

The School District of Palm Beach County

# Wellington High School



2015-16 School Improvement Plan

## Wellington High School

2101 GREENVIEW SHORES BLVD, Wellington, FL 33414

[www.edline.net/pages/wellington\\_high\\_school](http://www.edline.net/pages/wellington_high_school)

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
High	No	36%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	50%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	A*	A	B	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Wellington Community High School seeks to provide a safe environment conducive to developing lifelong learners and productive citizens who contribute to the community as a whole.

##### **Provide the school's vision statement**

The School District of Palm Beach County envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported and where all learners reach their highest potential in order to succeed in the global economy.

Students' learning needs are the primary focus of all decisions impacting the work of the school because each student is a valued individual with unique physical, social, emotional and intellectual needs.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Wellington Community High School utilizes several methods to build relationships between cultures. We use collected data to determine which classes to offer. Currently, we offer African American studies and Holocaust studies. The school also invites guest speakers with personal experiences involving intolerance to speak to the student body. Wellington Community High School also set school-wide expectations for all students and reviews these expectations often. Finally, we offer professional development to teachers to help them build strong relationships with all students. We ask teachers to incorporate their students' cultural backgrounds into lessons with the intent of creating sensitive classes that foster respect for all cultures.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

One of the ways that Wellington Community High School creates a safe environment is through our students. We have a very large and active Peer Mediation group of students who have attended Safe School's deescalation training. These students have become our school mediators and are trained to inform the staff of any issue they cannot handle. Additionally, the staff at Wellington Community High School is very active in the hallways before school, during all bell changes, and after school. There are also five (5) assistant principals, a school resource police officer, and a police aide strategically placed around campus. Fire Drills and Code Drills are run on a regular basis so that our staff and students know what to do during an emergency.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**



Over the past few years, Wellington Community High School has implemented the "Wellington Way," a program with three clearly stated school-wide ideas are promoted: "Responsible in words and deeds. Respectful of myself and others. Ready to learn both physically and mentally." The school also uses Pre-Referral forms for minor classroom incidents. The idea of the form is to correct minor behavioral issues. During the first week of school and the first week after the winter holiday break, the administrative staff meets with all students by grade level and explains to students how they can be successful. The assistant principals utilize a district matrix to make sure that all students are treated fairly. They also review discipline data at the end of each school year to determine what corrections need to be made to lessen classroom and school disruptions.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Wellington Community High School has a very active School Based Team (SBT). Teachers and assistant principals are involved in SBT and may elect to send students to SBT in order to help guide them through high school. Guidance counselors and assistant principals also mentor students throughout the school year. The school also uses the Behavior Interventionist Assistance teacher on a regular basis. She is involved in helping meet the social and emotional needs of many students on campus. Wellington Community High School also has a DATA counselor who meets with students who have been referred to her by teachers or other staff members.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Wellington Community High School uses data to identify students who have academic concerns, attendance problems and behavioral issues. We use the data collected to make school decisions and to determine if and when a student should be referred to the School Based Team. On LTM days teachers are given their students' data to review in order to create differentiated instruction. The needs of students are data driven and the decisions made by the administration are determined by that data.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	7	12	13	13	45
One or more suspensions	82	108	78	88	356
Course failure in ELA or Math	174	163	142	121	600
Level 1 on statewide assessment	0	0	0	0	

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	61	74	55	54	244

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Students who have been identified by the early warning signs will be placed into intensive classes. They will also be recommended to the School Based Team and given supplemental help. These students will also meet with their guidance counselors and work on plans to help them become successful in school.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

Wellington Community High School has a very active parent group that attends many school events. The SAC, as well, is very committed to seeing the school achieve greatness. The school sends home a monthly newsletter to inform parents of upcoming major events. We also use the marquee to list upcoming school activities. Teachers, as well as assistant principals, send out Edline and phone dialer messages to keep families up to date and to highlight school achievements. Some of Wellington Community High School's major events include the following:  
Open House - 2,500 people in attendance  
New Student Orientation - 1,500 people in attendance  
Parent Conferences - 1000 people in attendance  
Choice Programs Open House - 400 people in attendance  
Student Awards - 350 people in attendance  
AICE/AP Open House - 100 people in attendance

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

WCHS supports the Character Counts Recognition Program for any student who exhibits any of the six pillars of character: Caring, Trustworthiness, Citizenship, Respect, Responsibility and Fairness. Students are nominated each month and awarded certificates as recognition.

We participate in the Women of Tomorrow program. This program was initiated in Dade and Broward County. Students who are part of the program are at risk in many different ways. To be in the program, the students are nominated at the discretion of their teachers, guidance counselors or administrators. The students meet monthly with an assigned mentor (usually a business woman) who provides the students with different strategies on how to overcome life's obstacles. Students must be part of the program for three years. During their senior year, the students may apply for college scholarships through the program.

Every year staff, students, and community stakeholders tally an enormous amount of volunteer hours. During FY15, 700 volunteers accumulated 11,000 community hours. Without these community service hours, the school would not be able to support many of its programs.

Our school earned the 5 Star School Award two years in a row. At this moment, we have met the state

qualifications to receive this honorable award for the third year. This award is granted to schools that work together with business partners, SAC, and parent and student volunteers. We have shown that WCHS works with many stakeholders to continue making improvements to our school that translates into improved student achievement. At the same time, we provide opportunities for a variety of community involvement.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership:

Name	Title
Crocetti, Mario	Principal
Kozlowski, Mike	Assistant Principal
Calvente-Torres, Elizabeth	Assistant Principal
Paulk, Henry	Assistant Principal
Rejc, John	Dean
Grant, Tonya	Assistant Principal

#### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The school administration and department chairs are responsible for collecting and providing data on those elements that are not readily addressed in the District's Educational Data Warehouse. The guidance department provides data from 504 meetings, graduation issues, etc. The ESE coordinator provides data from SBT and Child Study team meetings. The SwPBS chair provides student discipline data. The administration conducts a quarterly analysis of student grades. All team members have input in the decision making process.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The leadership team analyzes data from FCAT and EOC exams, diagnostic results, student grades, discipline reports, graduation results, the IEP team, the 504 team, the SwPBS team, SBT results, and results from the PSAT, ACT, SAT, and PERT, etc. to identify and prioritize scheduling, budget, professional development, curriculum, and staffing needs.

Our school integrates Single School Culture through our emphasis on "The Wellington Way: Responsible in words and deeds. Respectful of myself and others. Ready to learn both physically and mentally." Students and parents are informed of the behavior matrix, the school's rules, and consequences. We share guidelines for success with students on individual, classroom, and grade levels. We demonstrate an appreciation for appropriate behavior through our SwPBS program. Our appreciation for multicultural diversity is reflected in our curriculum, our extracurricular activities, and our emphasis on the elimination of bullying.

### School Advisory Council (SAC)

**Membership:**

Name	Stakeholder Group
Ellen Wheeler	Parent
Julie Knoblauch	Parent
Miguel Torrogrosso	Parent
John Cardozo	Business/Community
Mario Crocetti	Principal
Daniel Stechschulte	Teacher
Tessa Wallis	Student
Ashley Knoblauch	Student
Monica Hart	Parent
Debra Bradley	Parent
Lee Tanton	Teacher
Bailey Williams	Student
Lori Gerboc	Parent
	Student
Amy Thibault	Parent
Manuel Aguilar	Parent

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

At the August 18, 2015 meeting, SAC evaluated last year's SIP for all goals except graduation rate, college readiness, and accelerated coursework. These areas will be evaluated once the FL DOE releases this data in December or January.

*Development of this school improvement plan*

At its August meeting, the SAC recruits potential new parent members. At the September SAC meeting, parent members and officers are elected. Additionally, the principal provides a summary of the prior year's test data and seeks input from SAC members. At the October SAC meeting, the principal presents the proposed SIP goals, strategies, and budget for SAC approval. SAC members provide feedback and propose changes, additions, etc.

*Preparation of the school's annual budget and plan*

At the August 18, 2015 meeting, SAC was provided an overview of the school's budget for FY15. It was noted that enrollment was running a bit below projection and that some adjustments might need to be made. All trade-off requests were signed by the SAC chair.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

There were no state-provided school improvement funds.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

The SAC will continue to recruit additional members in order to better mirror the demographics of the community which we serve.

### Literacy Leadership Team (LLT)

#### Membership:

Name	Title
Finch, Ann	Teacher, K-12
Simon, Randee	Teacher, K-12
Stolow, Cheryl	Teacher, K-12
Cooperman, Susan	Teacher, K-12
Rigolo, Flora	Teacher, K-12
Kozlowski, Mike	Assistant Principal
Calvente-Torres, Elizabeth	Assistant Principal
Mauney, Kent	Teacher, K-12
Rejc, John	Teacher, K-12
Johnson, Celena	Teacher, K-12
Mccolley, karen	Teacher, K-12

#### Duties

##### ***Describe how the LLT promotes literacy within the school***

The LLT implements, monitors, and evaluates the school's school-wide reading plan.

### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

#### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Wellington Community High School does many things to encourage positive working relationships between teachers. Ninth and tenth grade English teachers and all reading teachers have common planning periods. We also use LTM days to allow departments to meet and work in collaborative groups. We encourage teachers to attend trainings to better themselves and to help their departments.

#### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Person responsible - principal and department chairpersons

Every effort is made to contact former employers from whom a written recommendation is not available to gather as much information as possible on candidates. Teachers new to the school--even veteran teachers--are provided a mentor within their department to ease their transition into WCHS. Teacher preferences are taken into consideration when developing the master schedule. Every effort is made to provide teachers with the supplies, equipment, and training they request.

## **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

New educators are provided a mentor teacher from their department as well as an administrative contact to call upon when assistance is needed. Mentors are department chairpersons and/or effective teachers with similar course assignments. Teachers new to the school receive additional non-evaluative classroom visits that result in suggestions for improvement as well as an acknowledgement of strengths. New educators have ongoing meetings with school administrators throughout the fiscal year. We offer district training to new teachers in areas of need.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

WCHS creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum and the standards.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

At Wellington Community High School intensive reading teachers have common planning in order to review data on a regular basis. The rotational model is used in intensive reading classrooms and teachers are now focusing on small group and personal instruction. The reading teachers make decisions about literacy instruction and how they can improve their own instruction. In language arts classes, diagnostic scores are analyzed and compared to the expectations of the Language Arts Standards. Language arts teachers also meet with district support staff every two to three weeks to make sure instruction is aligned with the standards. Guidance counselors and assistant principals have data chats with students and review Sal-P reports with at-risk students.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: After School Program**

**Minutes added to school year: 16,200**

After-school tutorials are provided in the areas of math, reading, writing, and science.

**Strategy Rationale**

Extra help is available in areas where students are weak.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Kozlowski, Mike, mike.kozlowski@palmbeachschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Student sign-in sheets are monitored for attendance. Student grades, as well as diagnostic data, are used to determine effectiveness. Student grades are also reviewed every quarter.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Incoming 8th graders

Guidance counselors visit the feeder middle schools to explain the course registration process. Parents are provided during 8th grade orientation, which is held in the evening. Wellington High School holds a Choice School evening information and registration night and an AICE /AP Open House to discuss accelerated programs. Then, in August we hold new student orientation.

Seniors

Wellington High School seniors have the opportunity to meet with college/university representatives when they are on campus. Guidance counselors also hold financial aid and FASFA nights to help parents and students receive as much assistance as possible.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Guidance counselors meet with students through English classes to explain the course selection process, graduation requirements, and the college acceptance process. Students then meet individually with their guidance counselors to review and discuss their course selections. Parents are invited to two orientation programs each school year.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

WCHS offers four career academies - drafting and design, marketing, equine pre-veterinary program, and fire science. In addition to the academy courses, we also offer courses in fashion and design,

culinary arts, information technology, early childhood care/education, business, leadership, and tourism.

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

Specific courses are mandatory for senior students who have not yet posted college ready math and/or reading scores. In three school years WCHS has more than doubled the student enrollment in AICE courses leading to college credit. In two years we have doubled the number of juniors taking the PSAT (all sophomores take the PSAT).

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

Wellington Community High School offers a few a magnet programs that help students prepare for life after high school. We have a highly-rated marketing program that has produced national champions in predetermined disciplines. Students may also earn industry certifications in Information Technology (Microsoft Office), Culinary Arts (Servsafe), Drafting Design (Autodesk), and Communication Design (Photoshop). Also, added in FY 2014 is the Fire Science Academy. Students in the Fire Science Academy learn basic skills that will prepare them to take the EMT and Paramedic exam. The school also offers college preparatory courses in Language Arts and Math. Students can also take off-campus courses at local colleges.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If Wellington High School monitors the participation rate of black students in upper level courses (AICE, AP, and Honors), the number of black students taking these classes will rise.
- G2.** If Wellington High School monitors attendance rates and offers credit recovery to students, then student graduation rate will increase.
- G3.** If Wellington High School provides after school labs and tutoring to students in Science, Math and Reading, then the number of proficient students in those content areas will increase.
- G4.** If Wellington High School provides after school tutoring to students in Math then the number of proficient students in Math will increase to 85%
- G5.** If Wellington High School implements Reading Plus and a school-wide reading plan, then the number of proficient students in Literacy Comprehension will increase to 75%.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** If Wellington High School monitors the participation rate of black students in upper level courses (AICE, AP, and Honors), the number of black students taking these classes will rise. 1a

G069903

**Targets Supported** 1b

Indicator	Annual Target
	22.0

**Resources Available to Support the Goal** 2

- Guidance, constant monitoring, parent involvement and tutoring session.

**Targeted Barriers to Achieving the Goal** 3

- Students do not always feel confident taking these courses.

**Plan to Monitor Progress Toward G1.** 8

When course selection sheets are complete, Mrs. Calvente-Torres will review them to make sure that we have additional black students in higher level courses prior to beginning the scheduling process.

**Person Responsible**

Elizabeth Calvente-Torres

**Schedule**

On 6/3/2016

**Evidence of Completion**

Course selection sheets, student grades, and teacher recommendations.

**G2.** If Wellington High School monitors attendance rates and offers credit recovery to students, then student graduation rate will increase. 1a

G069904

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0

**Resources Available to Support the Goal** 2

- Funding is available for resources.

**Targeted Barriers to Achieving the Goal** 3

- Guidance counselors have limited time to plan with all students.

**Plan to Monitor Progress Toward G2.** 8

We will monitor credits earned on time, GPA, and attendance

**Person Responsible**

Jana Bolinder

**Schedule**

Quarterly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Quarterly and year-end reports to the faculty.

**G3.** If Wellington High School provides after school labs and tutoring to students in Science, Math and Reading, then the number of proficient students in those content areas will increase. 1a

G069905

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	83.0
Bio I EOC Pass	85.0
FSA English Language Arts - Achievement	80.0
FSA Mathematics - Achievement	90.0

**Resources Available to Support the Goal** 2

- Funding is available to provide after-school tutoring in science.

**Targeted Barriers to Achieving the Goal** 3

- We lack sufficient remedial labs, tutors, and computers labs.

**Plan to Monitor Progress Toward G3.** 8

Students participating in the tutorial will demonstrate at least a ten percentage point increase in their science grades.

**Person Responsible**

Karen Clawson

**Schedule**

Quarterly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

Grade analysis for those students participating in the program

**G4.** If Wellington High School provides after school tutoring to students in Math then the number of proficient students in Math will increase to 85% **1a**

G069906

**Targets Supported** **1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0

**Resources Available to Support the Goal** **2**

- Funding is available to provide after-school tutorial sessions, and laptop carts are available to meet technology needs.

**Targeted Barriers to Achieving the Goal** **3**

- Students need additional instructional time and access to technology.

**Plan to Monitor Progress Toward G4.** **8**

Mid-quarter and quarterly grades will assist with the monitoring of grades.

**Person Responsible**

Salvador Mucino

**Schedule**

Monthly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

A quarterly grade analysis will be completed by the principal.

**G5.** If Wellington High School implements Reading Plus and a school-wide reading plan, then the number of proficient students in Literacy Comprehension will increase to 75%. 1a

G069907

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0
U.S. History EOC Pass	81.0

**Resources Available to Support the Goal** 2

- The purchase of 10 desk top computers to be used in reading/writing lab
- The implementation of a school-wide reading program
- Ongoing professional development for teachers

**Targeted Barriers to Achieving the Goal** 3

- Students need increased access to instructional technology.
- Students need reading instruction in science, social studies, and elective classes.

**Plan to Monitor Progress Toward G5.** 8

FY16 PBPA results and FY16 College Ready Reading Scores results; Ongoing diagnostic results.

**Person Responsible**

Susan Cooperman

**Schedule**

Quarterly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

Diagnostic and practice test results

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** If Wellington High School monitors the participation rate of black students in upper level courses (AICE, AP, and Honors), the number of black students taking these classes will rise. **1**

 G069903

**G1.B1** Students do not always feel confident taking these courses. **2**

 B181927

**G1.B1.S1** Guidance Counselors and Assistant Principals will guide black students into courses which will prepare them for upper level courses. **4**

 S193570

### Strategy Rationale

If black students feel prepared for upper level courses, they will perform at a higher level.

### Action Step 1 **5**

Guidance Counselors and Assistant Principals will meet and schedule courses that will prepare black students for upper level courses

#### Person Responsible

Elizabeth Calvente-Torres

#### Schedule

On 6/3/2016

#### Evidence of Completion

Review of grade and Scheduling by Guidance Councilors

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Guidance Councilors will check students' grades.

**Person Responsible**

Jana Bolinder

**Schedule**

On 6/3/2016

***Evidence of Completion***

At the end of the year, Wellington High School will compare scores of black students with other students in upper level courses. Guidance Counselors and Assistant Principals will meet with black students who took upper level courses to review scores and to determine their comfort level in continuing with these courses.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Guidance Councilors will review all course selection sheets to make sure that black students are attempting higher level courses.

**Person Responsible**

Jana Bolinder

**Schedule**

On 6/3/2016

***Evidence of Completion***

Increase in black students selecting higher level courses and their success rate in taking these courses.



**G2.** If Wellington High School monitors attendance rates and offers credit recovery to students, then student graduation rate will increase. 1

G069904

**G2.B1** Guidance counselors have limited time to plan with all students. 2

B181928

**G2.B1.S1** Regular attendance checks will be made by Guidance Counselors and Assistant Principals for students who have over 10 absences in one or more periods. 4

S193571

### Strategy Rationale

If students are in attendance, Wellington Community High School can monitor growth as well as offer services that will help at-risk students.

### Action Step 1 5

Student attendance will be monitored weekly and attendance contract will be put into place by Assistant Principals

#### Person Responsible

Jana Bolinder

#### Schedule

Weekly, from 9/1/2015 to 6/3/2016

#### Evidence of Completion

EDW Reports, Terms and Teacher Attendance

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The use of incentives for attendance

#### Person Responsible

Henry Paulk

#### Schedule

Quarterly, from 9/1/2015 to 6/3/2016

#### Evidence of Completion

A log of incentives awarded

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

We will track students' quarterly grades and attendance

**Person Responsible**

Jana Bolinder

**Schedule**

Weekly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

Quarterly reports presented to the faculty.

**G2.B1.S2** Changes in academic programs will include E20/20, Edgenity, and FLVS, but where possible, a live teacher will be used for credit recovery. Students who fail to progress will be referred to the SBT.

4

 S193572

**Strategy Rationale**

We choose to give students the opportunity to improve failing grades and raise their GPA.

**Action Step 1** 5

Scheduling students into classes to replace failing grades

**Person Responsible**

**Schedule**

Semiannually, from 5/31/2015 to 6/3/2016

**Evidence of Completion**

Site Reporter, Grade Reports, and passed grades

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Review of grad status from EDW

**Person Responsible**

Jana Bolinder

**Schedule**

On 6/3/2016

***Evidence of Completion***

EDW and class scheduling for the following year

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Following up on SBT, Number of students referred

**Person Responsible**

Jana Bolinder

**Schedule**

On 6/3/2016

***Evidence of Completion***

SBT rates and Tiers

**G3.** If Wellington High School provides after school labs and tutoring to students in Science, Math and Reading, then the number of proficient students in those content areas will increase. 1

G069905

**G3.B1** We lack sufficient remedial labs, tutors, and computers labs. 2

B181929

**G3.B1.S1** To provide after-school science, Math and Reading tutorials will be offered at least once per week. 4

S193573

### Strategy Rationale

Students will be able to get extra help in concepts with which are struggling. Extra individual time will also be available with teachers or tutors.

### Action Step 1 5

An after-school science tutorial will be provided at least once per week.

#### Person Responsible

Kent Mauney

#### Schedule

Weekly, from 9/1/2015 to 6/3/2016

#### Evidence of Completion

Teacher payroll sheets and student sign in sheets.

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Student sign in sheets will be monitored.

#### Person Responsible

Karen Clawson

#### Schedule

Weekly, from 9/1/2015 to 6/3/2016

#### Evidence of Completion

Review of sign in sheets and visits to the tutorial.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

First quarter grades will be used for a baseline. Increasing student grades will be an indicator of successful implementation.

**Person Responsible**

Kent Mauney


**Schedule**

Quarterly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

Grade analysis report

**G4.** If Wellington High School provides after school tutoring to students in Math then the number of proficient students in Math will increase to 85% 1

 G069906

**G4.B1** Students need additional instructional time and access to technology. 2

 B181930

**G4.B1.S1** After-school math assistance will be offered three times each week in a computer lab. 4

 S193574

**Strategy Rationale**

These labs will help students improve math skills and gain knowledge that will allow them to pass the state standardized test. One on one time with teacher or tutor will aide their progress as well.

**Action Step 1 5**

Funding will be encumbered to pay teachers to work the math tutorial. Room 2-155 will be reserved for their use after school, and computers will be made available to the program.

**Person Responsible**

Salvador Mucino

**Schedule**

On 6/3/2016

**Evidence of Completion**

Teacher and student sign in sheets.

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Student sign in sheets will be given to the principal.

**Person Responsible**

Salvador Mucino

**Schedule**

Weekly, from 9/1/2015 to 6/3/2016

***Evidence of Completion***

Principal's review and feedback on student sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

First quarter math grades will be used as a benchmark.

**Person Responsible**

Salvador Mucino

**Schedule**

Quarterly, from 9/1/2015 to 6/3/2016

***Evidence of Completion***

Quarterly grade analysis

**G5.** If Wellington High School implements Reading Plus and a school-wide reading plan, then the number of proficient students in Literacy Comprehension will increase to 75%. 1

G069907

**G5.B1** Students need increased access to instructional technology. 2

B181931

**G5.B1.S1** A grant from the Village of Wellington will be used to purchase 10 new desk tops to be used in the reading/writing lab. All laptops will have the Reading Plus program installed. 4

S193575

### Strategy Rationale

Students will have access to desk tops to help them improve literacy. Extra time with teachers and tutors.

### Action Step 1 5

Grant funding used to purchase 10 desk top computers.

#### Person Responsible

Mario Crocetti

#### Schedule

On 6/3/2016

#### Evidence of Completion

Classroom visits.

### Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Classroom visits looking for use of the technology.

#### Person Responsible

Mario Crocetti

#### Schedule

Biweekly, from 8/17/2015 to 8/17/2015

#### Evidence of Completion

Lesson plans.

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Monitoring PBPA and FSA data.

**Person Responsible**

Flora Rigolo

**Schedule**

Quarterly, from 8/17/2015 to 8/17/2015

**Evidence of Completion**

Data analysis report.

**G5.B2** Students need reading instruction in science, social studies, and elective classes. 2

 B181932

**G5.B2.S1** All science, social studies, and elective teachers will implement a reading plan. 4

 S193576

**Strategy Rationale**

To support struggling readers

**Action Step 1** 5

Each department will design and implement a reading plan.

**Person Responsible**

Susan Cooperman

**Schedule**

Quarterly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

Lesson plans, observation data, and reading portfolios kept by teachers.



**Action Step 2** 5

To review lesson plans that have been designed by teachers

**Person Responsible**

Mike Kozlowski

**Schedule**

Quarterly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

The person collecting the data will look for improved scores in writing and reading on standardized test.

**Action Step 3** 5

Science and Social Studies teachers will receive Content Literacy Training.

**Person Responsible**

Tonya Grant

**Schedule**

Monthly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

Inservice points report from eLearn and District certificate of completion.

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

Classroom visits

**Person Responsible**

Mike Kozlowski

**Schedule**

Monthly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

Observation data and teacher reading portfolios

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7**

FY15 PBPA will be used to set beginning benchmarks.

**Person Responsible**

Flora Rigolo

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Data analysis reports

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Guidance Counselors and Assistant Principals will meet and schedule courses that will prepare black students for upper level courses	Calvente-Torres, Elizabeth	8/17/2015	Review of grade and Scheduling by Guidance Councilors	6/3/2016 one-time
G2.B1.S1.A1	Student attendance will be monitored weekly and attendance contract will be put into place by Assistant Principals	Bolinder, Jana	9/1/2015	EDW Reports, Terms and Teacher Attendance	6/3/2016 weekly
G2.B1.S2.A1	Scheduling students into classes to replace failing grades		5/31/2015	Site Reporter, Grade Reports, and passed grades	6/3/2016 semiannually
G3.B1.S1.A1	An after-school science tutorial will be provided at least once per week.	Mauney, Kent	9/1/2015	Teacher payroll sheets and student sign in sheets.	6/3/2016 weekly
G4.B1.S1.A1	Funding will be encumbered to pay teachers to work the math tutorial. Room 2-155 will be reserved for their use after school, and computers will be made available to the program.	Mucino, Salvador	9/1/2015	Teacher and student sign in sheets.	6/3/2016 one-time
G5.B1.S1.A1	Grant funding used to purchase 10 desk top computers.	Crocetti, Mario	9/1/2015	Classroom visits.	6/3/2016 one-time
G5.B2.S1.A1	Each department will design and implement a reading plan.	Cooperman, Susan	9/1/2015	Lesson plans, observation data, and reading portfolios kept by teachers.	6/3/2016 quarterly
G5.B2.S1.A2	To review lesson plans that have been designed by teachers	Kozlowski, Mike	9/1/2015	The person collecting the data will look for improved scores in writing and reading on standardized test.	6/3/2016 quarterly
G5.B2.S1.A3	Science and Social Studies teachers will receive Content Literacy Training.	Grant, Tonya	9/1/2015	Inservice points report from eLearn and District certificate of completion.	6/3/2016 monthly
G1.MA1	When course selection sheets are complete, Mrs. Calvente-Torres will review them to make sure that we have additional black students in higher level courses prior to beginning the scheduling process.	Calvente-Torres, Elizabeth	9/1/2015	Course selection sheets, student grades, and teacher recommendations.	6/3/2016 one-time
G1.B1.S1.MA1	Guidance Councilors will review all course selection sheets to make sure that black students are attempting higher level courses.	Bolinder, Jana	9/1/2015	Increase in black students selecting higher level courses and their success rate in taking these courses.	6/3/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Guidance Councilors will check students' grades.	Bolinder, Jana	9/1/2015	At the end of the year, Wellington High School will compare scores of black students with other students in upper level courses. Guidance Counselors and Assistant Principals will meet with black students who took upper level courses to review scores and to determine their comfort level in continuing with these courses.	6/3/2016 one-time
G2.MA1	We will monitor credits earned on time, GPA, and attendance	Bolinder, Jana	8/17/2015	Quarterly and year-end reports to the faculty.	6/3/2016 quarterly
G2.B1.S1.MA1	We will track students' quarterly grades and attendance	Bolinder, Jana	9/1/2015	Quarterly reports presented to the faculty.	6/3/2016 weekly
G2.B1.S1.MA1	The use of incentives for attendance	Paulk, Henry	9/1/2015	A log of incentives awarded	6/3/2016 quarterly
G2.B1.S2.MA1	Following up on SBT, Number of students referred	Bolinder, Jana	8/17/2015	SBT rates and Tiers	6/3/2016 one-time
G2.B1.S2.MA1	Review of grad status from EDW	Bolinder, Jana	8/17/2015	EDW and class scheduling for the following year	6/3/2016 one-time
G3.MA1	Students participating in the tutorial will demonstrate at least a ten percentage point increase in their science grades.	Clawson, Karen	9/1/2015	Grade analysis for those students participating in the program	6/3/2016 quarterly
G3.B1.S1.MA1	First quarter grades will be used for a baseline. Increasing student grades will be an indicator of successful implementation.	Mauney, Kent	9/1/2015	Grade analysis report	6/3/2016 quarterly
G3.B1.S1.MA1	Student sign in sheets will be monitored.	Clawson, Karen	9/1/2015	Review of sign in sheets and visits to the tutorial.	6/3/2016 weekly
G4.MA1	Mid-quarter and quarterly grades will assist with the monitoring of grades.	Mucino, Salvador	9/1/2015	A quarterly grade analysis will be completed by the principal.	6/3/2016 monthly
G4.B1.S1.MA1	First quarter math grades will be used as a benchmark.	Mucino, Salvador	9/1/2015	Quarterly grade analysis	6/3/2016 quarterly
G4.B1.S1.MA1	Student sign in sheets will be given to the principal.	Mucino, Salvador	9/1/2015	Principal's review and feedback on student sign-in sheets	6/3/2016 weekly
G5.MA1	FY16 PBPA results and FY16 College Ready Reading Scores results; Ongoing diagnostic results.	Cooperman, Susan	9/1/2015	Diagnostic and practice test results	6/3/2016 quarterly
G5.B1.S1.MA1	Monitoring PBPA and FSA data.	Rigolo, Flora	8/17/2015	Data analysis report.	8/17/2015 quarterly
G5.B1.S1.MA1	Classroom visits looking for use of the technology.	Crocetti, Mario	8/17/2015	Lesson plans.	8/17/2015 biweekly
G5.B2.S1.MA1	FY15 PBPA will be used to set beginning benchmarks.	Rigolo, Flora	8/24/2015	Data analysis reports	6/3/2016 quarterly
G5.B2.S1.MA1	Classroom visits	Kozlowski, Mike	9/1/2015	Observation data and teacher reading portfolios	6/3/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G5.** If Wellington High School implements Reading Plus and a school-wide reading plan, then the number of proficient students in Literacy Comprehension will increase to 75%.

**G5.B2** Students need reading instruction in science, social studies, and elective classes.

**G5.B2.S1** All science, social studies, and elective teachers will implement a reading plan.

### PD Opportunity 1

Each department will design and implement a reading plan.

#### Facilitator

Principal, Reading Dept. Chair, English Department Chair

#### Participants

All science, social studies, and elective teachers

#### Schedule

Quarterly, from 9/1/2015 to 6/3/2016

### PD Opportunity 2

Science and Social Studies teachers will receive Content Literacy Training.

#### Facilitator

District personnel

#### Participants

Science and Social Studies Teacher

#### Schedule

Monthly, from 9/1/2015 to 6/3/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Guidance Counselors and Assistant Principals will meet and schedule courses that will prepare black students for upper level courses</b>				<b>\$105,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2191 - Wellington High School	General Fund		\$105,000.00
<i>Notes: 1.5 additional guidance positions will be purchased to reduce the student to counselor ratio.</i>						
<b>2</b>	<b>G2.B1.S1.A1</b>	<b>Student attendance will be monitored weekly and attendance contract will be put into place by Assistant Principals</b>				<b>\$0.00</b>
<b>3</b>	<b>G2.B1.S2.A1</b>	<b>Scheduling students into classes to replace failing grades</b>				<b>\$0.00</b>
<b>4</b>	<b>G3.B1.S1.A1</b>	<b>An after-school science tutorial will be provided at least once per week.</b>				<b>\$1,010.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2191 - Wellington High School	Other		\$1,010.00
<i>Notes: Village of Wellington grant for after-school tutorials in math, writing, reading, and science literacy.</i>						
<b>5</b>	<b>G4.B1.S1.A1</b>	<b>Funding will be encumbered to pay teachers to work the math tutorial. Room 2-155 will be reserved for their use after school, and computers will be made available to the program.</b>				<b>\$3,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2191 - Wellington High School	Other		\$3,000.00
<i>Notes: Village of Wellington grant.</i>						
<b>6</b>	<b>G5.B1.S1.A1</b>	<b>Grant funding used to purchase 10 desk top computers.</b>				<b>\$12,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2191 - Wellington High School	Other		\$12,000.00
<i>Notes: Village of Wellington grant.</i>						
<b>7</b>	<b>G5.B2.S1.A1</b>	<b>Each department will design and implement a reading plan.</b>				<b>\$5,400.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

<b>Budget Data</b>					
			2191 - Wellington High School	Other	\$5,400.00
			<i>Notes: Village of Wellington grant to purchase additional novels (\$2,400) and reading tutorial (\$3,000).</i>		
<b>8</b>	<b>G5.B2.S1.A2</b>	<b>To review lesson plans that have been designed by teachers</b>			<b>\$0.00</b>
<b>9</b>	<b>G5.B2.S1.A3</b>	<b>Science and Social Studies teachers will receive Content Literacy Training.</b>			<b>\$0.00</b>
<b>Total:</b>					<b>\$126,410.00</b>