

The School District of Palm Beach County

Wellington High School



2016-17 Schoolwide Improvement Plan

Wellington High School

2101 GREENVIEW SHORES BLVD, Wellington, FL 33414

<https://welh.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	37%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	B

**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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Wellington High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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, Holocaust studies and Latin America 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.

b. 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 four (4) assistant principals, two (2) deans, 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.

c. 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.

d. 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.

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	11	15	24	20	70
One or more suspensions	0	0	0	0	0	0	0	0	0	66	82	86	71	305
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	206	194	151	99	650
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	146	158	133	34	471

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	127	124	96	59	406

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

Students entering 9th grade who have been identified by the early warning signs will be placed into Intensive Reading and remedial Math. In the Intensive Reading class, students will use Read 180 and small group differentiated instruction will be used to assist students. Students will be referred to School Based Team and meet with their Guidance Counselor to create a goal plan that can be revised throughout the school year. We also offer Reading and Math tutoring to all students. Also, students can use a virtual tutor if they can't after school tutorials.

Students with poor attendance will be referred to the DATA Counselor for evaluation and support.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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. Individual teachers have websites which are updated on a weekly basis.

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

2. 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 FY16, 826 volunteers accumulated 7,045 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 three years in a row. At this moment, we have met the state qualifications to receive this honorable award for the fourth 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

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
Moore, Eric	Dean

b. Duties

1. 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.

2. 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 FSA 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Ellen Wheelen	Parent
Mario Crocetti	Principal
Daniel Stechschulte	Teacher
Monica Hart	Parent
Debra Bradley	Parent
Amy Thibault	Parent
Arlene Smith	Parent
Eric Moore	Teacher
Garcia Thomas	Education Support Employee
Hellen Cook	Parent
Jabir Chowdhury	Student
John Cardozo	Business/Community
Michelle Daniels	Parent
Miguel Torregrosa	Parent
Sam Weingart	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

At the September 20, 2016 meeting, SAC evaluated last year's SIP for all goals. These areas will be evaluated once the FL DOE releases this data in December or January.

b. Development of this school improvement plan

At its September 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.

c. Preparation of the school's annual budget and plan

At the September 20, 2016 meeting, SAC was provided an overview of the school's budget for FY17. 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.

2. 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.

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

Yes

a. 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.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Finch, Ann	Teacher, K-12
Simon, Randee	Teacher, K-12
Stolow, Cheryl	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
Grant, Tonya	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

D. Public and Collaborative Teaching

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

1. 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. Teachers who teach EOC and FSA courses and all reading teachers have common planning and will meet once a week to discuss best practices (PLC'S). We also use LTM days to allow departments to meet and work in collaborative groups. We encourage teachers to attend training's to better themselves and to help their departments.

2. 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.

3. 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 raining to new teachers in areas of need.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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.

2. 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.

3. 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).

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 we deliver effective and relevant instruction to meet the needs of all students, then we will foster post-graduate success.

Strategic Goals Detail

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will foster post-graduate success. 1a

G083831

Targets Supported 1b

Indicator	Annual Target
High School Acceleration	85.0
4-Year Grad Rate (Standard Diploma)	90.0
High School Acceleration	70.0
AICE Program Participation	55.0
AP Program Participation	17.0
Algebra I EOC Pass Rate	60.0
FSA ELA Achievement	65.0
Postsecondary Enrollments	85.0

Targeted Barriers to Achieving the Goal 3

- Identifying specific needs of students and providing them the support they need to be successful

Resources Available to Help Reduce or Eliminate the Barriers 2

- Guidance, constant monitoring, parent involvement and tutoring session.
- Funding is available for resources.
- Funding is available to provide after-school tutoring in science.
- Funding is available to provide after-school tutorial sessions, and laptop carts are available to meet technology needs.
- The purchase of 10 laptop computers to be used in reading/writing lab
- The implementation of a school-wide reading program
- Ongoing professional development for teachers

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Schedule

Quarterly, from 8/17/2016 to 6/2/2017

Evidence of Completion

Quarterly and year-end reports to the faculty.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Flora Rigolo

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Diagnostic and practice test results

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 all subgroups represented in higher level courses prior to beginning the scheduling process.

Person Responsible

Elizabeth Calvente-Torres

Schedule

On 8/15/2016

Evidence of Completion

Course selection sheets, student grades, and teacher recommendations.

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 we deliver effective and relevant instruction to meet the needs of all students, then we will foster post-graduate success. 1

G083831

G1.B1 Identifying specific needs of students and providing them the support they need to be successful 2

B222723

G1.B1.S1 Provide students with a supportive climate that promotes the social/emotional and academic development of all students. 4

S235023

Strategy Rationale

If support systems are put in place to assist students with specific areas of focus (Attendance, academics, accelerated coursework), then we will see an increase in students enrolling in accelerated coursework.

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 6/2/2017

Evidence of Completion

Review of grade and Scheduling by Guidance Councilors

Action Step 2 5

AVID will be used to give students the skills they need to be successful in upper level courses.

Person Responsible

Eric Moore

Schedule

Biweekly, from 8/15/2016 to 6/5/2017

Evidence of Completion

Data from Avid students will be collected and used in making class decisions.

Action Step 3 5

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

Person Responsible

Meghan Thornton

Schedule

Biweekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Attendance Data, Listing of Students with 10+ absences

Action Step 4 5

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

Person Responsible

Meghan Thornton

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

EDW Reports, Terms and Teacher Attendance, Attendance Contracts

Action Step 5 5

Changes in academic programs still 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.

Person Responsible

Meghan Thornton

Schedule

Every 3 Weeks, from 9/5/2016 to 6/2/2017

Evidence of Completion

SBT Agenda, Student Schedules, Course Offerings

Action Step 6 5

Scheduling students into classes to replace failing grades

Person Responsible

Meghan Thornton

Schedule

Semiannually, from 1/9/2017 to 6/30/2017

Evidence of Completion

Site Reporter, Grade Reports, and passed grades

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

Guidance Councilors and Assistant Principals will check students' grades.

Person Responsible

Elizabeth Calvente-Torres

Schedule

On 8/7/2017

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 Fidelity of Implementation of G1.B1.S1 6

Mr. Moore and AVID teachers will meet every other week to discuss AVID students and their progress.

Person Responsible

Eric Moore

Schedule

Biweekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

The Avid team will discuss students grades, attendance and behavior of students to make sure they are being successful.

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

Review of grad status from EDW

Person Responsible

Meghan Thornton

Schedule

Monthly, from 9/5/2016 to 6/30/2017

Evidence of Completion

EDW and class scheduling for the following year

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

Meghan Thornton

Schedule

On 8/7/2017

Evidence of Completion

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

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

At the end of the year Avid students will be compared to non Avid students in the same courses

Person Responsible

Eric Moore

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Data will be collected on Avid and non Avid. The data will help determine how successful the program is.

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

Following up on SBT, Number of students referred

Person Responsible

Meghan Thornton

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

SBT rates and Tiers

G1.B1.S2 Provide students with a variety of personalized learning opportunities. 4

S235024

Strategy Rationale

If we offer students multiple learning opportunities aligned to their needs, beyond the regular classroom, then we will see an improvement in student outcomes. 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 9/1/2016 to 6/5/2017

Evidence of Completion

Teacher payroll sheets and student sign in sheets.

Action Step 2 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. [copy]

Person Responsible

Salvador Mucino

Schedule

On 6/5/2017

Evidence of Completion

Teacher and student sign in sheets.

Action Step 3 5

Student will have consistent opportunities to access the reading/writing computer lab where they will have extra time with teachers and tutors to help them improve through the use of technology

Person Responsible

Mario Crocetti

Schedule

On 6/5/2017

Evidence of Completion

Classroom visits, Computer Lab Sign-In Sheet

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Student sign in sheets will be monitored for all tutorial programs

Person Responsible

Karen Clawson

Schedule

Weekly, from 9/1/2016 to 6/5/2017

Evidence of Completion

Review of sign in sheets and visits to the tutorial.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom & Computer Lab visits looking for use of the technology.

Person Responsible

Mario Crocetti

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Usage reports for technology programs, Lab Sign-In Sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 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 9/1/2016 to 6/5/2017

Evidence of Completion

Grade analysis report

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Monitoring PBPA and FSA data.

Person Responsible

Flora Rigolo

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data analysis report.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G1.B1.S3 Develop a reading plan to integrate literacy strategies across all content areas (Science, Social Studies and Electives). 4

 S235025

Strategy Rationale

If all science, social studies, and elective teachers support literacy by implementing a reading plan, then they will support struggling readers.

Action Step 1 5

Each department will design and implement a reading plan.

Person Responsible

Flora Rigolo

Schedule

Quarterly, from 9/1/2016 to 6/5/2017

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 9/1/2016 to 6/5/2017

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 9/1/2016 to 6/5/2017

Evidence of Completion

Inservice points report from eLearn and District certificate of completion.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Classroom visits

Person Responsible

Tonya Grant

Schedule

Monthly, from 9/1/2016 to 6/5/2017

Evidence of Completion

Observation data and teacher reading portfolios

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

FY15 PBPA will be used to set beginning benchmarks.

Person Responsible

Flora Rigolo

Schedule

Quarterly, from 9/1/2016 to 6/5/2017

Evidence of Completion

Data analysis reports

G1.B1.S4 Tested subject area teachers will have attend weekly PLCS meeting. 4

S235026

Strategy Rationale

If tested areas (Algebra 1, Algebra 2, Geometry, Language Arts, Biology and US. History) attend weekly PLCS's, then teachers will be able to share best practices.

Action Step 1 5

PLC meetings

Person Responsible

Mike Kozlowski

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Meeting agenda, notes, test reviews, test scores

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Meeting to discuss upcoming assignments and testing.

Person Responsible

Mike Kozlowski

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Like tests will be used in subjects to make sure that all students are being taught the same information.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Teachers will compare lessons, test score and schedules

Person Responsible

Mike Kozlowski

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Teachers will meet and discuss lesson plans and areas of focus. Test scores will be compared to see what need to be retaught and schedules will be compared to make sure all teachers are teaching the same topics.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S2.MA5 M307615	[no content entered]		No Start Date		No End Date one-time
G1.MA3 M307624	When course selection sheets are complete, Mrs. Calvente-Torres will review them to make sure that...	Calvente-Torres, Elizabeth	7/1/2016	Course selection sheets, student grades, and teacher recommendations.	8/15/2016 one-time
G1.B1.S1.MA4 M307608	At the end of the year Avid students will be compared to non Avid students in the same courses	Moore, Eric	8/15/2016	Data will be collected on Avid and non Avid. The data will help determine how successful the program is.	5/26/2017 quarterly
G1.B1.S1.MA3 M307611	Mr. Moore and AVID teachers will meet every other week to discuss AVID students and their progress.	Moore, Eric	8/15/2016	The Avid team will discuss students grades, attendance and behavior of students to make sure they are being successful.	5/26/2017 biweekly
G1.B1.S1.A3 A302898	Regular attendance checks will be made by Guidance Counselors and Assistant Principals for students...	Thornton, Meghan	8/15/2016	Attendance Data, Listing of Students with 10+ absences	5/26/2017 biweekly
G1.MA1 M307622	We will monitor credits earned on time, GPA, and attendance		8/17/2016	Quarterly and year-end reports to the faculty.	6/2/2017 quarterly
G1.MA2 M307623	FY16 PBPA results and FY16 College Ready Reading Scores results; Ongoing diagnostic results.	Rigolo, Flora	9/1/2016	Diagnostic and practice test results	6/2/2017 quarterly
G1.B1.S1.MA5 M307609	Following up on SBT, Number of students referred	Thornton, Meghan	8/15/2016	SBT rates and Tiers	6/2/2017 quarterly
G1.B1.S1.A1 A302896	Guidance Counselors and Assistant Principals will meet and schedule courses that will prepare black...	Calvente-Torres, Elizabeth	8/15/2016	Review of grade and Scheduling by Guidance Councilors	6/2/2017 one-time
G1.B1.S1.A4 A302899	Student attendance will be monitored weekly and attendance contract will be put into place by...	Thornton, Meghan	9/1/2016	EDW Reports, Terms and Teacher Attendance, Attendance Contracts	6/2/2017 weekly
G1.B1.S1.A5 A302900	Changes in academic programs still include E20/20, Edgenity, and FLVS, but where possible, a live...	Thornton, Meghan	9/5/2016	SBT Agenda, Student Schedules, Course Offerings	6/2/2017 every-3-weeks
G1.B1.S2.MA4 M307614	Monitoring PBPA and FSA data.	Rigolo, Flora	8/15/2016	Data analysis report.	6/2/2017 quarterly
G1.B1.S2.MA3 M307617	Classroom & Computer Lab visits looking for use of the technology.	Crocetti, Mario	8/15/2016	Lesson Plans, Usage reports for technology programs, Lab Sign-In Sheets	6/2/2017 biweekly
G1.B1.S4.MA1 M307620	Teachers will compare lessons, test score and schedules	Kozlowski, Mike	9/1/2016	Teachers will meet and discuss lesson plans and areas of focus. Test scores will be compared to see what need to be retaught and schedules will be compared to make sure all teachers are teaching the same topics.	6/2/2017 weekly
G1.B1.S4.MA1 M307621	Meeting to discuss upcoming assignments and testing.	Kozlowski, Mike	9/1/2016	Like tests will be used in subjects to make sure that all students are being taught the same information.	6/2/2017 weekly
G1.B1.S4.A1 A302908	PLC meetings	Kozlowski, Mike	9/1/2016	Meeting agenda, notes, test reviews, test scores	6/2/2017 weekly
G1.B1.S1.A2 A302897	AVID will be used to give students the skills they need to be successful in upper level courses.	Moore, Eric	8/15/2016	Data from Avid students will be collected and used in making class decisions.	6/5/2017 biweekly
G1.B1.S2.MA1 M307613	First quarter grades will be used for a baseline. Increasing student grades will be an indicator...	Mauney, Kent	9/1/2016	Grade analysis report	6/5/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1 M307616	Student sign in sheets will be monitored for all tutorial programs	Clawson, Karen	9/1/2016	Review of sign in sheets and visits to the tutorial.	6/5/2017 weekly
G1.B1.S2.A1 A302902	An after-school science tutorial will be provided at least once per week.	Mauney, Kent	9/1/2016	Teacher payroll sheets and student sign in sheets.	6/5/2017 weekly
G1.B1.S2.A2 A302903	Funding will be encumbered to pay teachers to work the math tutorial. Room 2-155 will be reserved...	Mucino, Salvador	9/1/2016	Teacher and student sign in sheets.	6/5/2017 one-time
G1.B1.S2.A3 A302904	Student will have consistent opportunities to access the reading/writing computer lab where they...	Crocetti, Mario	9/1/2016	Classroom visits, Computer Lab Sign-In Sheet	6/5/2017 one-time
G1.B1.S3.MA1 M307618	FY15 PBPA will be used to set beginning benchmarks.	Rigolo, Flora	9/1/2016	Data analysis reports	6/5/2017 quarterly
G1.B1.S3.MA1 M307619	Classroom visits	Grant, Tonya	9/1/2016	Observation data and teacher reading portfolios	6/5/2017 monthly
G1.B1.S3.A1 A302905	Each department will design and implement a reading plan.	Rigolo, Flora	9/1/2016	Lesson plans, observation data, and reading portfolios kept by teachers.	6/5/2017 quarterly
G1.B1.S3.A2 A302906	To review lesson plans that have been designed by teachers	Kozlowski, Mike	9/1/2016	The person collecting the data will look for improved scores in writing and reading on standardized test.	6/5/2017 quarterly
G1.B1.S3.A3 A302907	Science and Social Studies teachers will receive Content Literacy Training.	Grant, Tonya	9/1/2016	Inservice points report from eLearn and District certificate of completion.	6/5/2017 monthly
G1.B1.S1.MA6 M307612	Review of grad status from EDW	Thornton, Meghan	9/5/2016	EDW and class scheduling for the following year	6/30/2017 monthly
G1.B1.S1.A6 A302901	Scheduling students into classes to replace failing grades	Thornton, Meghan	1/9/2017	Site Reporter, Grade Reports, and passed grades	6/30/2017 semiannually
G1.B1.S1.MA1 M307607	Guidance Councilors will review all course selection sheets to make sure that black students are...	Thornton, Meghan	6/5/2017	Increase in black students selecting higher level courses and their success rate in taking these courses.	8/7/2017 one-time
G1.B1.S1.MA1 M307610	Guidance Councilors and Assistant Principals will check students' grades.	Calvente-Torres, Elizabeth	8/15/2016	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.	8/7/2017 one-time

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will foster post-graduate success.

G1.B1 Identifying specific needs of students and providing them the support they need to be successful

G1.B1.S3 Develop a reading plan to integrate literacy strategies across all content areas (Science, Social Studies and Electives).

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 9/1/2016 to 6/5/2017

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 9/1/2016 to 6/5/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Guidance Counselors and Assistant Principals will meet and schedule courses that will prepare black students for upper level courses				\$105,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			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>			
2	G1.B1.S1.A2	AVID will be used to give students the skills they need to be successful in upper level courses.				\$0.00
3	G1.B1.S1.A3	Regular attendance checks will be made by Guidance Counselors and Assistant Principals for students who have over 10 absences in one or more periods.				\$0.00
4	G1.B1.S1.A4	Student attendance will be monitored weekly and attendance contract will be put into place by Assistant Principals.				\$0.00
5	G1.B1.S1.A5	Changes in academic programs still 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.				\$0.00
6	G1.B1.S1.A6	Scheduling students into classes to replace failing grades				\$0.00
7	G1.B1.S2.A1	An after-school science tutorial will be provided at least once per week.				\$1,010.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			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>			
8	G1.B1.S2.A2	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. [copy]				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2191 - Wellington High School	Other		\$3,000.00
			<i>Notes: Village of Wellington grant.</i>			
9	G1.B1.S2.A3	Student will have consistent opportunities to access the reading/writing computer lab where they will have extra time with teachers and tutors to help them improve through the use of technology				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

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			2191 - Wellington High School	Other		\$12,000.00
			<i>Notes: Village of Wellington grant.</i>			
10	G1.B1.S3.A1	Each department will design and implement a reading plan.				\$5,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			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>			
11	G1.B1.S3.A2	To review lesson plans that have been designed by teachers				\$0.00
12	G1.B1.S3.A3	Science and Social Studies teachers will receive Content Literacy Training.				\$0.00
13	G1.B1.S4.A1	PLC meetings				\$0.00
					Total:	\$126,410.00