Wellington High School

2018-19 Schoolwide Improvement Plan

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Wellington High School

2101 GREENVIEW SHORES BLVD, Wellington, FL 33414

https://welh.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	38%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

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

Provide the school's vision statement.

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

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

School Leadership Team

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

Name	Title
Hayden, Cara	Principal
Kozlowski, Mike	Assistant Principal
Calvente-Torres, Elizabeth	Assistant Principal
Paulk, Henry	Assistant Principal
Grant, Tonya	Assistant Principal
Moore, Eric	Assistant Principal
Rejc, John	Other
Stechschulte, Daniel	Dean
Marshall, James	Dean
Kolshak, Kristina	Teacher, K-12
Krupa, James	Dean
Tanton, Lee	Dean

Duties

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

The Principal is in charge of overseeing and coordinating all of the programs, initiatives, and monitoring of all the programs listed below
.

Assistant principals are in charge of overseeing academic programs, classroom instruction, teacher evaluation, and all other duties as assigned by the principal.

Deans are in charge of overseeing school wide positive behavior and helping with school climate.

Teachers on the leadership team are Department Chairs in charge of overseeing their department's implementation of academics, master board planning, and decision making in regards to school culture.

Early Warning Systems

Year 2017-18

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	18	19	24	21	82
One or more suspensions	0	0	0	0	0	0	0	0	0	71	65	44	58	238
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	200	181	165	108	654
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	120	121	106	53	400
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	112	97	89	57	355

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	57	36	47	59	199
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	55	36	47	48	186

Date this data was collected
Thursday 9/20/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

When looking at subgroup data across the board our ELL population has the lowest achievement in math, ELA, social studies, and science. When looking from school year 2017 to 2018, our ELL population shows a drop of 6% percentage points in achievement data; however, they are showing gains in the lowest 25% in ELA and math. This is not a trend because currently this is the largest ELL population we have ever had at Wellington High School, and historically small cohorts of students have large fluctuations in percentages from year to year, due to such a small denominator when determining percentage.

Which data component showed the greatest decline from prior year?

When looking at our grade level data within Algebra 1, our school had a 9% decline from 2017, we went from 59% to 50%. Additionally, our school is demonstrating a -12% gap in comparison to district and state.

Which data component had the biggest gap when compared to the state average?

In comparison to the state, our school surpasses the state in all areas of achievement as follows: ELA state 56%, school 72% which is a plus 16; Math 51% state, 64% school which is plus 16; Science is 67% state, 82% school which is plus 15; Social Studies is 71% state, 79% school which is plus 8.

Which data component showed the most improvement? Is this a trend?

When looking at our school data, our Math L25 made 16% gains from 27% to 43% from 2017 to 2018. When looking at our subgroup data, our students with disabilities have made significant growth with achievement across the board, ELA 34% to 41% plus 7; Math 28% to 49% plus 21; Science 52% to 71% plus 19; Social Studies 42% to 61% plus 19.

Describe the actions or changes that led to the improvement in this area.

Implementation of a master board to support the opportunity for common planning/PLC's for all instruction including support facilitation teachers where the focus was on standards based instruction, best practices, data analysis, and professional development.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	72%	57%	56%	68%	56%	52%
ELA Learning Gains	58%	53%	53%	53%	51%	46%
ELA Lowest 25th Percentile	53%	46%	44%	44%	42%	38%
Math Achievement	64%	54%	51%	60%	45%	43%
Math Learning Gains	55%	47%	48%	45%	40%	39%
Math Lowest 25th Percentile	43%	43%	45%	33%	37%	38%
Science Achievement	82%	72%	67%	88%	70%	65%
Social Studies Achievement	79%	73%	71%	79%	70%	69%

EWS Indicators as Input Earlier in the Survey					
Indicator	**Grade Level (prior year reported)**				**Total**
	9	**10**	**11**	**12**	
Attendance below 90 percent	18 (11)	19 (11)	24 (13)	21 (18)	82 (53)
One or more suspensions	71 (64)	65 (66)	44 (66)	58 (54)	238 (250)
Course failure in ELA or Math	200 (187)	181 (169)	165 (147)	108 (126)	654 (629)
Level 1 on statewide assessment	120 (117)	121 (146)	106 (174)	53 (93)	400 (530)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	72%	56%	16%	53%	19%
	2017	67%	54%	13%	52%	15%
Same Grade Comparison		5%				
Cohort Comparison						
10	2018	67%	55%	12%	53%	14%
	2017	64%	51%	13%	50%	14%
Same Grade Comparison		3%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	81%	67%	14%	65%	16%
2017	80%	66%	14%	63%	17%
Compare	1%				

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	77%	68%	9%	68%	9%
2017	78%	68%	10%	67%	11%
Compare	-1%				

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	50%	62%	-12%	62%	-12%
2017	59%	59%	0%	60%	-1%
Compare		-9%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	69%	57%	12%	56%	13%
2017	66%	55%	11%	53%	13%
Compare		3%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	41	53	48	49	52	35	71	61		75	38
ELL	21	42	40	43	45	47	52	40		73	67
ASN	88	56		79	78		75	87		100	50
BLK	59	53	55	43	41	43	62	64		89	48
HSP	67	58	50	62	51	41	76	78		90	70
MUL	79	63		72	56		91	77		100	61
WHT	77	59	56	73	61	44	90	83		93	74
FRL	61	55	52	57	48	39	74	73		87	55
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	34	42	38	28	30	23	52	42		85	18
ELL	27	32	29	55	46	20	41	37		68	53
ASN	79	62		65	51		94	79		93	71
BLK	50	47	35	46	43	21	68	69		89	46
HSP	65	50	46	58	47	23	77	71		88	65
MUL	67	47	40	57	45	9	90	92		90	
WHT	72	56	51	64	52	36	85	87		95	71
FRL	54	46	42	54	43	31	73	73		85	53

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Develop a reading plan to integrate ELA standards across all content areas in alignment to LTO #3 graduation rate and LTO #4 career and college readiness.
Rationale	Based on the success we saw in terms of growth with our students with disabilities from school year 2017 to 2018, we plan to keep the cross curricular strategy in place and expand it with a concentrated focus on our ELL population. ELL population shows a drop of 6% percentage points in achievement data; however, they are showing gains in the lowest 25% in ELA and math. Currently this is the largest ELL population we have ever had at Wellington High School.
Intended Outcome	We would like to see growth within our ELL subgroup to increase to 26% achievement in ELA, 48% math, 57% science, 45% social studies; we want to see a 5% growth in all areas of achievement and within learning gains.
Point Person	Cara Hayden (cara.hayden@palmbeachschools.org)
Action Step	
Description	Pillars of Effective Instruction-Students are immersed in rigorous tasks encompassing the full intent of Florida State Standards and content required by Florida State Statues 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment with School Board Policy 2.09 with a focus on Reading and Writing across the content areas. -continue with standards based PLC's to incorporate differentiated small group instruction across all content areas (AP's) -implement the support of Community Language Facilitators and ESOL guidance counselor (ESOL Coordinator) -single school culture coordinator will facilitate all PLC's focused on a single school culture of data analysis, data driven instruction, standards based lesson planning with a focus on equity and access for all students (Rejc) -implement accessible and equitable after school and Saturday tutorials to reinforce skills necessary to be successful for personalized student growth (Rejc) - maintain and expand our community/climate building opportunities via athletics, academies, and social clubs, including not not limited to: sports, GSA, Marketing, etc. (Varvarigos and Fitzhugh) - Personalized computer based learning within the classrooms in all 9th and 10th English classes, Quill.org, Google Classroom, Readingworks.org (Kolshak)
Person Responsible	Cara Hayden (cara.hayden@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	We will monitor Reading Plus,Imagine Learning, rigor walks, iObservation, FSQ's, USA's, PBPA's, diagnostics, midterms, teacher made standards based assessments, common assessments, EOC's, and FSA.
Person Responsible	Cara Hayden (cara.hayden@palmbeachschools.org)

Activity #2	
Title	To ensure student achievement and success within Algebra 1 in alignment to LTO #3 and LTO #4
Rationale	When looking at our grade level data within Algebra 1, our school had a 9% decline from 2017, we went from 59% to 50%. Additionally, our school is demonstrating a -12% gap in comparison to district and state. Last year the resources utilized were not aligned to the rigor and expectations of the Florida State Standards for Algebra 1.
Intended Outcome	Our intended outcome within Algebra 1 is to close the gap from the district and state by a minimum of a 12% gain or more. Additionally, within our school, we want to see an achievement of 60% which is a 10% gain.
Point Person	Cara Hayden (cara.hayden@palmbeachschools.org)
Action Step	
Description	Pillars of Effective Instruction-Students are immersed in rigorous tasks encompassing the full intent of Florida State Standards and content required by Florida State Statues 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment with School Board Policy 2.09 with a focus on Reading and Writing across the content areas. -continue with standards based PLC's to incorporate differentiated small group instruction across all content areas (AP's) -implement the support of Community Language Facilitators, ESOL guidance counselor, bilingual teachers, and an ELL teacher within Algebra 1 classes (ESOL Coordinator) -single school culture coordinator will facilitate all PLC's focused on a single school culture of data analysis, data driven instruction, standards based lesson planning with a focus on equity and access for all students (Rejc) -implement accessible and equitable after school and Saturday tutorials to reinforce skills necessary to be successful for personalized student growth (Rejc) - Personalized computer based learning within the classrooms in all Algebra 1 classes, Kahn Academy and Math Nation (Mucino)
Person Responsible	Cara Hayden (cara.hayden@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	Computer based diagnostics, EOC, PERT, SAT, ACT, PSAT, common assessments, and midterm exams.
Person Responsible	Cara Hayden (cara.hayden@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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 school wide equitable events include the following:
Open House
New Student Orientation
Parent Conferences
Choice Programs Open House
Student Awards
AICE/AP Open House
College and Career Readiness Night
FAFSA and Student Loans Night

PFEP Link

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

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 including but not limited to: AVID, SGA,GSA, Link Crew, dance team, Black Student Union, honor society, STEP, Women of Tomorrow, etc help connect students to the school.

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/military 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.

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. WHS aligns content and curriculum to ensure all students are exposed and provided learning in alignment to FL State Statute 1003.42; Holocaust studies, contributions of African/Black Americans, Latino/Spanish Americans, and of women in US History.

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.

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.

Part V: Budget

Total:	**$0.00**