

The School District of Palm Beach County

Wellington High School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	16
Title I Requirements	19
Budget to Support Goals	20

Wellington High School

2101 GREENVIEW SHORES BLVD, Wellington, FL 33414

<https://welh.palmbeachschools.org>

Demographics

Principal: Cara Hayden

Start Date for this Principal: 1/16/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: A (67%) 2016-17: A (62%) 2015-16: A (62%) 2014-15: A (75%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/20/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	16
Title I Requirements	19
Budget to Support Goals	20

Wellington High School

2101 GREENVIEW SHORES BLVD, Wellington, FL 33414

<https://welh.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>38%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>55%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/20/2019.

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	Job Duties and Responsibilities
Hayden, Cara	Principal	Oversees personnel, academics, and student body to ensure access and equity to all programs, supports, and aides that could contribute to a student's success.
Kozlowski, Mike	Assistant Principal	Oversees personnel teaching 9th grade classes, oversees a dean for that grade level to ensure a restorative justice approach to discipline, monitor classroom instruction, and maintain effective two-way communication with all stakeholders.
Calvente-Torres, Elizabeth	Assistant Principal	Oversees personnel teaching 12th grade classes, oversees a dean for that grade level to ensure a restorative justice approach to discipline, monitor classroom instruction, and maintain effective two-way communication with all stakeholders.
Paulk, Henry	Assistant Principal	Oversees personnel teaching 10th grade classes, oversees a dean for that grade level to ensure a restorative justice approach to discipline, monitor classroom instruction, and maintain effective two-way communication with all stakeholders.
Grant, Tonya	Assistant Principal	Oversees personnel teaching 11th grade classes, oversees a dean for that grade level to ensure a restorative justice approach to discipline, monitor classroom instruction, and maintain effective two-way communication with all stakeholders.
Moore, Eric	Assistant Principal	Oversees personnel teaching 11th grade classes, oversees a dean for that grade level to ensure a restorative justice approach to discipline, monitor classroom instruction, and maintain effective two-way communication with all stakeholders.
Rejc, John	Assistant Principal	Oversees all new teachers to the building/profession, monitors and facilitates PLCs, aligns professional learning to facilitate strategic growth and building capacity within the organization.
Stechschulte, Daniel	Dean	Monitors and administers student discipline and tracks student attendance, academic performance, and graduation requirements for 10th grade.
Kolshak, Kristina	Teacher, K-12	As Language Arts Department Chair for 9th and 10th grade, responsible for monitoring and and guiding 9th and 10th grade Language Arts teachers to ensure all student are receiving equitable standards-based instruction.
Krupa, James	Dean	Monitors and administers student discipline and tracks student attendance, academic performance, and graduation requirements for 12th grade.

Name	Title	Job Duties and Responsibilities
Tanton, Lee	Dean	Monitors and administers student discipline and tracks student attendance, academic performance, and graduation requirements for 9th grade.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	643	653	621	620	2537
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	22	38	43	54	157
One or more suspensions	0	0	0	0	0	0	0	0	0	84	81	108	54	327
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	186	183	155	110	634
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	124	145	117	42	428

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	111	117	110	57	395

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	42	31	43	44	160
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	2	6	13	23

FTE units allocated to school (total number of teacher units)

182

Date this data was collected or last updated

Tuesday 9/17/2019

Prior Year - 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	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	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	112	97	89	57	355

Prior Year - 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	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	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	112	97	89	57	355

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	72%	57%	56%	67%	55%	53%
ELA Learning Gains	52%	51%	51%	53%	50%	49%
ELA Lowest 25th Percentile	42%	43%	42%	45%	45%	41%
Math Achievement	64%	54%	51%	59%	48%	49%
Math Learning Gains	53%	45%	48%	49%	44%	44%
Math Lowest 25th Percentile	36%	43%	45%	27%	38%	39%
Science Achievement	86%	73%	68%	81%	71%	65%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Social Studies Achievement	82%	74%	73%	79%	70%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	643 (0)	653 (0)	621 (0)	620 (0)	2537 (0)
Attendance below 90 percent	22 (18)	38 (19)	43 (24)	54 (21)	157 (82)
One or more suspensions	84 (71)	81 (65)	108 (44)	54 (58)	327 (238)
Course failure in ELA or Math	186 (200)	183 (181)	155 (165)	110 (108)	634 (654)
Level 1 on statewide assessment	124 (120)	145 (121)	117 (106)	42 (53)	428 (400)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	71%	56%	15%	55%	16%
	2018	72%	56%	16%	53%	19%
Same Grade Comparison		-1%				
Cohort Comparison						
10	2019	68%	54%	14%	53%	15%
	2018	67%	55%	12%	53%	14%
Same Grade Comparison		1%				
Cohort Comparison		-4%				

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
2019	84%	69%	15%	67%	17%
2018	81%	67%	14%	65%	16%
Compare		3%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	69%	10%	70%	9%
2018	77%	68%	9%	68%	9%
Compare		2%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	64%	-11%	61%	-8%
2018	50%	62%	-12%	62%	-12%
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	60%	4%	57%	7%
2018	69%	57%	12%	56%	13%
Compare		-5%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	45	44	35	49	54	38	65	55		90	34
ELL	39	51	46	49	49	48	70	48		75	50
ASN	89	59		100	64		100	93		100	88
BLK	56	52	44	47	45	26	70	75		94	60
HSP	68	49	43	62	53	41	84	76		90	72
MUL	80	60	45	70	58		94	86		93	69
WHT	79	54	39	70	56	37	89	88		95	82
FRL	60	47	40	55	49	32	76	71		90	65

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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	730
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance by state measures was our math lowest 25 percentile at 36%. Additionally, our Algebra ELC 2019 cohort scored eight percentage points below the state's performance level. Specific subgroup data indicated that low 25% learning gains for black students fell 17 points from 43% to 26%.

Contributing factors may have been the fact that we addressed that specific subgroup (lowest 25 algebra 1) by clustering our low 25% freshman math students in a back to back Liberal Arts Math/ Algebra 1 block which may have resulted in a loss of peer support due to the fact that groups were homogeneous in terms of mathematical abilities. Without more capable peers, students may have missed out on meaningful cooperative struggle.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year were the ELA lowest 25%, falling from 53% to 42% from SY18 to SY19. The tenth grade cohort fell 4% in overall achievement, while 9th grade fell 1%. Our low 25% white subgroup fell the most dropping from 56% to 39% with a total loss of 17%. Utilizing school specific disaggregated data, factors that may have contributed to this decline were the fact that we had one teacher, new to the profession, and an inexperienced teacher, teaching ninth grade which showed some of our biggest losses in terms of percent proficient. Another factor for this decline may have been a lack of monitoring and differentiated instruction in our inclusion classrooms as those sections saw a large decline as well.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was Algebra 1 students, which was 8% below the state average. Factors that may have contributed to this gap were the fact that this particular cohort of students came to us below the state average, and according to district made assessments, lacked prerequisite skills required to meet the rigor of the Algebra 1 standards. Most of our Algebra 1 students were also low 25%.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was our Biology EOC which saw an 3% gain from 81% to 84% proficient. The actions our school took were to strategically allow veteran teachers to control and guide the Biology PLC, while administration offered support and access to resources.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One potential area of concern is the number of ninth and tenth grade course failures in ELA or Math.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase mathematics gains in lowest 25%
2. Increase ELA learning gains in lowest 25%
3. Increase overall Algebra 1 proficiency by 7%
4. Increase overall ELA learning gains from 52% to 65%
5. Increase overall mathematics achievement by 6%

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure progress towards student achievement in ELA and Math to align with District's Strategic Plan; LTO #3: Increase the HS graduation rate; LTO #4; Increase college and career readiness.
Rationale	Despite making an 18% improvement in ELA achievement, our ELL subgroup still has the lowest achievement in ELA. Our Black students were the lowest performing group in Math Achievement despite making a 4% gain from SY18 to SY19. Our ELA bottom 25% Learning Gains saw the biggest drop falling from 53% in SY18 to 42% in SY19. When looking at Algebra 1 data, our school improved 3% overall but WHS was 11% behind the district average and 8% behind the State's average.
State the measurable outcome the school plans to achieve	<p>ELA Increase Achievement from 72% to 75% Increase Learning Gains from 52% to 65% Increase Learning Gains in the Lowest 25% from 42% to 60%</p> <p>Math Increase Mathematics Achievement from 64% to 70% Increase Algebra 1 Proficiency from 53% to 60% Increase Geometry Proficiency from 64% to 70% Increase Mathematics Learning Gains from 53% to 60% Increase Mathematics Gains in Lowest 25 from 36% to 50%</p> <p>Biology & U.S. History Maintain Biology Achievement at 86% Increase US History Achievement from 82% to 85%</p> <p>Acceleration Maintain Acceleration points at 75%</p> <p>Graduation Rate Maintain Graduation Rate at 94%</p>
Person responsible for monitoring outcome	Cara Hayden (cara.hayden@palmbeachschools.org)
Evidence-based Strategy	Central "Scoreboard" for aggregating data indicators leading toward overall goal/outcome. Saturday Writing Bootcamps PLC Work (Standards-Based Backwards Design Lesson Planning) PBPA Re-writes Masterboard Scheduling (Dbl Block) Targeted Saturday Tutorials Low 25% Pull-Outs 2nd Semester
Rationale for Evidence-based Strategy	Central "Scoreboard" for aggregating data indicators leading toward overall goal/outcome; this tool gives us real-time insight into whether or not incremental progress is being made toward our overall goal. Saturday Writing Bootcamps; data indicates that students who score a 7 or better on the writing portion of the ELA FSA are extremely likely to earn a 3 or higher and these bootcamps will be used to remediate selected students. PLC Work; backward design common lesson planning will align teachers, resources, and

group efforts toward our overall achievement goals
 PBPA Re-writes; this strategy assists and models the process students can take to earn a 7 on the ELA writing subsection of the FSA.
 Masterboard Scheduling; double support for our most needy students
 Targeted Saturday Tutorials; ensure students receive content support beyond school day
 Low 25% Pull-Outs 2nd Semester; extra instruction to students needing remediation

Action Step

Monitoring for the strategies below will occur through through: lesson plan reviews, student data analysis, admin/teacher data chats, and/or walkthroughs/instructional reviews
 Central "Scoreboard" for aggregating data indicators leading toward overall goal/outcome; make an active spreadsheet/database keeping class USA/FSQ data. (Principal and all APs)

Saturday Writing Bootcamps; select "bubble" (6 on PY writing FSA) students to come in on Saturdays leading up to the FSA. (Mr. Rejc, Ms. Grant)

PLC Work; data driven instruction, backwards design planning, group efforts toward common goal. (Mr. Rejc and all grade-level APs)

Description

PBPA Re-writes; ELA teachers will build off PBPA's and model essay construction through a constant revision process. (ELA teachers, Mrs. Rigolo, Mrs. Shatskin, All APs)

PD Item Specs and Item Analysis (Through PLCs); design assessments and lesson activities using state-provided item specs to further align instruction with State Standards. (Mr. Rejc, All grade-level APs)

Masterboard Scheduling (Dbl Block); schedule all Algebra 1 students into a "double-block" of Algebra and Liberal Arts Math. (Mrs Calvente-Torres, Ms. Hayden)

Targeted Saturday Tutorials; invitation only small-group tutorials with incentives targeting our bottom 25% in both ELA and Math. (Mr. Rejc, Mrs. Grant)

Low 25% Pull-Outs 2nd Semester; pull students from non-academic electives twice a week to receive further Algebra 1 instruction through small groups, specifically the bottom 25% students. (Ms. Hayden, Mr. Kozlowski, Mr. Rejc)

Person

Responsible

Cara Hayden (cara.hayden@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History.

Our school integrates Single School Culture by sharing living the "Wellington Way" celebrating adherence to student expectations, communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures.

To ensure academic success, we have created two-way communication procedures between the parents of students with failing grades and administration, teachers, guidance counselors and tutors.

AVID supports/classrooms have been expanded upon for grades 9-11

Grade-Level Administrative teams (AP, Dean, Guidance Counselors) pull and conference with at-risk/failing students and provide support and resources to them for their areas of concern.

SwPBS team meets monthly to review discipline data and to come up with strategies to reward students adhering to school policies.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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.

Increasing awareness of school related events and information via social media and call outs. Wellington also has many events to support parents including College 101 Night to educate parents on the college application process and informational events for ELL students as well. A college and career counselor has also been added to our guidance department.

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 High School has a Wellness Center that includes a DATA counselor and two mental health professionals. Avid and ELA 9th grade students also have social-emotional lessons integrated into their curriculum.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To ensure progress towards student achievement in ELA and Math to align with District’s Strategic Plan; LTO #3: Increase the HS graduation rate; LTO #4; Increase college and career readiness.				\$8,924.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

			2191 - Wellington High School	School Improvement Funds	2393.0	\$8,924.00
			<i>Notes: Pending evaluation and SAC approval of proposals</i>			
					Total:	\$8,924.00