. In addition to these duties, Mrs. Lewis coordinates our school bus transportation for our students. Mrs. Lewis provides supervision throughout the school day and at school related activities.
Maher, Diane	School Counselor	Diane Maher is the school counselor for 8th grade students, providing emotional support, academic counseling, mediation, and organization and study skills for 8th grade students. She schedules and facilitates parent/teacher conferences. She monitors grades and attendance for 8th graders. She counsels 8th graders with failing grades and encourages participation in course recovery. She is part of the mental health team. Mrs. Maher is the 504 plan contact for the school and the 504 designee for the 8th grade. She also coordinates the awards programs for the school. Mrs. Maher is the guidance coordinator at Wellington Landings. Mrs. Maher is the assistant testing coordinator, assisting Carla Lewis in preparing for all standardized tests, including the Florida Assessment of Student Thinking, End of Course Assessments, Palm Beach Performance Assessments, and PSAT. She helps to ensure compliance with the modifications and accommodations required for students with IEP's and 504 plans and prepares testing materials. Mrs. Maher coordinates the Character Now initiative, scoliosis testing, vision and hearing testing, and flu vaccine administration. She is the

Name	Position Title	Job Duties and Responsibilities
		liaison to our feeder high schools. She also supports students and teachers as the Suite 360 Mental Health Program is implemented. Mrs. Maher provides supervision throughout the school day and at school related activities.
Warren, Judy	School Counselor	Judy Warren is the school counselor for 7th grade students, providing emotional support, academic counseling, mediation, and organization and study skills for 7th grade students. She schedules and facilitates parent/ teacher conferences She monitors grades and attendance for 7th graders. She counsels 7th graders with failing grades and encourages participation in course recovery. She is the 504 designee for 7th grade students, and she is part of the mental health team. Ms. Warren in the professional learning community leader for the guidance department As such, she prepares meeting agendas, facilitates the weekly PLC meetings, and follows up on discussion items. She is the Florida Virtual School coordinator for Wellington Landings. Ms. Warren is the initiator and the coordinator of the Teacher Orientation Program at Wellington Landings. She facilitates a day-long orientation for teachers new to Wellington Landings, helping them to acclimate to the Wellington Landings family and the systems and procedures at Wellington Landings. She meets monthly with the new teachers to provide support. Ms. Warren works closely with Carla Lewis on the Educator Support Program and acts as the Voluntary Lead Mentor. Ms. Warren supports and assists Mary Baldwin in all aspects of the Positive Behavioral Support Program. She helps to create lessons to teach school-wide behavioral expectations to students. She also assists with planning for social and emotional learning. Ms. Warren supports Tim Fill in creating and editing the School Improvement Plan. She is a Professional Development Team member and a Literacy Leadership Team member. She also supports students and teachers as the Suite 360 Mental Health Program is implemented. .
Cartagena, Ashley	Behavior Specialist	Mrs. Ashley Cartagena is our Behavioral Health Professional at Wellington Landings. She is a licensed marriage and family therapist and brings a great deal of knowledge and experience to her position. She is part of the guidance team, the mental health team, the School Based Team, the social-emotional learning team, and the administrative leadership team. Mrs. Cartagena works with students who are experiencing behavioral challenges, She monitors these students and meets with them daily. She reinforces positive behavior choices and reteaches expectations when behavior expectations are not met. Mrs. Cartagena assists students who are experiencing emotional or

Name	Position Title	Job Duties and Responsibilities
		mental health challenges. She supports students who are struggling with short term issues like conflicts with friends or teachers. She also assists students with more complex issues like anxiety and depression. She meets with students in crisis and provides check-ins and check-outs for additional support. Mrs. Cartagena refers students to our co-located mental health professional and to outside collaborative agencies when necessary. Mrs. Cartagena evaluates students in crisis who may be experiencing suicidal ideations. She assists in the determination as to whether involuntary hospitalization is clinically recommended, and she facilitates the creation of a student safety plan upon reentry. Mrs. Cartagena provides student and staff support for the Suite 360 lessons. She also provides education to the staff regarding mental health awareness.
Kirstein, Ryan	Other	Officer Ryan Kirstein is the School Resource Officer at Wellington Landings. His primary objective is to maintain a safe and secure campus. Officer Kirstein routinely monitors all areas of the school several times a day and addresses any safety or security concerns. He is very visible on campus. Officer Kirstein has a very positive rapport with students and staff. Officer Kirstein investigates situations involving theft, vandalism, physical altercations, threats, and bullying. He also assists in situations in which students need to be assessed for involuntary hospitalization. Officer Kirstein is instrumental in educating staff and students about school safety and security. He oversees safety drills and suggests modifications as appropriate. He immediately addresses any concerns about safety and security, helping to keep our staff and students safe.
Foster, Kelsey	Teacher, ESE	Kelsey Foster is the Exceptional Student Education (ESE) coordinator at Wellington Landings. As such, she oversees the individual education plans (IEP's) for students with special needs. She also oversees the educational plans (EP's) for gifted students. Ms. Foster schedules all meetings and conferences for special education students. She facilitates all meetings involving students with special needs. She writes new educational plans and she updates plans regularly during parent meetings. She fields questions from parents regarding testing, special education, and gifted education. Ms. Foster helps to educate teachers about special education students and their needs. Ms. Foster ensures that teachers are aware of modifications and accommodations that are

Name	Position Title	Job Duties and Responsibilities
		required for their students. She assists teachers in carrying out modifications in their classrooms. She also ensures that proper modifications and accommodations are applied during district and state standardized testing. Ms. Foster informs and assists teachers in the implementation of the strategies and action steps related to the School improvement Plan and monitors progress. Ms. Foster works with support teachers, case managers, and administrators. to monitor student progress. She works closely with paraprofessionals and support teachers to ensure that the students' needs are being met and progress is being made. She assists with special education students in crisis situations and at other times as needed. Ms. Foster completes all paperwork regarding exceptional student education. She also works closely with feeder elementary schools and high schools to ensure that students transition smoothly.
Lovinska, Tania	School Counselor	Tania Lovinska is the school counselor for 6th grade students, providing emotional support, academic counseling, mediation, and organization and study skills for 6th grade students. She schedules and facilitates parent/teacher conferences She monitors grades and attendance for 6th graders. She counsels 6th graders with failing grades and encourages participation in course recovery. She is the 504 designee for 6th grade students, and she is part of the mental health team. Ms. Lovinska is the ELL program planner and school counselor for English Language Learners. She supports these students as they acclimate to our country, our school, and the English Language. She provides all ELL testing, ensures proper placement of ELL students, verifies that testing accommodations are implemented, provides training for teachers of ELL students, and completes all necessary documentation for the ELL program. Ms. Lovinska is the liaison to our feeder elementary schools. She is the Migrant and Homeless contact. She also supports students and teachers as the Suite 360 Mental Health Program is implemented. Ms. Lovinska is the School Based Team leader, using the Multi-tiered System of Support and Response to Intervention model to support students who are struggling academically, behaviorally, or emotionally. She creates agendas, facilitates weekly meetings, works with SBT liaisons and interventionists to ensure implementation of academic and behavioral plans, and completes all documentation associated with the School Based Team.

Name	Position Title	Job Duties and Responsibilities
		Mrs. Lovinska provides supervision throughout the school day and at school-related activities.

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.

* WLMS reaches out to parents to strengthen the school-home relationship and to educate parents on school-wide initiatives. The principal uses the Parent Link System (call-out phone delivery system), texts, and weekly emails to inform parents of upcoming events and important school-related information.

* Parents are encouraged to join the School Advisory Council , the Parent Teacher Organization, and the PTO's Volunteer Program. Families receive monthly newsletters via email from the WLMS PTO which provide important information and updates on current events and school functions.

* Teachers have easy access to up to-date parent contact information through the Student Information System (SIS), allowing for increased parent-teacher communication. The principal meets quarterly with parents who attend the "Coffee with the Principal" events sponsored by the PTO. ELL Parent Nights and a Guidance Curriculum Night are held to provide additional educational support and information for parents. Strategies to increase parent communication and involvement have resulted in WLMS being frequently recognized as a 5-STAR school.

* The PBS (Positive Behavior Support) and SLL (Skills for Learning and Life) teams work together to create daily PBS lessons, Gator Chats, and Community Circle lessons which review expectations, encourage rapport between students and staff, strengthen positive peer relationships, and promote mental health. Our Literacy Committee encourages students to read through a variety of special events throughout the year.

*Through our Student Government Association, SGA, students contribute to the school community by planning and implementing school-wide spirit events, advocating for students through communication with administrators, and participating in the School Advisory Council. Gator Guides contribute to the school community by assisting at a variety of school events and by meeting and greeting students who are new to the school. Kindness Ambassadors and National Junior Honor Society members contribute to the school community and the community at-large through community service and through activities that provide encouragement for staff and students. The video announcements, created on a daily basis by the TV Production classes, make all students aware of school and extracurricular events. Our Before and After School programs offer tutorials and a considerable number of clubs and activities.

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

There is a great deal of participation in our SAC meetings, including parents, community members, and students. Each of our stakeholder groups contributes to the development of our School Improvement

Plan through PLC meetings, faculty meetings, PTO meetings, Student Government Association (SGA), Volunteer and Business Partnerships, and community meetings in conjunction with our School Advisory Council. Each group submits their recommendations, input, and feedback through online Google forms or other electronic means, by telephone, or in person, ensuring that all voices are heard in the process of developing the School Improvement Plan.

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))

Our School Improvement Plan is a document that serves as a framework for our continuous improvement efforts here at Wellington Landings Middle School. The School Improvement Plan, including the school's goals, strategies, and action steps, serves as a basis for driving our academic focus and our Single School Culture initiatives to meet the needs of all of our stakeholders.

We closely monitor our school progress by reviewing the SIP on a continuous basis. Through our weekly subject area Professional Learning Community meetings, our weekly Administrative Leadership Team meetings, and our monthly Instructional Leadership Team meetings, we share strategies and best practices. We carefully analyze data from a variety of instruments and assessments to determine if we are making progress toward our goals. We determine what we need to do more of, what we need to do less of, and what changes we need to implement to best meet the needs of all of our students. We assess our strategies and programs to ensure that they are meeting the needs of our students with the largest achievement gaps. We evaluate the SIP's effectiveness and identify adjustments that need to be put in place to increase the achievement levels of all of our students.

We also monitor our climate and culture through surveys, attendance records, and discipline records to determine if our efforts in the area of Positive Culture and Climate are effective. Input shared through Gator Chats and Community Circles also give us information with regard to school climate. We adjust the goals, strategies, and action steps in the School Improvement Plan as necessary to ensure that we are always improving our practices to provide the best possible education in the best possible learning environment for each and every one of our students.

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)	Middle School 6-8
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	49%
Charter School	No
RAISE School	No
ESSA Identification	N/A

*updated as of 3/11/2024	
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) Asian Students (ASN) 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: A 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	0	0	0	0	0	0	60	20	21	101
One or more suspensions	0	0	0	0	0	0	5	43	36	84
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	28	36	65
Course failure in Math	0	0	0	0	0	0	1	59	60	120
Level 1 on statewide ELA assessment	0	0	0	0	0	0	34	68	62	164
Level 1 on statewide Math assessment	0	0	0	0	0	0	47	47	46	140
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	162	140	162	464

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	0	0	0	0	0	48	72	64	184

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

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	0	0	0	0	0	21	46	48	115
One or more suspensions	0	0	0	0	0	0	27	35	27	89
Course failure in ELA	0	0	0	0	0	0	29	42	21	92
Course failure in Math	0	0	0	0	0	0	46	69	19	134
Level 1 on statewide ELA assessment	0	0	0	0	0	0	39	45	68	152
Level 1 on statewide Math assessment	0	0	0	0	0	0	50	46	65	161
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	92	101	93	286

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	0	0	0	0	0	35	41	54	130

The number of students identified retained:

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

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	0	0	0	0	0	21	46	48	115
One or more suspensions	0	0	0	0	0	0	27	35	27	89
Course failure in ELA	0	0	0	0	0	0	29	42	21	92
Course failure in Math	0	0	0	0	0	0	46	69	19	134
Level 1 on statewide ELA assessment	0	0	0	0	0	0	39	45	68	152
Level 1 on statewide Math assessment	0	0	0	0	0	0	50	46	65	161
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	92	101	93	286

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	0	0	0	0	0	35	41	54	130

The number of students identified retained:

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

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*	65	51	49	69	53	50	73		
ELA Learning Gains				53			62		
ELA Lowest 25th Percentile				41			46		
Math Achievement*	77	59	56	75	35	36	70		
Math Learning Gains				74			52		
Math Lowest 25th Percentile				61			36		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	66	50	49	65	56	53	64		
Social Studies Achievement*	87	68	68	89	64	58	84		
Middle School Acceleration	76	76	73	91	52	49	88		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	28	37	40	50	85	76	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)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	399
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	668
Total Components for the Federal Index	10
Percent Tested	99
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	48			
ELL	41			
AMI				
ASN	89			
BLK	64			
HSP	63			
MUL	85			
PAC				
WHT	78			
FRL	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%**
SWD	49			
ELL	49			
AMI				
ASN	88			
BLK	59			
HSP	64			
MUL	75			
PAC				
WHT	71			
FRL	62			

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	65			77			66	87	76			28
SWD	33			45			33	68	59		5	
ELL	38			48			33	66	33		6	28
AMI												
ASN	84			95			92	89	86		5	
BLK	55			57			57	76	73		5	
HSP	61			73			62	82	70		6	28
MUL	77			88			73	100	88		5	
PAC												
WHT	70			82			69	92	78		5	
FRL	55			62			56	75	59		6	26

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	69	53	41	75	74	61	65	89	91			50
SWD	33	36	29	40	55	49	30	78	88			
ELL	44	44	38	46	57	43	36	59	71			50
AMI												
ASN	80	72		89	84		100	100	94			
BLK	56	46	25	60	67	56	59	75	90			
HSP	66	52	42	72	72	61	58	87	90			42
MUL	69	66	54	71	79	64	74	94	100			
PAC												
WHT	74	53	40	80	75	63	68	92	90			
FRL	60	47	39	65	67	57	54	82	90			57

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	73	62	46	70	52	36	64	84	88			50
SWD	43	48	41	46	46	30	47	55	86			
ELL	47	51	43	44	36	32	17	71	100			50

										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
AMI												
ASN	88	80		94	72		90	100	100			
BLK	63	58	43	55	42	35	50	71	88			
HSP	71	61	49	67	49	37	56	84	90			44
MUL	71	68	43	66	48	25	59	75	81			
PAC												
WHT	76	63	44	75	57	35	75	86	87			
FRL	63	56	44	59	45	35	46	77	84			43

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
07	2023 - Spring	64%	48%	16%	47%	17%
08	2023 - Spring	60%	47%	13%	47%	13%
06	2023 - Spring	61%	45%	16%	47%	14%

						MATH
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	67%	54%	13%	54%	13%
07	2023 - Spring	46%	36%	10%	48%	-2%
08	2023 - Spring	83%	65%	18%	55%	28%

						SCIENCE
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	64%	46%	18%	44%	20%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	48%	52%	50%	50%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	50%	50%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	85%	65%	20%	66%	19%

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.

The achievement proficiency levels for each of our grade levels and lowest performing subgroups for SY23 at Wellington Landings Middle School are represented by our most recent content area data below:

SY22 SY23 SY22 SY23
ELA (FSA) ELA (PM3) MATH (FSA) MATH (PM3)
6th - 72% 6th - 61% 6th - 70% 6th - 67%
7th - 73% 7th - 64% 7th - 39% 7th - 46%
8th - 62% 8th - 60% 8th - 77% 8th - 83%
OVERALL - 69% OVERALL - 62% OVERALL - 75% OVERALL - 79%
SWD (FEM) - 30% SWD(FEM) - 23% ELL (FEM) - 40% ELL(FEM) - 36%
SWD (Male) - 27% SWD(Male) - 20% SWD (FEM) - 41% SWD(FEM) - 35%

Based on the most recent F.A.S.T. PM3 test data available comparing SY23 to SY22, our proficiency in 6th grade ELA, and our proficiency in our subgroup SWD (Students With Disabilities) were our lowest performing categories. Each of our three grade levels showed a decline in ELA proficiency with 6th grade dropping by 11 percentage points, 7th grade by 9 percentage points and 8th grade by 2 percentage points. This is determined by comparing two different tests with the current FAST PM3 assessment to the prior year FSA. We view this as a contributing factor to the decline in performance because of the new format of the FAST assessment and the adjustments to the new standards. Another contributing factor is the loss of teachers in both ELA and Reading during the middle of the school year.

This transition from veteran teachers to new teachers in each of these areas impacted student performance. We also had vacancies in each of these areas for a period of time until new teachers were hired to fill the positions. The following areas represent our greatest concerns and our highest priorities for school-wide improvement for the SY23 school year:

1. ELA Overall Proficiency - ELA overall proficiency decreased from 69% to 62%, including 6th grade ELA with the largest decline of 11 points in performance.
2. 6th grade and 7th grade Math Proficiency - School wide Math proficiency increased in SY23 to 79% compared to 75% in SY22. However, our 6th grade Math decreased by 3%. Additionally, although 7th grade increased by 7 percentage points, we set our goal to continue to raise the 7th grade Math to proficiency levels more in alignment with proficiency levels of our other grade levels.
3. Our FAST PM3 data for SY23 also showed the lowest performance in our subgroups for SWD students and ELL (English Language Learners) in both ELA and Math proficiency. Our Spring PM3 SY23 data listed above demonstrated the lowest performance in subgroup proficiency as follows:
A. SWD students had the lowest proficiency school wide in ELA at 23% for females and 20% for males.
B. ELL Math proficiency had the lowest Math proficiency with 36%.

Our goal is to focus on standards aligned instruction to assist our teaching practices in raising the student achievement levels.

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

The following data compares our performance from SY23 to the previous year SY22. The area that demonstrated our greatest decline was our ELA proficiency where we decreased in all three grade levels. The data shows a decline in 6th grade ELA of 11%, 7th grade ELA of 9% and 8th grade of 2%. The subgroups that showed the greatest decline were our SWD students, both male and female, and our ELL female students. The SWD students dropped by a total of 7% from SY22 to SY23 while the ELL female students declined by 5% in proficiency during the same time period. The contributing factors to this decline in performance were a result of the departure of two Language Arts teachers and also the absence of the ELL counselor who was on a leave of absence. This interrupted the structure and consistency of the classroom instruction and interfered with small group ELL instructional strategies. It also limited mentorship for ELL students.

SY22 SY23 SY22 SY23
ELA (FSA) ELA (PM3) MATH (FSA) MATH (PM3)
6th - 72% 6th - 61% 6th - 70% 6th - 67%
7th - 73% 7th - 64% 7th - 39% 7th - 46%
8th - 62% 8th - 60% 8th - 77% 8th - 83%
OVERALL - 69% OVERALL - 62% OVERALL - 75% OVERALL - 79%
SWD (FEM) - 30% SWD(FEM) - 23% ELL (FEM) - 40% ELL(FEM) - 36%
SWD (Male) - 27% SWD(Male) - 20% SWD (FEM) - 41% SWD(FEM) - 35%

We analyzed our FAST PM3 Spring SY23 data and compared it to our FSA Spring SY22 scores in both ELA and
Math. The data indicate that we have not reached our targeted goal percentages of increasing achievement levels in ELA by seven percentage points for each category. WLMS has been able to maintain a high proficiency level for each of the categories, including our subgroups; however, we are noticing a negative trend occurring among the ELA students schoolwide with a reduction in proficiency levels. We also see a trend involving our subgroups of SWD's and ELL's concerning proficiency levels. Our ELL subgroup schoolwide decreased in ELA proficiency by 7 percentage points. Our SWD subgroup decreased in ELA proficiency by 5 percentage points.

To address these concerns of declining performance, our ELA teachers will be utilizing more student engagement strategies, including the use of a standards-based technology program through IXL ELA. This will provide teachers the ability to more clearly differentiate their instruction to address individual specific areas that need remediation. Also, by tracking the progress of each student through the use of student portfolios, teachers will be able to monitor closely the progress for each student.

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.

We reviewed our F.A.S.T. PM3 Data for SY23 and compared it to the state performance levels. The data is demonstrated by the following table:

Content Area WLMS Performance State Performance Average
ELA Proficiency 62% 54%
Math Proficiency 79% 64%

The data demonstrates that WLMS has outperformed the state in both ELA and Math proficiency. While this shows that we are trending in an upward positive direction, the proficiency in ELA is improving at a slower pace with only 8 percentage points above the state. This area, therefore, represents our greatest gap in performance. This performance aligns with the factors that we have identified that contribute to the struggles in our subgroups of SWD students, (Students With Disabilities) and ELL students (English Language Learners). This is combined with our decline in ELA proficiency school wide as we transitioned to the new F.A.S.T. state assessment. The departure of two Language Arts teachers and the absence of the ELL counselor who was on a leave of absence had a major impact on the learning of our ELA students. This interrupted the structure and consistency of the classroom instruction and interfered with small group ELL and SWD strategies. Mentorship for these students was also impacted. To counteract these issues, our ELA department will be working on increasing student engagement strategies as well as focusing on differentiated instruction with the use of the IXL ELA technology program, with a continued emphasis on rigorous standards-aligned instruction.

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

Based on our data, it is clear that our Math performance school wide was the area that demonstrated the most improvement in SY23. This is especially important to note because of the changeover to the new state F.A.S.T. assessment and the new state standards. The data below demonstrates the increase in performance by our 7th and 8th grade Math students and overall school wide Math performance on the F.A.S.T. PM3:

SY22 SY23 SY22 SY23
ELA (FSA) ELA (PM3) MATH (FSA) MATH (PM3)
6th - 72% 6th - 61% 6th - 70% 6th - 67%
7th - 73% 7th - 64% 7th - 39% 7th - 46%
8th - 62% 8th - 60% 8th - 77% 8th - 83%
OVERALL - 69% OVERALL - 62% OVERALL - 75% OVERALL - 79%

Our SY23 data showed that overall Math proficiency increased from 75% in SY22 to 79% in SY23. In addition, the data component that demonstrated the most significant increase was our school wide proficiency in Math when comparing the PM3 scores to the Winter PM2 scores. Overall Math schoolwide proficiency increased by an impressive 21 points from PM2 to PM3. All three grade levels in Math posted

double digit gains in proficiency from PM2 to the final PM3 with 6th grade increasing 16%, 7th grade 22% and 8th grade 11%. Our FAST PM3 data demonstrated that we increased the number and percentage of students showing mastery at all grade levels. Of great significance is the fact that on both the Algebra EOC and Geometry EOC, 100% of our students scored proficiently, placing WLMS as the number one middle school in the county for these categories. This performance helped WLMS maintain our position at number three in math proficiency county-wide for middle schools.

The increased efforts of utilizing the supplemental strategy of the IXL Math program, in which WLMS came in fourth world wide in a math competition for answering the most standards-based questions, coupled with F.A.S.T. Math tutoring sessions that began early in the school year, contributed greatly to this improvement.

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

At Wellington Landings Middle School, our number one priority is providing opportunities and support for students to achieve their fullest potential for academic and personal success. Our school prides itself in helping each student to reach their potential through our various academic programs and activities to fully engage them in being prepared for their future. Based on a review of our Early Warning System data indicators, we have identified two areas of primary concern. These areas are as follows:

1. Number of students who scored a Level 1 on the State Assessment in ELA and/or Math.
2. Students with a Reading deficiency.

We see from our data review, that there are 164 students with a Level 1 on ELA and 140 students with a Level 1 on Math. To address this area, the Math teachers will place an increased emphasis on the F.A.S.T. Math tutoring sessions and on data analysis in their PLC meetings.

Our Reading Deficiency data shows that we have 162 6th graders, 140 7th graders and 162 8th graders that demonstrate this indicator. The ELA and Reading departments will address these concerns with an early and increased number of F.A.S.T. tutoring sessions along with the newly acquired IXL ELA technology program to focus on standards aligned tasks.

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

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

2. Emphasis is placed on helping every student meet his or her full academic potential. Assistant principals for each of the content areas monitor student progress through assessment data. Data analysis is conducted through PLC meetings with administrative guidance, and lesson planning focuses on best practices to increase the achievement of low performers. Teachers analyze Reading Plus and Math assessment data, including pre and post assessment results and diagnostic data, to determine students' needs.

3. Students needing extensive remediation are identified and placed in Intensive Math classes or Reading classes where targeted differentiated instruction takes place. Teachers in all classes provide differentiation and targeted remediation. Teacher lesson plans are monitored by assistant principals for evidence of CLS strategies. Lesson plan feedback is provided to teachers during PLC meetings. Best practices are shared and strategies are developed to meet the needs of all students.

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

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 Benchmark-aligned 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.

If we focus on standards-aligned instruction to increase proficiency in schoolwide ELA and Math, then we will increase student achievement and ensure alignment to the District Strategic Plan. This area of focus aligns directly with our District Strategic Plan, Theme A, Objective 1, Initiative A2a, Academic Excellence and Growth.

1. Our first instructional priority is to deliver content, concept, or skill that is aligned to the benchmark on intended learning.

The results of our ELA proficiency and overall school wide proficiency were our lowest performing categories when comparing the F.A.S.T. PM3 results from SY23 to the scores from the former FSA assessment in previous year SY22. Overall school wide ELA proficiency decreased by seven points from 69% in SY22 to 62% in SY23. The ELA proficiency in each of the grade levels decreased from one year to the next with 6th grade decreasing by 11%, 7th grade by 9% and 8th grade by 2%. Also, the Math proficiency in 6th grade decreased by 3 points from 70% in SY22 to 67% in SY 23.

2. Our second instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

Our teachers will utilize student portfolios to track and monitor student progress. This tool will also serve as a basis for student data chats for providing feedback and remediation for the standards based learning.

3. Our third instructional priority is to use trends in student data and work samples to identify learning needs in order to adjust instruction.

All teachers will meet in weekly PLC meetings to analyze and disaggregate data for the purposes of aligning their instruction to remediate the standards based on student's needs.

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

*We will increase the school wide percentage of students demonstrating proficiency on the SY24 ELA F.A.S.T. Assessment and the SY24 Math F.A.S.T. Assessment by 8%.

By February 2024, 80% of students school wide will increase their achievement score as evidenced by their Progress Monitoring ELA and Math Assessment 2 compared to the PM Assessment 1.

* Increase the proficiency of our lowest performing ESSA identified subgroups SWD students and ELL students by 8% on the ELA PM3 Assessment. WLMS will continue to work on increasing ELA and Math proficiency through continued rigorous standards-aligned instruction.

By May 2024, 100% of classroom teachers will provide standards aligned tasks as evidenced by walkthroughs.

* With the new B.E.S.T standards,100% of WLMS core academic teachers will receive professional development opportunities related to the new B.E.S.T Standards. Instructional practices will be evident through administrative classroom walkthroughs utilizing the Instructional Walkthrough Tool.

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

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

2. FAST tutoring programs for both ELA and Math will be offered to students demonstrating need as identified through data review.

3. Math teachers will utilize data from the IXL Math technology to align standards based tasks. Language Arts teachers will use IXL ELA technology, Reading Plus, novel study, and writing strategies to enhance students' ability to integrate knowledge. Data on reading levels and comprehension skills will be collected and used to drive instruction.

4. All teachers will utilize Data Binders and Student Data Chats.

Person responsible for monitoring outcome:
Timothy Fill (timothy.fill@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 . Students will be assessed using USA's and FSQ's in Language Arts and Math. USA's and FSQ's are designed to meet the students' needs for standards based practice and to identify areas of weakness for targeted remediation.

2. FAST tutoring programs for both Math and ELA will be offered to students demonstrating need as identified through data review.

3. Math teachers will utilize IXL Math technology to align standards based assignments. Language Arts teachers will use IXL ELA technology, Reading Plus, HD Word Strategies, Common Lit, Novel Study, and writing strategies to enhance students' ability to integrate knowledge.

4. All teachers will utilize data binders to track student progress. They will include data tracking forms and student data chats to monitor progress and to identify benchmark standards for remediation and reteaching. Student portfolios will also be used to demonstrate progress.

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

1. USA's and FSQ's are designed to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have been proven successful in preparing students for state assessments like the FAST.

2. Students who participate in the WLMS tutoring programs have demonstrated an increase in student achievement based on the most recent data from standardized assessments.

3. The IXL Math and ELA technology, HD Word Strategies, Common Lit, Reading Plus program, Study Island program, and the incorporation of writing strategies such as CLS are effective tools that enable teachers to differentiate instruction based on a student's specific areas of need.

4. All teachers will utilize data binders and student portfolios to track student progress. Data tracking forms and student data chats have proven to be successful in monitoring progress and identifying benchmark standards for remediation and reteaching.

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.

Math and ELA Teachers will utilize data from Florida Standards Quizzes (FSQ's) and Unit Standards Assessments (USA's) to diagnose students' strengths and weaknesses, to develop remediation groups and activities, to focus instruction, to align resources, and to monitor student progress and achievement. Students will access assessments through the use of Chromebooks during instructional time.

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

By When: By the end of Progress Monitoring 2, January 2024.

FAST tutoring programs for both Math and ELA will be offered to students demonstrating need as identified through data review. Targeted intervention will take place through IXL and through teacher-led tutorial programs in ELA and Math. Remediation through intensive reading courses will be provided for students who scored at a level 1 or 2 on the previous year's ELA FAST test..

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

By When: By the end of Progress Monitoring 2. January 2024.

Math teachers will utilize IXL Math technology to align standards based assignments. Language Arts teachers will use IXL ELA technology. The Reading Plus program will be implemented school-wide through Language Arts classes. Content Literacy Strategy (CLS) training will be provided for all Social Studies and Science teachers, who will then infuse these literacy strategies into their lessons. Language Arts teachers will participate in professional development to prepare them to help students to more effectively integrate knowledge. Teachers will break down standards and teach component skills, thereby enhancing mastery of the entire standard.

The IXL Math and ELA technology program will be utilized to monitor student understanding of benchmark concepts through daily comprehension checks. Data received from these comprehension checks will be utilized to remediate standards.

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

By When: By the end of Progress Monitoring 2. January 2024.

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

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

By When: By the end of Progress Monitoring 2. January 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.

If we focus on increasing student engagement and fostering a greater sense of belonging on campus, we will create a more positive culture and a more affirming environment, ensuring alignment to the District Strategic Plan. This area of focus aligns directly with our District Strategic Plan: Theme C - Mental Health and Wellness; Objective 1 - Enhance a sense of belonging, safety, and acceptance for all students; Initiative 1a - Implement a District-wide system to ensure every student has a positive relationship with at least one adult at school and is recognized for their achievements.

The School Effectiveness Questionnaire is used annually to evaluate student, staff, and parent perceptions in the areas of Committed and Impactful Employees, Family Involvement, Mental Health & Wellness, Safety, School Effectiveness, and Student Agency.

The Mental Health & Wellness and Safety segments rate feelings of respect, trust, safety, and belonging.

In the Mental Health & Wellness segment, respondents are asked to describe their level of agreement to the following prompts:
Students are treated with respect by adults at school.
Students have at least one adult at school who they can talk to about problems.
Students respect each other at this school.
Although 79% of staff provided positive ratings in this category, only 51% of students and 67% of parents provided positive ratings.

In the Safety segment, respondents are asked to describe their level of agreement to the following prompts:
School staff will act quickly if students are bullied.
Students are safe at this school.
Students feel like they belong at school.
In this category, 91% of the staff provided positive ratings, while only 69% of students and 75% of parents responded positively.

Since a positive culture greatly impacts learning, it is vital that students feel a strong sense of belonging, safety, and respect on campus.

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

The School Effectiveness Questionnaire (SEQ) will be used to measure success with regard to Positive Culture and Environment.

In the SY24 School Effectiveness Survey, in the category of Mental Health and Wellness, the percent of students providing positive responses will increase from 51% to at least 80%, and the percent of parents providing positive responses will increase from 67% to at least 80%.

In the SY24 School Effectiveness Survey, in the category of Safety, the percent of students providing positive responses will increase from 69% to at least 80%, and the percent of parents providing positive responses will increase from 75% to at least 80%

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

The various evidence-based interventions will be monitored for implementation with fidelity. By implementing these interventions with fidelity, and especially with the introduction of the House System, we will achieve the projected outcome on the School Effective Questionnaire.

Person responsible for monitoring outcome:

Lindsay Ingersoll (lindsay.ingersoll@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.)

Wellington Landings is instituting the Ron Clark Academy (RCA) House System in fall, 2023. The House system sorts staff and students into six different houses, each emphasizing different character traits and traditions. Students will earn points for their house through their personal achievements.

Positive Behavior Support (PBS) enhances the learning environment. Behavioral expectations are clearly taught and retaught as deemed necessary. Students who meet or exceed academic or behavioral expectations are recognized and rewarded.

Gator Chats and Community Circles incorporate Skills for Learning and Life (SLL) lessons with activities to build rapport and enhance connectedness.

Suite 360 lessons address mental health and wellness.

The Before and After School Program provides a variety of clubs, sports, and tutorials.

Content required by Florida Statute 1003.42(2) and School Board Policy 2.09(8)(b), contributes to a positive culture.

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

The RCA House System offers connection, comradery, and competition. The House system enhances a sense of belonging through house meetings, cheers, pep rallies, and a point system. Students learn leadership skills, sportsmanship, and resilience. They learn to value and celebrate the achievements of others. They develop a strong sense of belonging to both their House and their school.

Through Positive Behavior Support, Wellington Landings implements Universal Guidelines, teaches expected behaviors, and monitors and responds to discipline incidents. Students are recognized and rewarded throughout the school year. World Changers, Honor Roll, House Points, Perfect Score Celebration, and Awards Ceremonies recognize and reward student success.

Gator Chats and Community Circles address social and emotional learning and help students to feel connected and valued.

Suite 360 lessons alert staff if students need additional emotional or mental health support.

Before and after school activities increase student engagement, improve attendance, and foster positive school connections.

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.

The RCA House System will be rolled out in fall 2023. Students and staff will be sorted into six houses. Students will learn about each house through Gator Chats. Houses will be revealed at grade level assemblies. Students will get house t-shirts and will take part in spirit days. Students will learn house cheers and chants and will participate in house meetings and pep rallies.

Teachers will award points to students for academic achievements, acts of kindness, displays of good character, school spirit, teamwork, or effort. Students earn points for their house and are encouraged and congratulated by the members of their house. Points are tabulated constantly and houses compete against each other throughout the year.

With teacher support, students take on leadership roles in their houses and plan activities, challenges, and events. Students work together toward a common goal - being part of the winning house!

Person Responsible: Marsha Grandison-Taylor (marsha.grandisontaylor@palmbeachschools.org)

By When: House System Roll-Out - October 2023 Full implementation of House System - January 2024

Wellington Landings ensures a cohesive Single School Culture by implementing Universal Guidelines, teaching expected behaviors, following a behavioral matrix. and monitoring and responding to discipline incidents within the context of Positive Behavior Support.

PBS lessons are created by the PBS team. For the first twelve days of school, school-wide lessons are taught. These lessons provide explicit instruction regarding behavioral and academic expectations. School safety is also addressed.

Universal Guidelines are reinforced daily on school-wide announcements. Expectations are retaught as deemed necessary.

Beginning this year, the Student Conductor System will be used to help track tardies, dress code violations, etc. so that loss of instructional time is minimized.

Teachers have a variety of options at their disposal to deal with minor misbehavior.

Students are recognized and rewarded as World Changers at Wellington Landings when they demonstrate Super Star behavior by being responsible, respectful, and resilient or by performing acts of kindness.

Person Responsible: Mary Baldwin (mary.baldwin@palmbeachschools.org)

By When: PBS School-Wide Lessons for Start of School - September 2023 Roll-Out of Student Conductor - September 2023 Ongoing PBS Support and Student Recognition - Ongoing through May 2024

Gator Chats take place school-wide each day during part of the extended lunch period. The PBS/SLL Team creates Gator Chats using District-provided resources as well as school-specific content and shares them on the Google Drive. Teachers facilitate the Google Chats in their classrooms. Gator Chats incorporate Skills for Learning and Life as well as discussion starters and activities designed to build rapport among students and staff and enhance feelings of connectedness and belonging.

Open discussions also alert teachers and staff if students need additional emotional or mental health support. The staff at Wellington Landings works diligently to ensure that every student has a trusted adult

on campus.

The PBS/SLL Team gathers input from teachers regarding Gator Chats to keep the content fresh and relevant. Much of the state-required character and resilience education takes place through Gator Chats.

Person Responsible: Ashley Cartagena (ashley.cartagena@palmbeachschools.org)

By When: Ongoing through May, 2024

Suite 360 lessons address mental health and wellness. Students learn about mental health and how to access resources regarding mental health. They learn healthy coping skills and how to support someone with a mental health challenge. Students learn about substance abuse prevention and about prevention of suicide and self-harm.

Suite 360 lessons are taught through the Social Studies classes using the provided Suite 360 resources. Members of the school's mental health team participate in the more sensitive lessons to assist as necessary. Open discussions alert teachers and staff if students need additional emotional or mental health support.

The staff at Wellington Landings works diligently to ensure that every student has a trusted adult on campus.

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

By When: May 2024

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

Teachers are encouraged to sponsor clubs or activities or to hold tutorial sessions. Homework help is also available. New activities are always welcome. A club fair is held in September before Open House to showcase the clubs and activities that are being offered. Students are encouraged to participate in one or more of the many activities offered.

Student involvement is often encouraged during parent conferences.
Club activities are announced and highlighted on the announcements.

Person Responsible: Mary Baldwin (mary.baldwin@palmbeachschools.org)

By When: Ongoing through May, 2024

Wellington Landings Middle School infuses the content required by Florida Statute 1003.42(2) and School Board. Policy 2.09(8)(b), as applicable to appropriate grade levels, including:
* History of Holocaust
* History of Africans and African Americans
* Hispanic Contributions
* Women's Contributions
* Sacrifices of Veterans: Memorial Day and the value of Medal of Honor recipients
* Declaration of Independence
* Constitution of the United States and The Bill of Rights
* Federalist Papers: Republican Form of Government
* Free Enterprise U.S. Economy
* Elements of Civil Government
* History of the United States
* Principles of Agriculture

* Effects of Alcohol and Narcotics
* Florida History
* Conservation of Natural Resources
* Health Education: Human Growth and Development, Injury Prevention and Safety
* Teen Dating Violence
* Character Development
* Mental Health and Well-Being
* State Board of Education mandates

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

By When: 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).

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	Tutorials	Cost for Hourly Teacher Rate	1701 - Wellington Landings Middle	School Improvement Funds		$5,000.00
			Notes: F.A.S.T Tutorials will be provided on a weekly schedule to raise student achievement levels.			
2	III.B.	Area of Focus: Positive Culture and Environment: Other				$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	Support for RCA House System	Cost for materials and awards for students	1701 - Wellington Landings Middle	School Improvement Funds		$2,500.00
			Notes: Cost for materials and awards that will be utilized to support our school wide initiative for the RCA House System.			
					Total:	$7,500.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No