

# Wellington Elementary School Comprehensive School Improvement Plan 2022-25

## Comprehensive District Improvement Goals Reading and Math (by Spring 2025)

### State Assessment

- Less than 15% Novice in reading
- Less than 15% Novice in math
- Greater than 60% P/D in reading
- Greater than 55% P/D in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

### MAP (K-8)

- 100% grow in reading and math
- 60% meet growth projection in reading
- 55% meet growth projection in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

## Comprehensive District Improvement Goals Science, Social Studies, and Combined Writing (by Spring 2025)

### State Assessment

- Less than 21% Novice in Science
- Less than 23% Novice in Social Studies
- Greater than 45% P/D in Science
- Greater than 60% P/D in Social Studies
- Increase or decrease by 7% if already <21/23% N or >45/60% P/D
- Less than 10% Novice in Combined Writing
- Greater than 60% P/D in Combined Writing
- Increase or decrease by 7% if already <10% N or >60% P/D

### State Assessment Results in Reading

- By 2025, **Wellington Elementary** will increase Reading proficient and distinguished level to **70%** as measured by KSA. Current level is **65%**.

### State Assessment Results in Math

- By 2025, **Wellington Elementary** will increase Math proficient and distinguished level to **72%** as measured by KSA. Current level is **67%**.

### State Assessment Results in Science

- By 2025, **Wellington Elementary** will increase Science proficient and distinguished level to **52%** as measured by KSA. Current level is **48%**.

### State Assessment Results in Social Studies

- By 2025, **Wellington Elementary** will increase Social Studies proficient and distinguished level to **71%** as measured by KSA. Current level is **66%**.

### State Assessment Results in Combined Writing

- By 2025, **Wellington Elementary** will increase Combined Writing proficient and distinguished level to **75%** as measured by KSA. Current level is **70%**.

#### Achievement Gap

- By 2025, **Wellington Elementary** will **decrease Novice** in Reading to **<11%** and Math to **<8%**; Science to **<4%**; Social Studies to **<14%**; Combined Writing to **<6%** as measured by KSA.

#### English Learner Progress

- By 2025, **Wellington Elementary** will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

#### Quality of School Climate and Safety

- By 2025, **Wellington Elementary** will increase the quality of school climate and safety index to **86.5** as measured by KSA. Current level is **77.3**.

#### Graduation Rate

- By 2025, will increase the graduation rate to % as measured by the combined 4-year and 5-year rate. Current rate is %.

#### Post-Secondary Readiness

- By 2025, will increase the percentage of students who are post secondary ready to %. 2019 level was %.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, <b>Wellington Elementary</b> will increase P/D in Reading to <b>65.3%</b> .	By 2024, <b>Wellington Elementary</b> will increase P/D in Reading to <b>67.7%</b> .	By 2025, <b>Wellington Elementary</b> will increase P/D in Reading to <b>70%</b> .
By 2023, <b>Wellington Elementary</b> will increase P/D in Math to <b>59.3%</b> .	By 2024, <b>Wellington Elementary</b> will increase P/D in Math to <b>70%</b> .	By 2025, <b>Wellington Elementary</b> will increase P/D in Math to <b>72%</b> .

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, <b>Wellington Elementary</b> will increase P/D in Science to <b>46.3%</b> .	By 2024, <b>Wellington Elementary</b> will increase P/D in Science to <b>50%</b> .	By 2025, <b>Wellington Elementary</b> will increase P/D in Science to <b>52%..</b>
By 2023, <b>Wellington Elementary</b> will increase P/D in Social Studies to <b>57.3%</b> .	By 2024, <b>Wellington Elementary</b> will increase P/D in Social Studies to <b>68.5%</b> .	By 2025, <b>Wellington Elementary</b> will increase P/D in Social Studies to <b>71%</b> .
By 2023, <b>Wellington Elementary</b> will increase P/D in Combined Writing to <b>57.3%</b> .	By 2024, <b>Wellington Elementary</b> will increase P/D in Combined Writing to <b>72.5%</b> .	By 2025, <b>Wellington Elementary</b> will increase P/D in Combined Writing to <b>75%</b> .

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, <b>Wellington Elementary</b> will decrease novice in Reading to <b>19.7 %</b> .	By 2024, <b>Wellington Elementary</b> will decrease novice in Reading to <b>13%</b> .	By 2025, <b>Wellington Elementary</b> will decrease novice in Reading to <b>11%</b> .
By 2023, <b>Wellington Elementary</b> will decrease novice in Math to <b>16.7%</b> .	By 2024, <b>Wellington Elementary</b> will decrease novice in Math to <b>10%</b> .	By 2025, <b>Wellington Elementary</b> will decrease novice in Math to <b>8%</b> .

By 2023, <b>Wellington Elementary</b> will decrease novice in Science to <b>6%</b> .	By 2024, <b>Wellington Elementary</b> will decrease novice in Science to <b>5%</b> .	By 2025, <b>Wellington Elementary</b> will decrease novice in Science to <b>4%</b> .
By 2023, <b>Wellington Elementary</b> will decrease novice in Social Studies to <b>21%</b> .	By 2024, <b>Wellington Elementary</b> will decrease novice in Social Studies to <b>16%</b> .	By 2025, <b>Wellington Elementary</b> will decrease novice in Social Studies to <b>14%</b> .
By 2023, <b>Wellington Elementary</b> will decrease novice in Combined Writing to <b>8%</b> .	By 2024, <b>Wellington Elementary</b> will decrease novice in Combined Writing to <b>7%</b> .	By 2025, <b>Wellington Elementary</b> will decrease novice in Combined Writing to <b>6%</b> .

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, <b>Wellington Elementary</b> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is %.	By 2024, <b>Wellington Elementary</b> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2025, <b>Wellington Elementary</b> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

<i>Additional Goal- Optional</i>		
Year 1	Year 2	Year 3

[Special Considerations for Targeted School and Improvement \(TSI\), Additional Targeted School and Improvement \(ATSI\), and Comprehensive School and Improvement \(CSI\)](#)

## Year 1 Focus Areas

<b>PLC: Wellington will utilize the PLC Process and PDSA model effectively to improve student learning.                      (Foundational PDSA : Plan- Do - Focus on Learning)</b>				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, SS, Combined Writing, ELL Progress, Achievement Gap	<a href="#">KCWP 2</a>	Develop, implement, and monitor strong, effective PLCs utilizing the district PLC framework and protocol. Capacity will be built with grade level team leaders for facilitating effective PLC meetings and data analysis.	PLC agendas, ILT agendas, lesson plans, classroom observations, walk through data.	
Reading, Math, Science, SS, Combined Writing, ELL Progress, Achievement Gap	<a href="#">KCWP 1 &amp; 2</a>	Provide ongoing professional learning on district PLC and Unit Frameworks, emphasizing the connection to the learning intentions, success criteria, and formative assessment data to plan instruction. Opportunities for coaching, professional learning, and data analysis will occur.	PLC agendas, lesson plans, formative assessments and data, coaching plans, classroom observations, walk through data.	
Reading, Math, Science, SS, Combined Writing, ELL Progress, Achievement Gap	<a href="#">KCWP 2 &amp; 3</a>	Provide ongoing professional learning on differentiation strategies and provide feedback regarding implementation to increase student learning outcomes. Coaching and feedback will be provided in the planning and implementation phases.	Professional learning agendas, coaching plans, classroom observations, walk through data.	
Reading, Math, Science, SS, Combined Writing, ELL Progress, Achievement Gap	<a href="#">KCWP 3 &amp; 4</a>	Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible.	Formative assessment data	
Reading, Math, Science, SS, Combined Writing, ELL Progress, Achievement Gap	<a href="#">KCWP 1, 2, &amp; 3</a>	Collaborate as grade level and vertical teams to create exemplars, discuss expectations for student mastery, and analyze student work samples.	PLC and vertical team agendas, work products, student work samples.	
Reading, Math, Science, SS, Combined Writing, ELL Progress, Achievement Gap	<a href="#">KCWP 1 &amp; 2</a>	Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment and differentiation.	Lesson plans, classroom observations, walk through data.	

Reading, Math, Science, SS, Combined Writing, ELL Progress, Achievement Gap	<a href="#">KCWP 3 &amp; 4</a>	Collaborate and utilize identified gap data and aligned curriculum to differentiate supports to improve outcomes for students.	Formative assessment data, MAP data, ACCESS data, DESSA data, PBIS data.	
ELL Progress, Achievement Gap	<a href="#">KCWP 1, 2, &amp; 6</a>	Provide training to teachers and support staff on diversity, equity and inclusion to develop a common language/framework to be integrated in the curriculum planning, review and feedback process and included in the PLC process.	DEIB Lead, DEIB Committee, lesson plans, classroom observations, walk through data.	
Reading, Math, Science, SS, Combined Writing, ELL Progress, Achievement Gap	<a href="#">KCWP 3 &amp; 4</a>	Utilize student data to inform coaching and actionable feedback for teachers.	Formative data, MAP data, ACCESS data, PBIS data, DESSA data, classroom observations, walk through data.	
<b><u>Progress Monitoring</u></b>				

<b>Culture/Climate: Wellington will provide systematic support to meet students' academic and social-emotional needs through comprehensive Counseling and Mental Health Services and foster a sense of belonging to include intentional family and community engagement.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Achievement Gap, overall Proficiency	KCWP <a href="#">5</a> & <a href="#">6</a>	Design and develop effective Family and Community Engagement (FACE) processes for increased engagement of families and community partners.	FACE Committee, FACE Lead, DEIB Committee, DEIB Lead, surveys, PTA membership, volunteer hours/log	n/a District support for FACE learning and resources
Achievement Gap, overall Proficiency	KCWP <a href="#">5</a> & <a href="#">6</a>	Identify and provide opportunities for students/families to engage in culturally responsive and multilingual family literacy programs.	FACE Committee, FACE Lead, DEIB Committee, DEIB Lead, professional learning agendas and schedule, FRC events	n/a District support for FACE & DEIB learning and resources
Achievement Gap,	<a href="#">KCWP 6</a>	Provide ongoing professional learning for teachers	DEIB Lead, DEIB	Additional DMHS

overall Proficiency		and staff in the area of Culturally Responsive Teaching and Learning (CRTL) and Trauma Informed Care practices.	Committee, Counselor/DMHS Support, Classroom observations, walk through data, professional learning agendas and schedule	support; district support for DEIB learning and resources
Achievement Gap, overall Proficiency	<a href="#">KCWP 5</a>	Continue to learn, develop, and improve design and implementation of multi-tiered systems of support (MTSS) for academics and behavior	Classroom observations, walk through data, PBIS data, formative assessment data, DESSA data	MTSS Lead Administrative Dean
Achievement Gap, overall Proficiency	<a href="#">KCWP 2</a>	Design and deliver effective Counseling and Mental Health Services and instruction for students to teach social skills and problem solving, increase student and teacher efficacy, and improve school culture.	SEL Progress Monitoring, DESSA data, PBIS data, Guidance Passes, SPS requests, Counseling data	District funding for Guidance Counselor and District Mental Health Specialists; additional grant or other funding for increase in DMHS allocation.
<b><u>Progress Monitoring</u></b>				

## ***Year 2 Focus Areas***

<b>PLC: Wellington will utilize the PLC Process and PDSA model effectively to improve student learning. (Foundational PDSA : Plan- Do - Focus on Learning)</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, SS, Combined Writing, ELL Progress, Achievement Gap	<a href="#">KCWP 2</a>	<b><i>Sustain and monitor</i></b> strong, effective PLCs utilizing the district PLC framework and protocol. Continue building leadership capacity and opportunities among teachers and team leaders for facilitating effective PLC meetings and data analysis.	PLC agendas, ILT agendas, lesson plans, classroom observations, NTIP plans, walk through trends	Section 6, ASP for sub release

Reading, Math, Science, SS, Combined Writing, ELL Progress, Achievement Gap	<a href="#">KCWP 1 &amp; 2</a>	<b>Sustain and monitor</b> alignment of activities to the learning intentions, success criteria, and rigor of the standard as outlined in the district Unit Frameworks and in accordance with the district PLC process.	PLC agendas, lesson plans, formative assessments and data, coaching plans, classroom observations, walk through trends	
Reading, Math, Science, SS, Combined Writing, ELL Progress, Achievement Gap	<a href="#">KCWP 2 &amp; 3</a>	<b>Implement and sustain</b> ongoing professional learning on <i>differentiation strategies</i> and provide feedback regarding implementation to increase student learning outcomes. Coaching and feedback will be provided in the planning and implementation phases with intentional focus on underperforming gap groups.	Professional learning agendas, coaching plans, classroom observations, walk through data.	
Reading, Math, Science, SS, Combined Writing, ELL Progress, Achievement Gap	<a href="#">KCWP 1, 2, &amp; 3</a>	<b>Implement and sustain</b> the process for collaboratively creating and reviewing exemplars; discuss expectations for student mastery, analyze student work samples, and determine next steps.	PLC and vertical team agendas, work products, student work samples.	Section 6, ASP for sub release
<b><u>Progress Monitoring</u></b>				

**Culture/Climate: Wellington will provide systematic support to meet students' academic and social-emotional needs through comprehensive Counseling and Mental Health Services and foster a sense of belonging to include intentional family and community engagement.**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Achievement Gap, overall Proficiency	KCWP <a href="#">5</a> & <a href="#">6</a>	<b>Develop and implement</b> effective Family and Community Engagement (FACE) processes for increased engagement and understanding of student progress and learning strategies among families.	FACE Committee, FACE Lead, UBS Committee, UBS Lead, surveys, PTA membership, volunteer hours/log	n/a District support for FACE learning and resources
Achievement Gap, overall Proficiency	KCWP <a href="#">5</a> & <a href="#">6</a>	<b>Develop and implement</b> opportunities for students/families to engage in culturally responsive and multilingual family literacy programs.	FACE Committee, FACE Lead, UBS Committee, UBS Lead, professional learning agendas and schedule, FRC events	n/a District support for FACE & UBS lead learning and identification of resources



Achievement Gap, overall Proficiency	<a href="#">KCWP 6</a>	<b>Develop and implement</b> ongoing professional learning for teachers and staff in the area of Culturally Responsive Teaching and Learning (CRTL) and Trauma Informed Care practices.	DEIB Lead, DEIB Committee, Counselor/DMHS Support, Classroom observations, walk through data, professional learning agendas and schedule	Grant Request: Additional 0.5 DMHS support; district support for UBS lead learning and identification of resources
Achievement Gap, overall Proficiency	<a href="#">KCWP 2</a>	<b>Design and deliver</b> effective Counseling and Mental Health Services and instruction for students to teach and utilize social skills and problem solving strategies to increase student and teacher efficacy.	SEL Progress Monitoring, DESSA data, PBIS data, Guidance Passes, SPS requests, Counseling data	District funding for Guidance Counselor and District Mental Health Specialists; additional grant or other funding for increase in DMHS allocation.

**Student Achievement: Wellington will provide systematic support to meet students' instructional needs by utilizing a balanced assessment system and intentional instructional support for all students, with increased focus and utilization of instructional strategies for students with disabilities and English language learners.**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
ELL Progress, Achievement Gap	<a href="#">KCWP 1, 2, &amp; 3</a>	<b>Implement and sustain</b> systems for analyzing student data and determining instructional support plans for students in underperforming groups.	PLC agenda, individual data meeting notes, data dashboard	
Achievement Gap, overall Proficiency	<a href="#">KCWP 5</a>	<b>Develop and implement</b> a system for monitoring and providing feedback to students regarding the use of allowable accommodations during formative assessments. Ex. utilizing headphones and tools for having questions or passages re-read instead of rushing through and not utilizing accommodations..	Formative assessment data, qualitative observation data, IEP goal progress	
Achievement Gap, overall Proficiency	<a href="#">KCWP 5</a>	<b>Implement and refine</b> systems for data analysis multi-tiered systems of support (MTSS) for academics, behavior, and attendance.	Classroom observations, walk through data, PBIS data, formative assessment data, DESSA data	ASP: Funding for MTSS Lead and Administrative Dean
Achievement Gap,		<b>Develop and implement</b> a process for	Formative assessment	

overall Proficiency		goal-setting with students to increase awareness and progress toward proficiency goals.	data, MAP data, common unit assessment data	
<b><u>Progress Monitoring</u></b>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<b><u>Progress Monitoring</u></b>				

**Year 3 Focus Areas**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

<b><u>Progress Monitoring</u></b>				

<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
<b><u>Progress Monitoring</u></b>				



# 2023-2024 Wellington Phase One: Executive Summary for Schools\_09112023\_13:42

2023-2024 Phase One: Executive Summary for Schools

**Wellington Elementary**  
**Julie Strange**  
3280 Keithshire Way  
Lexington, Kentucky, 40503  
United States of America

## 2023-2024 Phase One: Executive Summary for Schools

### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Established in 2011, Wellington offers a facility designed for sustainability and provides students with a warm, safe, and challenging learning environment. Wellington's enrollment for 2023-24 is 579 with the following makeup: Racial balance: 55% White, 21% Asian, 7% Black, 9% Hispanic, 9% two or more races. Free/reduced meal qualifiers: 39.6% English learners: 34% - 2.5 full-time ELL teachers (22% active and 11% exited but monitored), Special Education: 12% (six full-time Special Education certified teachers), Gifted and Talented: 20% (one full time Gifted and Talented certified teacher).

Our school is unique in the fact that our students represent nearly 30 languages. With more than 120 active English Language Learners and over 65 who are monitored due to demonstrating language proficiency via ACCESS testing, our students have the support of 2.5 full-time ELL teachers and a teaching staff well-versed in using translating tools as a part of daily instruction. Wellington values and recognizes cultural differences and seeks inclusion with all families.

Talking Points is a schoolwide method of communication that offers translation for more than 150 languages via the mobile platform, aiding in the removal of language being a barrier in the educational process. One hundred percent of our families have access to and receive messages via this platform and families have the option to receive messages in their preferred language.

Wellington has been fortunate to have an active and engaged Parent Teacher Association since opening in 2011. The PTA collaborates with Wellington's leadership, teachers, and families to provide meaningful family activities, recognitions for students, and supplemental resources for learning.

### School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

The school's stakeholder groups include students, teachers, and families. To ensure stakeholder involvement and engagement in the improvement planning process, Wellington employs various strategies. For students, we conduct student surveys and informal conversations to gather input and feedback. Teachers are engaged through PLCs, faculty meetings, and professional development. Parents are informed through newsletters from the school and grade level, communication

through our school-wide messaging system, parent-teacher conferences, and involvement in PTA.

### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Emblazoned on the rock wall of the foyer, teacher-made paintings herald our focus: critical thinking, problem-solving, communication, collaboration, creativity, adaptability, stewardship, and leadership. The building itself was designed as a teaching tool and is crafted with many sustainable features.

Wellington's curriculum is aligned with the Kentucky Academic Standards and each grade level works collaboratively as a professional learning community to design instruction to best meet the needs of its students and the standards for which each grade is responsible. Our teachers have collaborative discussions focused on best practices in instruction and monitoring of student progress. In addition to the Kentucky Core Academic Standards, students receive instruction in art, music, physical education, technology, guidance, STEM lab, band, and orchestra. Our children have access to a library that has both traditional book titles as well as ebooks and other media resources. Wellington has extracurricular offerings for our students including Art Club, Chorus, Guitar Club, Governor's Cup, Quick Recall, Student Technology Leadership Program, Robotics, and Girls Who Game. Other support programs include Speech, Occupational Therapy, Physical Therapy, Special Education Resources, Preschool, and full-time Gifted and Talented Enrichment services.

### Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Wellington is proud to be a high-performing school in the state of Kentucky. Our school received an overall Green rating for the 2021-22 Kentucky Summative Assessment state rating. We have not received our rating for the 22-23 school year.

Within that classification, all academic areas as well as the school safety and culture survey were rated green and the achievement and growth indicator for English Language Learners was in the blue category, demonstrating very high growth. Since its opening in 2011, Wellington has been a high-performing school, earning top rankings among elementary schools in Fayette County as well as the state of Kentucky.

Wellington has had a very successful Quick Recall team, earning Runner-up at the District Governor's Cup competition in 2015 and 2019 and a finalist since 2016. Wellington has also had students progress to the state and national levels of competition in the PTA Reflections contest over the past 9 years and has had students consistently place at the district and state level in STLP as well. Wellington continues to work toward reducing achievement gaps among students with disabilities and economically disadvantaged students. Strategies include scaffolding, differentiation, and alignment of services within the master instructional schedule.

#### Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

NA



# 2023-2024 Wellington Phase Two: The Needs Assessment for Schools\_09282023\_11:17

2023-2024 Phase Two: The Needs Assessment for Schools

**Wellington Elementary**  
**Julie Strange**  
3280 Keithshire Way  
Lexington, Kentucky, 40503  
United States of America



## **2023-24 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

#### **Protocol**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Wellington staff had various opportunities to review, analyze, and reflect upon data included in this Needs Assessment. Fall NWEA MAP data, and Spring KSA data were used to find strengths and areas of growth among subgroups and programs. All certified staff (K-5 teachers, Special Area, Special Education, Intervention, ELL, and other support staff) reviewed this data during a staff meeting.

Focus groups including the Instructional Leadership Team, PBIS Team, and MTSS Team also reviewed the data. The Instructional Leadership Team is a guiding coalition of teacher leaders from each grade level, K-5, ELL, and Special Education representatives who collaborate with our Administrative team. This team meets approximately two times per month to review academic progress data, implementation of the PLC process, and instructional practices.

Wellington's PBIS team is comprised of teacher leaders including primary, intermediate, special area, and special education teachers, as well as a mental health specialist and an administrator. This team meets monthly to review school-wide behavior data and the effectiveness of processes for positive behavior supports and interventions.

Tier 2 and 3 behavior data, counseling and behavior referrals, and other data are reviewed monthly by the Guidance Counselor and mental health specialists as well as the Principal and/or Assistant Principal and Administrative Dean. Wellington's MTSS team membership includes not only the Administrative staff, but also our Counselor and mental health specialists, ELL teachers, Intervention teacher, Family Resource Center Coordinator, Speech Language Pathologist, and School Psychologist. This team meets monthly to review academic and behavior data, making adjustments and recommendations as needed based on student progress data. This team also reviews Tier 3 student progress to determine next steps including the possibility of Special Education referral.

The Intervention Team will collaborate with the Administrative Team on a deeper level to cross-reference data, identifying not only groups of students, but individual students to ensure that intervention and other supports are being provided and progress toward standard mastery is being monitored. The process used for all stakeholder groups included "I notice, I wonder" protocol (Solution-Tree) and SWOT protocol (ASCD). Whole school, grade level, and subgroup data including ethnicity and programming, were analyzed throughout the Needs Assessment. All agendas, notes, and/or minutes of these meetings are documented in Google Docs located in Google Drives that all members have access to.

### Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Throughout the course of the 2022-2023 school year, we focused on continuing to sustain the PLC process by clarifying expectations and monitoring the planning process of teams. The Administrative team supported teams in the PLC process by monitoring and providing feedback regarding instructional plans, attending team planning sessions, facilitating data analysis protocol following formative and summative assessment as well as data conferences with teachers. These actions supported the following goals:

- Develop, implement, and monitor strong, effective PLCs utilizing the district PLC framework and protocol.
- Provide ongoing professional learning on district PLC and Unit Frameworks, emphasizing the connection to the learning intentions, success criteria, and formative assessment data to plan instruction.
- Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions.

---

Differentiation was an instructional focus during the 2022-23 school year. Our intentionality around differentiation during the team planning process included not only Tier 1 instruction, but Tier 2 and 3, particularly for specific subgroups or programs not reaching mastery. All teachers were trained on differentiation through content, process, and product and provided feedback during the walk through process.

We collaborated as grade level teams to create exemplars, discuss expectations for student mastery, and analyze student work samples. The effort toward this was successful, but will remain a goal and focus for PLC work in all subject areas.

Teachers were provided training in the area of diversity, equity and inclusion, which developed awareness of inclusive practices. We will continue to develop this work to ensure that all students have a feeling of belonging and inclusion and teachers have access to instructional strategies for increasing mastery for all students, particularly ELL and socioeconomically disadvantaged students.

## Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

### Example of Trends

- The number of behavior referrals increased from 204 in 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

While state assessment data for the 2022-23 school year is not available at the time of this needs assessment, Wellington is working to improve in a variety of areas. Based on state assessment data from the 2021-22 school year and MAP data from the last several years, Special Education continues to be an area of focus. In reading and math, a significant gap exists between our students receiving special education services and those who do not receive services. Our students who are economically disadvantaged score lower than their peers in reading and math.

English Language Learners make up a significant portion of our student population and remain a focus for our school. We have seen great results in this area and, given the number of students in this population, want to continue focusing on this area to continue to see results and grow.

## Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

### Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### **Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

State assessment data for the 22-23 school year has yet to be released at the time of this document. While that data is unavailable, Wellington is using MAP data to determine our current needs as a school and to guide our instruction. Data obtained from mapwnea.org using the "School Profile Report" comparing Fall 22-23 to Spring 22-23.

### **MAP Reading**

Of the 546 students taking the Reading MAP assessment in the Fall of 2022, the median achievement level was the 68th percentile. The median percentile for the Spring of 2023 increased to the 74th percentile. In the same testing period (Fall 22 to Spring 23), the median percentile for growth in the building was the 57th percentile. All grade levels were at a median growth percentile of 51, with some grade levels performing as high as 79. Most grade levels maintained or grew their median percentile in achievement, with increases as high as 18.

Grade Levels broke down as follows:

- Kindergarten: 63th median percentile in achievement in fall, 81st in spring; 79th median percentile in growth
- 1st Grade: 68th median percentile in achievement in fall, 72nd in spring; 62th median percentile in growth
- 2nd Grade: 68th median percentile in achievement in fall, 76th in spring; 67th median percentile in growth
- 3rd Grade: 71st median percentile in achievement in fall, 74th in spring; 51st median percentile in growth
- 4th Grade: 72nd median percentile in achievement in fall, 78th in spring; 52nd median percentile in growth
- 5th Grade: 73rd median percentile in achievement in fall, 71st in spring; 53rd median percentile in growth

### **MAP Math**

Of the 549 students taking the Math MAP assessment in the Fall of 2022, the median achievement level was the 69th percentile. The median percentile for the

---

Spring of 2023 increased to the 73rd percentile. In the same testing period (Fall 22 to Spring 23), the median percentile for growth in the building was the 63rd percentile. All grade levels were at a median growth percentile of 52, with most grade levels performing over 65. All grade levels maintained or grew their median percentile in achievement, with increases as high as 9.

Grade Levels broke down as follows:

- Kindergarten: 74th median percentile in achievement in fall, 78th in spring; 72nd median percentile in growth
- 1st Grade: 64th median percentile in achievement in fall, 73rd in spring; 65th median percentile in growth
- 2nd Grade: 72nd median percentile in achievement in fall, 75th in spring; 68th median percentile in growth
- 3rd Grade: 72nd median percentile in achievement in fall, 72nd in spring; 52nd median percentile in growth
- 4th Grade: 61st median percentile in achievement in fall, 64th in spring; 56nd median percentile in growth
- 5th Grade: 74th median percentile in achievement in fall, 76th in spring; 74th median percentile in growth

#### Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Special Education and English Language learners remain an instructional priority for Wellington. Of the 63 students that scored below the 20th percentile on the Spring 22 Reading MAP assessment, 27 (42.9%) were students who had an IEP and 20 (31.7%) were students who are English Language Learners. Of the 47 students that scored below the 20th percentile on the Spring 22 Math MAP assessment, 25 (53.2%) were students who had an IEP and 13 (27.7%) were students who are English Language Learners. Our Special Education and English Language learner students scored disproportionately lower in both reading and math as compared to peers and will continue to be a focus of instructional and data conversations for the 2023-24 school year..

#### Strengths/Leverages

---

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

#### Reading

Achievement data from the Spring 2023 Reading MAP assessment shows that 37% of our students scored at the 80th percentile or above and 64% of our students score at the 60th percentile or above. Grade levels ranged from 30% of students at or above the 80th percentile to 49% of students at or above the 80th percentile.

Wellington has shown improvement in student achievement from the Fall of 2022 to the Spring of 2023. The median achievement level increased from the 68th percentile to the 74th percentile.

Many grade levels showed significant improvement in achievement levels. Notably, Kindergarten, 2nd Grade, 4th Grade, and 5th Grade all saw increases in their median achievement percentiles, with some of them achieving as high as 18 percentile point growth. This suggests that certain grade levels are performing exceptionally well in fostering student achievement.

#### Math

Achievement data from the Spring 2023 Math MAP assessment shows that 37% of our students scored at the 80th percentile or above and 63% of our students score at the 60th percentile or above. Grade levels ranged from 25% of students at or above the 80th percentile to 48% of students at or above the 80th percentile.

Wellington had an increase in the median achievement level from the 69th percentile in the Fall to the 73rd percentile in the Spring. Kindergarten showed consistently high achievement (78th percentile in Spring) and growth (72nd percentile). 1st Grade exhibited notable improvement in both achievement and growth, while 3rd Grade has similar achievement levels to 2nd Grade.

### Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data [Results](#)
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establish Learning Environment and Culture

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
  - **b. Upload your completed template in the attachment area directly below.**

**ATTACHMENTS**

**Attachment Name**

---

 Updated Wellington 2023 School Key Elements

8. After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

**NOTE:** These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

Key Core Work Processes (KCWP) #1, 2, and 3 will be thoroughly addressed in the Professional Learning Communities (PLC) section of the CSIP. Wellington staff will move from implementing to sustaining and monitoring in this work.

KCWP #5 and 6 will be the primary areas addressed in the Culture/Climate section due to the focus of these areas on systems of support and "positive, equitable, and inclusive learning experiences," (5) and "inclusive and accessible learning culture for all students," (6).

KCWP #1, 2, 3, and 5 will be addressed in the Student Achievement section, as this combines the work described in PLC and Culture/Climate to address students with disabilities and English language learners.





2023-2024 Wellington Phase Two: School  
Assurances\_10242023\_21:09

2023-2024 Phase Two: School Assurances

**Wellington Elementary**  
**Julie Strange**  
3280 Keithshire Way  
Lexington, Kentucky, 40503  
United States of America



## 2023-24 Phase Two: School Assurances

### Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

#### Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

Yes

No

**N/A**

#### **COMMENTS**

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

Yes

No

**N/A**

#### **COMMENTS**

#### Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

Yes

No

**N/A**

**COMMENTS**

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

Yes

No

**N/A**

**COMMENTS**

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

Yes

No

**N/A**

**COMMENTS**

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

Yes

No

**N/A**

**COMMENTS**

7. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

Yes

No

N/A

**COMMENTS**

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

Yes

No

N/A

**COMMENTS**

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

Yes

No

N/A

**COMMENTS**

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

Yes

No

N/A

**COMMENTS**

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

Yes

No

N/A

**COMMENTS**

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

Yes

No

N/A

**COMMENTS**

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

Yes

No

N/A

**COMMENTS**

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

Yes

No

N/A

**COMMENTS**

Title I Schoolwide Programs

15. In a school implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

Yes

No

N/A

**COMMENTS**

16. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

Yes

No

N/A

**COMMENTS**

17. In a school implementing a schoolwide program, the school developed a

---

comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

Yes

No

**N/A**

**COMMENTS**

18. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

Yes

No

**N/A**

**COMMENTS**

19. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

Yes

No

**N/A**

**COMMENTS**

20. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

Yes

No

**N/A**

---

**COMMENTS**

21. In a school implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

Yes

No

**N/A**

**COMMENTS**

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

Yes

No

**N/A**

**COMMENTS**

### Title I Targeted Assistance School Programs

23. In a school implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

Yes

No

**N/A**

**COMMENTS**

24. In a school implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

Yes

No

**N/A**

**COMMENTS**

25. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

Yes

No

**N/A**

**COMMENTS**

26. In a school implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

Yes

No

**N/A**

**COMMENTS**

27. In a school implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

Yes



No

**N/A**

**COMMENTS**

28. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

Yes

No

**N/A**

**COMMENTS**

29. In a school implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

Yes

No

**N/A**

**COMMENTS**

30. In a school implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

Yes

No

**N/A**

**COMMENTS**

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school

developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

N/A

**COMMENTS**

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

**COMMENTS**

**FCPS Professional Learning Plan 2023-2024**  
*ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS*  
**2022-2023 Phase 4**  
**FCPS District Professional Learning Plan**  
**High-Quality Professional Learning**  
**Wellington Comprehensive School Improvement Plan**

School Name: Wellington Elementary School

**District Mission**

The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

**School Mission**

All Wellington students will receive high-quality instruction in a positive and encouraging environment to ensure high levels of learning for all.

**Focus Area 1 Culture/Climate**

Wellington will provide systematic support to meet students' academic, social-emotional, and behavioral needs and foster a sense of belonging to include intentional family and community engagement.

**Focus Area 2 Acceleration**

Wellington will implement and refine standard-based instruction and high yield instructional strategies to accelerate learning.

How do the identified top two focus areas requiring professional learning relate to district goals?

*Our focus on Culture/Climate will support student achievement and DEIB through effective PBIS structures. We will be transitioning to eOS with our staff, redefining our leveled behaviors, our processes for reporting, and focusing on direct and timely communication with families.*

**Strategic Plan Priority Areas are:**

- **Student Achievement**
- **Diversity, Equity, Inclusion and Belonging**
- **Highly Effective and Culturally Responsive Workforce**
- **Stakeholder Engagement and Outreach**
- **Organizational Health and Efficiency**

**Describe Strategic Plan Priority Areas: Student Achievement and DEIB**

*Our focus on Culture/Climate will support student achievement and*

*DEIB through effective PBIS structures. We will be transitioning to eOS with our staff, redefining our leveled behaviors, our processes for reporting, and focusing on more direct and timely communication with families.*



The Fayette County Public Schools CDIP goals include:

- Reading
- Math
- Science
- Social Studies
- Combined Writing
- Achievement Gap
- English Learner Progress
- Post-secondary Readiness
- Graduation Rate.

**Describe  
CDIP  
alignment:**

*Wellington's  
plan is  
aligned  
to the  
CDIP  
by  
including 2 of  
the 4  
identified  
focus  
areas*

*and  
connec  
tion to  
the  
strategi  
c plan.*

### Professional Learning Development Tools

<u>F</u>	<u>F</u>
<u>C</u>	<u>C</u>
<u>P</u>	<u>P</u>
<u>S</u>	<u>S</u>
<u>Pr</u>	<u>Pr</u>
<u>of</u>	<u>of</u>
<u>es</u>	<u>es</u>
<u>si</u>	<u>si</u>
<u>on</u>	<u>on</u>
<u>al</u>	<u>al</u>
<u>Le</u>	<u>Le</u>
<u>ar</u>	<u>ar</u>
<u>ni</u>	<u>ni</u>
<u>ng</u>	<u>ng</u>
<u>Ti</u>	<u>Ti</u>
<u>m</u>	<u>m</u>
<u>eli</u>	<u>eli</u>
<u>ne</u>	<u>ne</u>
<u>Br</u>	<u>20</u>
<u>ief</u>	<u>23</u>
<u>20</u>	<u>:</u>
<u>23</u>	<u>20</u>
<u>:</u>	<u>24</u>

<u>20</u> <u>24</u>	<u>At</u> <u>:</u> <u>A-</u> <u>Gl</u> <u>an</u> <u>ce</u>
<u>F</u> <u>C</u> <u>P</u> <u>S</u> <u>Lo</u> <u>gi</u> <u>c</u> <u>M</u> <u>od</u> <u>el</u>	<u>FC</u> <u>PS</u> <u>Mo</u> <u>nito</u> <u>rin</u> <u>g</u> <u>and</u> <u>Eva</u> <u>luat</u> <u>ion</u> <u>Fra</u> <u>me</u> <u>wor</u> <u>k</u>
<u>C</u> <u>or</u> <u>e</u> <u>El</u> <u>e</u>	



m  
e  
n  
t  
s  
o  
f  
a  
P  
r  
o  
f  
e  
s  
s  
i  
o  
n  
a  
L  
e  
a  
r  
n  
i  
n  
g  
P  
I  
a  
n

Focus Area 1

Focus Area 1 Objectives

Short-Term Changes:

*Teachers, student support staff, and school administrators will develop an understanding of strategies that remove barriers to instruction related to behavior, mental health, and social emotional learning.*

*Teachers, student support staff, and school administrators will develop an understanding of a family engagement framework, theories and best practices.*

*Teachers, staff, and school administrators will*

**Long-Term Changes:**

*Administrators and Teachers will consistently utilize varied strategies that remove barriers of instruction related to behavior, mental health, and social emotional learning. These strategies are used across tiers of instruction and throughout varied school settings based on student needs. All staff will consistently exhibit best practices grounded in core beliefs and a framework for family engagement.*

*Administrators and Teachers will consistently utilize varied strategies that remove barriers of instruction related to behavior, mental health, and social emotional learning. These strategies are used across tiers of instruction and throughout varied school settings based on student needs.*

**Focus Area 1 Intended Results**

**Student Outcomes:**

- By 2025, **Wellington Elementary** will increase Reading proficient and distinguished level to **70%** as measured by KSA. Current level is **63%**.
- By 2025, **Wellington Elementary** will increase Math proficient and distinguished level to **64%** as measured by KSA. Current level is **57%**.
- By 2025, **Wellington Elementary** will increase Science proficient and distinguished level to **51%** as measured by KSA. Current level is **44%**.
- By 2025, **Wellington Elementary** will increase Social Studies proficient and distinguished level to **62%** as measured by KSA. Current level is **55%**.
- By 2025, **Wellington Elementary** will increase Combined Writing proficient and distinguished level to **62%** as measured by KSA. Current level is **55%**.
- By 2025, **Wellington Elementary** will decrease Novice in Reading and Math to <15%; Science to <21%; Social Studies to 23<; Combined Writing to <10% as measured by KSA.
- By 2025, **Wellington Elementary** will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

**Educator Beliefs:**

- Educators believe in equity of access and opportunity.
- Educators embrace the four core beliefs of family engagement.

**Educator Practices:**

- All staff will engage and support school-based family engagement and PBIS teams.
- Wellington’s family engagement and PBIS teams will meet regularly with FACE and PBIS liaisons for support.
- Wellington will distribute annual family surveys and utilize feedback to support family engagement goals.
- School-based teams will identify family engagement and PBIS goals that align with school, district, state and federal guidelines.
- Connect family engagement to practices that are linked to learning, culturally-responsive, asset based, collaborative, interactive and relational.

**Focus Area 1 Monitoring(Response Required)**

**What data will be considered and gathered?**

**Who is responsible for gathering data?**

**How frequently will it be analyzed?**

**Focus Area 1 Indicators of Success (Please describe in detail.)**

Parents/Families will understand how they can support learning at home increasing parent/family participation and literacy skills.

Parents/Families will understand the school’s expectations for learning and behavior and receive regular feedback regarding their child’s progress.

School-level family engagement and PBIS teams will meet regularly.

Parent/Family involvement in committee participation will increase.

Increase in students scoring within the “typical” to “strength” range as measured by the DESSA.

Increase in school climate and safety indicator as measured by the Kentucky Summative Assessment.

Decrease in the number of in and out of school suspensions.

**Focus Area 1 Targeted Audience**

The targeted audience is Wellington teachers, support staff, administrators, students, and families.

**Focus Area 1 Resources**

**Staff:** school-level family engagement and PBIS teams and team leaders, FACE district liaisons, chief, principals, assistant principals, teachers, support staff, classified staff

**Funding:** FRC, Section 6

**Technology:** ROIS, Infinite Campus, Aperture System

**Instructional Resources:** MTSS Guidance Document, FACE Framework

**Focus Area 1 Ongoing Supports for Implementation**

**Focus Area 2**

**Accelerated Learning: All schools will develop and implement standard-based instruction to accelerate learning.**

**Focus Area 2 Objectives**

**Short Term Changes**

Teachers and school administrators develop an understanding of the district-developed frameworks and instructional design models, based on the state standards leveraging the PLC implementation processes to plan for grade appropriate instruction, which is cognitively engaging.

Teachers and school administrators learn and implement strategies for differentiation.

Teachers and school administrators will expand knowledge and implementation of high yield strategies for reading and math instruction.

Teachers and school administrators develop an understanding of culturally responsive teaching.

### **Long Term Changes**

Teachers will consistently utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction.

Teachers collaborate and utilize identified gap data and aligned curriculum to differentiate supports to improve outcomes for all students.

Teachers will consistently utilize high yield strategies for reading and math instruction.

Teachers use culturally responsive teaching as a framework for changing educational outcomes for multilingual learners and develop a climate in which all students' backgrounds, experiences, and cultures are honored, building a stronger and more diverse school community.

### **Focus Area 2 Intended Results**

#### **Student Outcomes:**

- By 2025, **Wellington Elementary** will increase Reading proficient and distinguished level to **70%** as measured by KSA. Current level is **63%**.
- By 2025, **Wellington Elementary** will increase Math proficient and distinguished level to **64%** as measured by KSA. Current level is **57%**.
- By 2025, **Wellington Elementary** will increase Science proficient and distinguished level to **51%** as measured by KSA. Current level is **44%**.
- By 2025, **Wellington Elementary** will increase Social Studies proficient and distinguished level to **62%** as measured by KSA. Current level is **55%**.
- By 2025, **Wellington Elementary** will increase Combined Writing proficient and distinguished level to **62%** as measured by KSA. Current level is **55%**.
- By 2025, **Wellington Elementary** will decrease Novice in Reading and Math to <15%; Science to <21%; Social Studies to 23<%; Combined Writing to <10% as measured by KSA.
- By 2025, **Wellington Elementary** will grow 100% of EL students by at least .5 in their composite score as measured by ACCESSEducator Beliefs:

**Educator Beliefs:**

By 2024, Wellington Elementary will ensure 100% of teachers and staff consistently utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction.

**Educator Beliefs:**

- Educators believe in equity of access and opportunity.

**Educator Practices:**

- Educators utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction.

**Focus Area 2 Monitoring**

**What data will be considered and gathered?**

**Who is responsible for gathering data?**

**How frequently will it be analyzed?**

**Focus Area 2 Indicators of Success (Please describe in detail.)**

Culturally Responsive Teaching and Learning Strategies and Beliefs

- Guiding Principle #1: Culturally responsive teaching is assets-based.
- Guiding Principle #2: Culturally responsive instruction simultaneously supports and challenges students.
- Guiding Principle #3: Culturally responsive teaching places students at the center of the learning.
- Guiding Principle #4: Culturally responsive teaching leverages students' linguistic and cultural backgrounds.

- Guiding Principle #5: Culturally responsive teaching unites students' schools, families, and communities.

Coaching and Feedback for teachers will be regularly provided to increase knowledge of effective strategies that increase student learning outcomes.

- Get Better Faster framework
- Coaching plans
- Student achievement data

### Focus Area 2 Targeted Audience

The targeted audience is all teachers and school administrators.

### Focus Area 2 Resources

**Staff:** School Chief, Principal, Assistant Principal, Administrative Dean, teachers and support staff

**Funding:** Staffing allocation, After School Program

**Technology:** Navigator, Gale Library resources

**Instructional Resources:** Culturally Responsive Teaching for Multilingual Learners book, Get Better Faster book and resources, Fayette County Public Schools Multi-Tiered System of Support Guidance Document

### Focus Area 2 Ongoing Supports for Implementation

Optional Extension