

WELLINGTON ELEMENTARY SCHOOL ACTION PLAN

2026–27

SECTION 1: THE BACKGROUND

School Name: Wellington Elementary

Year: 2026-27

The Central Vision: (North Star)

We envision Wellington Elementary as an inclusive, equitable learning community where every student is known, valued, supported, and challenged as a capable learner. We believe that every member of the Wellington Community is a stakeholder in the learning of each and every student. We accomplish this through:

- Creating stronger structures for collaboration
- Meaningful assessments and consistent progress monitoring
- Alignment of standards and expectations across grade levels

Focus Population: (Who are the furthest from racial and educational justice?)

The students at Wellington who are the furthest from Racial and Educational Justice are our students receiving special education services. This is based on I-Ready data that shows a significant gap between the performance of students who receive only general education services and students who also receive special education services.

Based on Fall 2026 iReady Data for our current 1st-5th Graders:

- 79% of our general education students receiving only general education are meeting grade-level standards in reading.
 - However, only 44% of our students receiving special education are meeting or exceeding grade-level standards in reading
- 40% of our only general education students receiving only general education are meeting or exceeding grade-level standards in math.
 - However, only 26% of our students receiving special education are meeting or exceeding grade-level standards in math.

Based on Spring 2026 iReady Data for our 1st-5th Graders:

- 88% of our general education students receiving only general education met or exceeded grade level standard in reading.
 - However, only 56% of our students who received special education services met or exceeded grade level standards in reading.
- 85% of our general education students receiving only general education met or exceeded grade level standards in math.
 - However, only 54% of our students who received special education services met or exceeded grade level standards in math.

It is our commitment at Wellington to surpass all four of these data points based on Spring 2027 I-Ready data.

Learning Problem: (Big Picture)

At Wellington, students who are receiving special education services are performing at a lower standard than their general education peers. We see this trend across all grade-levels. 3-5th grade SBA scores also support this trend.

Since the 2023-24 academic year, Wellington has made strong progress in caring for our students and meeting their basic needs. We recognize that, according to Maslow's hierarchy of needs, all students must have their psychological needs met, feel safe and have a sense of belonging before they can be engaged and willing learners. We made significant growth in all of these areas through our monthly PBIS assemblies highlighting our character traits, as well as providing meaningful professional development through REJ and SDLT committee centering on inclusionary practices. Through these successes, we are able to take the next step to address the academic needs of this student group.

By strengthening instructional alignment across MTSS tiers, deepening differentiation and UDL practices, increase collaboration among classroom teachers and special education/related service staff, and using student-level data more consistently to respond to learner needs, we are confident that we will be able to close the achievement gap between our two distinct populations of students. Strengthening these systems will increase access and outcomes for students served in Special Education while improving responsive instruction for all learners.

SECTION 2: THE SYSTEMIC NARRATIVE

ROOT CAUSE

The Holistic Inquiry Response

The Holistic Inquiry	Response
Surface Symptoms	Going more in-depth with the data above, every grade level has a significant achievement gap between students receiving special education services and students who are receiving only general education services in both academic areas. For example, in second grade, 20% of our students receiving special education services are meeting literacy standards while 58% of our students receiving only general education services are meeting literacy standards. In 5th grade, 27% of our students receiving special education services are meeting literacy standards while 50% of our students receiving only general education services are meeting literacy standards.

The Systemic Root	Wellington's central challenge is not a lack of commitment to students, it is the variation and incomplete alignment of practices and systems that support learner variability. • There are variations in staff knowledge, beliefs, and implementation of MTSS, differentiation, UDL, REJ, and inclusionary practices. • We need stronger shared instructional practices and clearer alignment across Tier 1, intervention, and individualized support. • We need to continue shifting from grade level or classroom specific responsibility toward collective ownership of student outcomes. • We need to leverage the expertise of teacher leaders and skilled staff more systematically in PLCs, professional learning, coaching, and instructional feedback. • We need continued development of Special Education systems and collaboration so students receive coherent support across learning environments. • We heavily depend on I-Ready assessment results to monitor student growth. We need to diversify our assessments to provide more specific progress monitoring. • We noticed that students do not grow seamlessly and are dependent on teacher relationships. For example, if a Kindergarten teacher knows a first grade teacher, they collaborate more but if the first grade teacher does not know the second grade teacher, they have less opportunities to share progress.
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SECTION 3: THE INTERCONNECTED ACTION MAP

THEORY OF ACTION

As Wellington strengthens its shared instructional practices, collaborative data use, diversified assessments, inclusive systems, and alignment of standards, we believe teachers will be better equipped to respond to the needs of students furthest from educational justice and that they will have greater academic gains in literacy and math. These improvements will create a thorough line of progress as students move from grade level to grade level. This action plan aligns with Wellington's commitment to the intersectionality of MTSS practices, educational justice, and inclusion. The MTSS structures are carried out by work done within the PLCs to develop strong instruction where every student gets what they need. This is a process that involves data driven progress monitoring, frequent feedback and responsive iterations. As these practices become more consistent across classrooms and teams, the benefits will extend to every learner as well as close the achievement gap for our focus students.

Goal 1: Collaboration

Goal Statement: Strengthen collaborative systems among teachers to ensure shared responsibility for all of our student's learning and create consistent, equitable support for all learners across classrooms and grade levels.

System	Strategic Activities	Resource Inputs
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Instruction	We will develop an inclusive schedule different from what we had in the past to target specific needs of our students. The inclusive schedule will have WIN time incorporated to our students where support staff (Special Education, Multilingual Department) can come in and target specific core instruction like literacy and math with our students, uninterrupted. We will also push for a walk to model, starting with math, for our secondary grades.	Inclusive schedule, collaboration schedule from each grade-level
Culture	We will identify the major differences between common planning meetings and professional learning communities. As part of our PLC coaching, we will clearly define the purpose of PLCs, how to set goals, and suggest frequency of meetings to maximize collaboration time across teams. We will create an expectation to pass on the academic progress and needs of the previous grades to their current grades and teachers. This will include progress in curriculum, gaps and instructional strategies that would have been beneficial to the current cohort of students.	PLC professional development, transition meetings
Structure	In our inclusive schedule mentioned above, all grades will have a common planning time as well as support staff.	Inclusive schedule highlighting common planning time

	We expect all grade levels to invite support staff to their planning time to further plan WIN time and discuss how they can support their shared students and target academic needs. Teams will modify instruction to best meet the needs of our focus population. PLCs will meet and be made up of staff based on needs and specific student population being discussed. For example, having all grade levels invite all instructional and support staff that work with the students of focus.	between all instructional staff, PLCs
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Goal 2: Assessments

Goal Statement: Diversify our assessments towards student-centered assessments and to consistently monitor progress, identify learning needs, and inform responsive instruction and intervention.

System	Strategic Activities	Resource Inputs
Instruction	We need to diversify and identify meaningful assessments to make sure we are assessing growth not just from one assessment but a myriad of assessments that highlights different strengths of our students. We will need to identify or create assessments that are student-centered and aligned with the agreed standards between all staff in the grade. By focusing on student-centered assessments, we are leveraging student strengths and we are able to provide a flexible service delivery.	Curriculum assessments, grade-level meetings, PLCs, student-centered assessments

Culture	The identifying or creation of the assessments for our students will happen between all parties of staff that are working with the focus student population. All assessment data will be shared between all instructional staff working with the focus student to modify instruction.	PLCs between instructional staff, Inclusive schedule
Structure	We will have a way to monitor data for all students in our focus population across all instructional staff. Instructional staff will collaborate with the same data and will inform instruction and planning of WIN time.	PLCs, planning time, assessment data tracker

Goal 3: Alignment

Goal Statement: Develop greater alignment in standards, instructional practices, expectations, and MTSS supports across classrooms and grade levels to provide consistent access to instruction for all students.

System	Strategic Activities	Resource Inputs
Instruction	Wellington will need to create a committee called “Instructional Learning Team” that will dedicate itself to the improvement of MTSS Structures, PD and Instruction. All grade levels must have the same standard for all instructional plans. These include lessons and units as well as assessments for each grade level.	ILT, same standards for each grade-level, PLCs, grade-level meetings

	Each grade-level team should identify the essential standards that students need to master. We should also create opportunities for teachers to understand what students learned before and after their grade level.	
Culture	We need to develop shared language and beliefs around learner variability, inclusion, and high expectations. We should not lower expectations because a student needs support, we change the way the student accesses the learning.	ILT
Structure	We will develop predictable structures for vertical articulation and student transitions between grade levels. All instructional staff will meet during their shared planning time to discuss different MTSS structures as well as goals and standards for each unit of study in the core subjects.	Inclusive schedule, planning time

SECTION 4: THE RIPPLE EFFECT SCAN

Potential Negative Ripple	Mitigation Strategy	Cross-System Connection
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Our staff has had the comfort of having the same master schedule for years.	Highlight success. Show how grade levels that used differentiation have the highest scores.	End of the year results will help cement an Inclusive Master Schedule as a year to year support.
Staff does not know what professional learning communities look like or the difference between the staff-meeting and PLCs	Our first principal Wednesday will be used to explain the definition of PLCs and the difference between staff-meeting and PLCs. We will also have bite sized PDs to throughout the year to remind our staff about the role of PLCs.	Hiring new staff and making an emphasis on PLCs during trainings will result in improved scores for our focus students.
Staff will see this as extra workload as it challenges their established approach.	Staff will need to learn that there is a shift from individual planning to collaborative planning. Although the role has changed, the planning time or the workload has not changed.	The staff has already seen benefits of more common planning time.
Paraeducator might push back as their role might have changed or different from their perception of the role.	Give paras a voice with para meetings and show increased importance in their role. In addition, we have set up para specific PD.	Support staff will see the benefit with increased scores.
Teachers at Wellington have a silo culture where their classroom structure is unique to them and hesitant to be welcome to change.	Our principal and SDLT days where we focus on our SAP goals, will focus on mainly collaboration and change the culture to collaboration.	Staff have seen the progress of teams who share students and will see growth with focus students and overall scores.

SECTION 5: MONITORING THE WHOLE

Metric Type	Indicator Description	Frequency
Process (Are we doing it?)	-An inclusive schedule has already been in place since the beginning of the year. It gives our staff the time to meet with our PLCs. -Committee formed for professional development Instructional leadership team. -SDLT/ILT are planning professional development that support our SAP goals	-Inclusive schedule is consistent all year -Committee meets once a month and each member works with PLC teams -During principal/SDLT days
Experience (How does it feel?)	-Through the gathering of student data such as SDLT check-ins, reviewing PLC notes and feedback surveys. -ILT and SDLT after our trainings will ask for an exit ticket that will monitor their comfort level to the work and support as needed	Continually
Outcome (Did it work?)	-Along with iReady data as a starting benchmark, we will use the identified assessments to measure progress of our focus students. We will see the growth of our focus students and identify the interventions that were most effective.	-Quarterly

Summary of the Changes

During the 2026–27 school year, Wellington Elementary will build on our strong foundation of inclusive practices and identity-affirming environments to leverage the academic growth of students through the strengthening of our PLCs, assessment types and instructional responses to data, and cross grade-level collaboration and standards alignment. Through these school action plan goals, we are confident of closing our achievement gap between our students receiving only general education services and students who are receiving special education services. Through targeted MTSS practices, PLCs and WIN time, we will create a stronger culture of learning.

This shift towards targeted MTSS practices, PLCs, and WIN time, would not have been possible without the shifting of hearts and minds of our Wellington staff, dedicated towards our students over the last few years. Wellington is making a significant shift to develop a culture of collaboration committed to the learning of all students. This is a

product of the braiding of REJ and MTSS practices to promote a structure of learning where everything is purposefully aligned with our school action plan.