

The School District of Palm Beach County

# Wellington High School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	45%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

*\*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 11/8/2017.

### 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Wellington High School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- 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.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic

targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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, 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 staff on a regular basis. They are 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.

Students have access to dozens of organizations and clubs which provide opportunities to make new friendships and share their interests. Organizations such as SGA, dance team, Black Student Union, honor society, STEP, Women of Tomorrow, etc help connect students to the school.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**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. Teachers review are given their students' data 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	11	13	18	53
One or more suspensions	0	0	0	0	0	0	0	0	0	64	66	66	54	250
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	187	169	147	126	629
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	117	146	174	93	530

**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	95	100	95	61	351

**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 Intensive Math. In the Intensive Reading class, students will use Read 180 and small group differentiated instruction will be used to assist students. We also offer Reading, Math Writing, and Science tutoring to all students. Also, students can use a virtual tutor if they can't attend 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP 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 bi-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 - 1,300 people in attendance  
Parent Conferences - 1000 people in attendance  
Choice Programs Open House - 400 people in attendance  
Student Awards - 500 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 FY17, 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 four years in a row. At this moment, we have met the state qualifications to receive this honorable award for the fifth 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.

The Village of Wellington annually provides substantial funding to assist the school in meeting the academic needs of its struggling students. This funding has and continues to be used for library books, computers and after school tutoring.

## **C. Effective Leadership**

### **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
Grant, Tonya	Assistant Principal
Moore, Eric	Assistant Principal
Rejc, John	Administrative Support
Clawson, Corey	Dean
Stechschulte, Daniel	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
Hellen Cook	Parent
John Cardozo	Business/Community
Michelle Daniels	Parent
Miguel Torregrosa	Parent
Deborah Clein	Parent
Marisol Ramos	Education Support Employee
Lee Tanton	Teacher
Brendan Boudreau	Student
Samantha Kurit	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**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### *a. Evaluation of last year's school improvement plan*

At the August 15, 2017 meeting, SAC evaluated last year's SIP goals.

#### *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 27, 2017 meeting, SAC was provided an overview of the school's budget for FY18. All trade-off requests are signed by the SAC chair.

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

The SAC provided funding to assist the growth and development of out photography program.

### **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
Bolinder, Jana	School Counselor
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	Instructional Coach
Johnson, Celena	Teacher, K-12
Grant, Tonya	Assistant Principal
Calderon, Suzette	Instructional Media

#### 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in 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). Departments 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 training to new teachers in areas of need. Teachers new to the profession are provided the opportunity to observe high performing teachers in action.

## **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.***

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the 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.***

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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. 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](mailto: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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Incoming 9th graders

Guidance counselors visit the feeder middle schools to explain the course registration process. Parents are provided this same information 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 there is an student orientation.

Seniors

Wellington High School seniors have the opportunity to meet with college/university representatives when they are on campus and to visit college campuses. Guidance counselors also hold financial aid and FAFSA 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. The school partners with various vendors to provide access to PSAT/SAT preparation (Score At The Top).

AVID students are taken on tours of local colleges, and the guidance department provides students with opportunities to tour college campuses statewide.

**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. For FY18 we have more than doubled the enrichment in our information technology courses.

**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 reviewed every student's schedule requests over the summer and made changes based on GPA, past and present FSA/EOC scores, teacher recommendation and student's desire to take full advantage of educational opportunities. Student schedules were adjusted to take advantage of the AICE/AP and honor courses offered at Wellington Community High School. The school's goal is to encourage students to take higher level courses and create an environment where students become lifelong learners.

Wellington Community High School offers several 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. Students can also take off-campus courses at local colleges.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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

 = 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

G094915

**Targets Supported** 1b

Indicator	Annual Target
High School Acceleration	85.0
4-Year Grad Rate (Standard Diploma)	95.0
High School Acceleration	70.0
AICE Program Participation	60.0
AP Program Participation	15.0
Algebra I EOC Pass Rate	65.0
FSA ELA Achievement	73.0
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**

Meghan Thornton

**Schedule**

Quarterly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Quarterly and year-end reports to the faculty.

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

FY17 PBPA results and FY17 College Ready Reading Scores results; Ongoing diagnostic results.

**Person Responsible**

Flora Rigolo

**Schedule**

Quarterly, from 9/1/2017 to 6/1/2018

**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 8/14/2018

**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

 = 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

G094915

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

B255366

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

S269864

### 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 will meet with all students to maximize their enrollment in upper level course. Administration will review all course requests and make any additional changes necessary to ensure all students are academically challenged.

#### Person Responsible

Elizabeth Calvente-Torres

#### Schedule

On 6/1/2018

#### 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 8/14/2017 to 6/1/2018

#### 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 8/14/2017 to 6/1/2018

***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 8/14/2017 to 6/1/2018

***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 8/14/2017 to 6/1/2018

***Evidence of Completion***

SBT Agenda, Student Schedules, Course Offerings



## Action Step 6 5

Students schedules and grades will be monitored on a regular basis to ensure students are progressing towards on time graduation.

### **Person Responsible**

Meghan Thornton

### **Schedule**

Semiannually, from 1/9/2018 to 6/1/2018

### **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 8/7/2018

### **Evidence of Completion**

At the end of the year, Wellington High School will review all students grades in all course to see where improvements can be made. In addition, students will be placed into upper level course to ensure they are taking full advantage of courses being offered at Wellington Community High School.

## 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 8/14/2017 to 6/1/2018

### **Evidence of Completion**

The Avid team will discuss students grades, attendance and behavior of students to make sure they arebeing 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 9/5/2017 to 6/30/2018

***Evidence of Completion***

EDW and class scheduling for the following year

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

Guidance Counselors will meet with all students to maximize their enrollment in upper level course. Administration will review all course requests and make any additional changes necessary to ensure all students are academically challenged.

**Person Responsible**

Meghan Thornton

**Schedule**

On 8/7/2018

***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 8/14/2017 to 6/1/2018

***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 8/14/2017 to 6/1/2018

***Evidence of Completion***

SBT rates and Tiers

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

S269865

**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 9/1/2017 to 6/1/2018

**Evidence of Completion**

Teacher payroll sheets and student sign in sheets.

**Action Step 2** 5

Students will be provided opportunities to attend math tutorial. During the tutorial students will be using technology to help build interest in the lesson.

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 6/1/2018

**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 6/1/2018

***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 9/1/2017 to 6/1/2018

***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 8/14/2017 to 6/1/2018

***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 9/1/2017 to 6/1/2018

***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 8/14/2017 to 6/1/2018

***Evidence of Completion***

Data analysis report.

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

S269866

### 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 9/1/2017 to 6/1/2018

#### 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 9/1/2017 to 6/1/2018

#### 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 9/1/2017 to 6/1/2018

***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 9/1/2017 to 6/1/2018

***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 9/1/2017 to 6/1/2018

***Evidence of Completion***

Data analysis reports

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

S269867

**Strategy Rationale**

If tested areas (Algebra 1, 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 9/1/2017 to 6/1/2018

***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 9/1/2017 to 6/1/2018

***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 9/1/2017 to 6/1/2018












***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
<b>2018</b>					
G1.MA1  M385494	We will monitor credits earned on time, GPA, and attendance	Thornton, Meghan	8/14/2017	Quarterly and year-end reports to the faculty.	6/1/2018 quarterly
G1.MA2  M385495	FY17 PBPA results and FY17 College Ready Reading Scores results; Ongoing diagnostic results.	Rigolo, Flora	9/1/2017	Diagnostic and practice test results	6/1/2018 quarterly
G1.B1.S1.MA4  M385481	At the end of the year Avid students will be compared to non Avid students in the same courses	Moore, Eric	8/14/2017	Data will be collected on Avid and non Avid. The data will help determine how successful the program is.	6/1/2018 quarterly
G1.B1.S1.MA5  M385482	Following up on SBT, Number of students referred	Thornton, Meghan	8/14/2017	SBT rates and Tiers	6/1/2018 quarterly
G1.B1.S1.MA3  M385484	Mr. Moore and AVID teachers will meet every other week to discuss AVID students and their progress.	Moore, Eric	8/14/2017	The Avid team will discuss students grades, attendance and behavior of students to make sure they are being successful.	6/1/2018 biweekly
G1.B1.S1.A1  A360810	Guidance Counselors will meet with all students to maximize their enrollment in upper level course....	Calvente-Torres, Elizabeth	8/14/2017	Review of grade and Scheduling by Guidance Councilors	6/1/2018 one-time
G1.B1.S1.A2  A360811	AVID will be used to give students the skills they need to be successful in upper level courses.	Moore, Eric	8/14/2017	Data from Avid students will be collected and used in making class decisions.	6/1/2018 biweekly
G1.B1.S1.A3  A360812	Regular attendance checks will be made by Guidance Counselors and Assistant Principals for students...	Thornton, Meghan	8/14/2017	Attendance Data, Listing of Students with 10+ absences	6/1/2018 biweekly
G1.B1.S1.A4  A360813	Student attendance will be monitored weekly and attendance contract will be put into place by...	Thornton, Meghan	8/14/2017	EDW Reports, Terms and Teacher Attendance, Attendance Contracts	6/1/2018 weekly
G1.B1.S1.A5  A360814	Changes in academic programs still include E20/20, Edgenity, and FLVS, but where possible, a live...	Thornton, Meghan	8/14/2017	SBT Agenda, Student Schedules, Course Offerings	6/1/2018 every-3-weeks
G1.B1.S1.A6  A360815	Students schedules and grades will be monitored on a regular basis to ensure students are...	Thornton, Meghan	1/9/2018	Site Reporter, Grade Reports, and passed grades	6/1/2018 semiannually
G1.B1.S2.MA1  M385486	First quarter grades will be used for a baseline. Increasing student grades will be an indicator...	Mauney, Kent	9/1/2017	Grade analysis report	6/1/2018 quarterly
G1.B1.S2.MA2  M385487	Monitoring PBPA and FSA data.	Rigolo, Flora	8/14/2017	Data analysis report.	6/1/2018 quarterly
G1.B1.S2.MA1  M385488	Student sign in sheets will be monitored for all tutorial programs	Clawson, Karen	9/1/2017	Review of sign in sheets and visits to the tutorial.	6/1/2018 weekly
G1.B1.S2.MA3  M385489	Classroom & Computer Lab visits looking for use of the technology.	Crocetti, Mario	8/14/2017	Lesson Plans, Usage reports for technology programs, Lab Sign-In Sheets	6/1/2018 biweekly
G1.B1.S2.A1  A360816	An after-school science tutorial will be provided at least once per week.	Mauney, Kent	9/1/2017	Teacher payroll sheets and student sign in sheets.	6/1/2018 weekly
G1.B1.S2.A2  A360817	Students will be provided opportunities to attend math tutorial. During the tutorial students will...	Mucino, Salvador	9/1/2017	Teacher and student sign in sheets.	6/1/2018 one-time
G1.B1.S2.A3  A360818	Student will have consistent opportunities to access the reading/writing computer lab where they...	Crocetti, Mario	9/1/2017	Classroom visits, Computer Lab Sign-In Sheet	6/1/2018 one-time
G1.B1.S3.MA1  M385490	FY15 PBPA will be used to set beginning benchmarks.	Rigolo, Flora	9/1/2017	Data analysis reports	6/1/2018 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.S3.MA1  M385491	Classroom visits	Grant, Tonya	9/1/2017	Observation data and teacher reading portfolios	6/1/2018 monthly
G1.B1.S3.A1  A360819	Each department will design and implement a reading plan.	Rigolo, Flora	9/1/2017	Lesson plans, observation data, and reading portfolios kept by teachers.	6/1/2018 quarterly
G1.B1.S3.A2  A360820	To review lesson plans that have been designed by teachers	Kozlowski, Mike	9/1/2017	The person collecting the data will look for improved scores in writing and reading on standardized test.	6/1/2018 quarterly
G1.B1.S3.A3  A360821	Science and Social Studies teachers will receive Content Literacy Training.	Grant, Tonya	9/1/2017	Inservice points report from eLearn and District certificate of completion.	6/1/2018 monthly
G1.B1.S4.MA1  M385492	Teachers will compare lessons, test score and schedules	Kozlowski, Mike	9/1/2017	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.	6/1/2018 weekly
G1.B1.S4.MA1  M385493	Meeting to discuss upcoming assignments and testing.	Kozlowski, Mike	9/1/2017	Like tests will be used in subjects to make sure that all students are being taught the same information.	6/1/2018 weekly
G1.B1.S4.A1  A360822	PLC meetings	Kozlowski, Mike	9/1/2017	Meeting agenda, notes, test reviews, test scores	6/1/2018 weekly
G1.B1.S1.MA6  M385485	Review of grad status from EDW	Thornton, Meghan	9/5/2017	EDW and class scheduling for the following year	6/30/2018 monthly
G1.B1.S1.MA1  M385480	Guidance Counselors will meet with all students to maximize their enrollment in upper level course....	Thornton, Meghan	6/5/2018	Increase in black students selecting higher level courses and their success rate in taking these courses.	8/7/2018 one-time
G1.B1.S1.MA1  M385483	Guidance Councilors and Assistant Principals will check students' grades.	Calvente-Torres, Elizabeth	8/14/2017	At the end of the year, Wellington High School will review all students grades in all course to see where improvements can be made. In addition, students will be placed into upper level course to ensure they are taking full advantage of courses being offered at Wellington Community High School.	8/7/2018 one-time
G1.MA3  M385496	When course selection sheets are complete, Mrs. Calvente-Torres will review them to make sure that...	Calvente-Torres, Elizabeth	7/1/2017	Course selection sheets, student grades, and teacher recommendations.	8/14/2018 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 Students 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 9/1/2017 to 6/1/2018

### 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 9/1/2017 to 6/1/2018

## VII. Budget

1	G1.B1.S1.A1	Guidance Counselors will meet with all students to maximize their enrollment in upper level course. Administration will review all course requests and make any additional changes necessary to ensure all students are academically challenged.				\$105,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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			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>G1.B1.S1.A2</b>	<b>AVID will be used to give students the skills they need to be successful in upper level courses.</b>				<b>\$3,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2191 - Wellington High School			\$3,000.00
<b>3</b>	<b>G1.B1.S1.A3</b>	<b>Regular attendance checks will be made by Guidance Counselors and Assistant Principals for students who have over 10 absences in one or more periods.</b>				<b>\$0.00</b>
<b>4</b>	<b>G1.B1.S1.A4</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>5</b>	<b>G1.B1.S1.A5</b>	<b>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.</b>				<b>\$0.00</b>
<b>6</b>	<b>G1.B1.S1.A6</b>	<b>Students schedules and grades will be monitored on a regular basis to ensure students are progressing towards on time graduation.</b>				<b>\$0.00</b>
<b>7</b>	<b>G1.B1.S2.A1</b>	<b>An after-school science tutorial will be provided at least once per week.</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2191 - Wellington High School	Other		\$1,500.00
			<i>Notes: Village of Wellington grant for after-school tutorials in math, writing, reading, and science literacy.</i>			
<b>8</b>	<b>G1.B1.S2.A2</b>	<b>Students will be provided opportunities to attend math tutorial. During the tutorial students will be using to technology to help build interest in the lesson. 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>\$6,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2191 - Wellington High School	Other		\$6,000.00
			<i>Notes: Village of Wellington grant.</i>			
<b>9</b>	<b>G1.B1.S2.A3</b>	<b>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</b>				<b>\$12,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2191 - Wellington High School	Other		\$12,000.00
			<i>Notes: Village of Wellington grant.</i>			



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10	G1.B1.S3.A1	Each department will design and implement a reading plan.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2191 - Wellington High School	Other		\$0.00
			Notes: Village of Wellington grant to purchase additional novels (\$2,400) and reading tutorial (\$3,000).			
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:						\$127,500.00