



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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Wellington High School  
2101 GREENVIEW SHORES BLVD  
Wellington, FL 33414  
561-795-4900  
[www.edline.net/pages/wellington\\_high\\_school](http://www.edline.net/pages/wellington_high_school)

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## School Demographics

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<b>School Type</b> High School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 38%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 47%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> B
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## SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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**Table of Contents**

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>19</b>
<b>Goals Summary</b>	<b>25</b>
<b>Goals Detail</b>	<b>25</b>
<b>Action Plan for Improvement</b>	<b>31</b>
<b>Part III: Coordination and Integration</b>	<b>41</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>42</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>44</b>

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Wellington High School

##### Principal

Mario Crocetti

##### School Advisory Council chair

Scott Meskin

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Mario Crocetti	Principal
Sarah Docekal	Reading Department Chair
Flora Rigolo	English Department Chair
Susan Cooperman	English Department Chair
Patricia Evelyn	Media Specialist
Suzanne Pollard	ESE Coordinator
Cathy Lakatos	Math Chair
Sal Mucino	Math Chair
Karen Clawson	Science Chair
Kent Mauney	Science Chair
John Rejc	Social Studies Chair
Richard Fletcher	Social Studies Chair
Jana Bolinder	Guidance Dept Coordinator
Mike Kozlowski	AP, Student Services Coordinator
Jim Marshall	Academy Coordinator

#### District-Level Information

##### District

Palm Beach

##### Superintendent

Mr. E. Wayne Gent

##### Date of school board approval of SIP

11/19/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The SAC membership is composed of the principal, one teacher, two students, one support staff member, eight parents, and one community/business representative. The SAC is chaired by a student. The SAC vice-chair is a teacher, and the SAC co-secretaries are a student and a parent.

**Involvement of the SAC in the development of the SIP**

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

**Activities of the SAC for the upcoming school year**

Following the adoption of the SIP (October meeting) the SAC will be kept updated on diagnostic results and implementation of SIP strategies. Throughout the year the SAC will receive briefings on items of interest to them, such as the AICE diploma program, new graduation guidelines, our career academy programs, school discipline policies and results, etc.

**Projected use of school improvement funds, including the amount allocated to each project**

There are no state provided school improvement funds.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

N/A

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

7

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Mario Crocetti**

Principal

Years as Administrator: 26

Years at Current School: 5

**Credentials**

BS Secondary Science Education  
 MS Administration and Supervision  
 Certification/Endorsement:  
 School Principal  
 Earth & Space Science  
 Gifted

**Performance Record**

FY13 Wellington Community High school  
 Reading proficiency increased 5% to 70%  
 Reading learning gains increased 7 points to 71%  
 Reading learning gains of lowest 25% increased 13% to 69%  
 Math proficiency decreased 4% to 78%  
 Math learning gains increased 11 points to 73%  
 Math learning gains of lowest 25% increased 5% to 58%  
 Writing proficient = 79% at 3.5 bar  
 Biology proficient = 73% - no prior data  
 FY12 Wellington Community High School  
 Reading proficiency = 66%  
 Reading learning gains = 64%  
 Reading learning gains of lowest 25% = 56%  
 Math proficiency = 82%  
 Math learning gains = 62%  
 Math learning gains of lowest 25% = 53%  
 Writing proficient = 97%  
 FY11 Wellington Community High School  
 Reading proficiency = 64%  
 Reading learning gains = 58%  
 Reading learning gains of lowest 25% = 48%  
 Math proficiency = 87%  
 Math learning gains = 74%  
 Math learning gains of lowest 25% = 56%  
 Writing proficient = 88%



**Chris Romano**

Asst Principal

Years as Administrator: 9

Years at Current School: 9

**Credentials**

Educational Leadership  
Social Studies

**Performance Record**

FY13 Wellington Community High school  
 Reading proficiency increased 5% to 70%  
 Reading learning gains increased 7 points to 71%  
 Reading learning gains of lowest 25% increased 13% to 69%  
 Math proficiency decreased 4% to 78%  
 Math learning gains increased 11 points to 73%  
 Math learning gains of lowest 25% increased 5% to 58%  
 Writing proficient = 79% at 3.5 bar  
 Biology proficient = 73% - no prior data  
 FY12 Wellington Community High School  
 Reading proficiency = 66%  
 Reading learning gains = 64%  
 Reading learning gains of lowest 25% = 56%  
 Math proficiency = 82%  
 Math learning gains = 62%  
 Math learning gains of lowest 25% = 53%  
 Writing proficient = 97%  
 FY11 Wellington Community High School  
 Reading proficiency = 64%  
 Reading learning gains = 58%  
 Reading learning gains of lowest 25% = 48%  
 Math proficiency = 87%  
 Math learning gains = 74%  
 Math learning gains of lowest 25% = 56%  
 Writing proficient = 88%

**Barbara Forgash**

Asst Principal

Years as Administrator: 17

Years at Current School: 17

**Credentials**

Educational Leadership  
 School Principal  
 Business Education

**Performance Record**

FY13 Wellington Community High school  
 Reading proficiency increased 5% to 70%  
 Reading learning gains increased 7 points to 71%  
 Reading learning gains of lowest 25% increased 13% to 69%  
 Math proficiency decreased 4% to 78%  
 Math learning gains increased 11 points to 73%  
 Math learning gains of lowest 25% increased 5% to 58%  
 Writing proficient = 79% at 3.5 bar  
 Biology proficient = 73% - no prior data  
 FY12 Wellington Community High School  
 Reading proficiency = 66%  
 Reading learning gains = 64%  
 Reading learning gains of lowest 25% = 56%  
 Math proficiency = 82%  
 Math learning gains = 62%  
 Math learning gains of lowest 25% = 53%  
 Writing proficient = 97%  
 FY11 Wellington Community High School  
 Reading proficiency = 64%  
 Reading learning gains = 58%  
 Reading learning gains of lowest 25% = 48%  
 Math proficiency = 87%  
 Math learning gains = 74%  
 Math learning gains of lowest 25% = 56%  
 Writing proficient = 88%

<b>Cherie Andrewson</b>		
Asst Principal	Years as Administrator: 10	Years at Current School: 10

**Credentials**

Educational Leadership  
 ESE SLD  
 Reading  
 ESOL

**Performance Record**

FY13 Wellington Community High school  
 Reading proficiency increased 5% to 70%  
 Reading learning gains increased 7 points to 71%  
 Reading learning gains of lowest 25% increased 13% to 69%  
 Math proficiency decreased 4% to 78%  
 Math learning gains increased 11 points to 73%  
 Math learning gains of lowest 25% increased 5% to 58%  
 Writing proficient = 79% at 3.5 bar  
 Biology proficient = 73% - no prior data  
 FY12 Wellington Community High School  
 Reading proficiency = 66%  
 Reading learning gains = 64%  
 Reading learning gains of lowest 25% = 56%  
 Math proficiency = 82%  
 Math learning gains = 62%  
 Math learning gains of lowest 25% = 53%  
 Writing proficient = 97%  
 FY11 Wellington Community High School  
 Reading proficiency = 64%  
 Reading learning gains = 58%  
 Reading learning gains of lowest 25% = 48%  
 Math proficiency = 87%  
 Math learning gains = 74%  
 Math learning gains of lowest 25% = 56%  
 Writing proficient = 88%

**Mike Kozlowski**

Asst Principal

Years as Administrator: 3

Years at Current School: 2

**Credentials**

Educational Leadership  
 Social Studies  
 Reading

**Performance Record**

FY13 Wellington Community High school  
 Reading proficiency increased 5% to 70%  
 Reading learning gains increased 7 points to 71%  
 Reading learning gains of lowest 25% increased 13% to 69%  
 Math proficiency decreased 4% to 78%  
 Math learning gains increased 11 points to 73%  
 Math learning gains of lowest 25% increased 5% to 58%  
 Writing proficient = 79% at 3.5 bar  
 Biology proficient = 73% - no prior data  
 FY12 Wellington Community High School  
 Reading proficiency = 66%  
 Reading learning gains = 64%  
 Reading learning gains of lowest 25% = 56%  
 Math proficiency = 82%  
 Math learning gains = 62%  
 Math learning gains of lowest 25% = 53%  
 Writing proficient = 97%  
 FY11 Christa McAuliffe Middle School  
 Reading proficiency increased 2 points to 83%.  
 Reading gains decreased 3 points to 65%.  
 Reading gains lowest 25% decreased 5 points to 66%.  
 Math proficiency increased 2 points to 87%.  
 Math gains decreased 2 points to 75%.  
 Math gains lowest 25% decreased 4 points to 72%.  
 Writing proficiency increased 2 points tp 90%.

**Elizabeth Calvente - Torres**

Asst Principal

Years as Administrator: 6

Years at Current School: 2

**Credentials**

Educational Leadership  
 Spanish  
 Reading

**Performance Record**

FY13 Wellington Community High school  
 Reading proficiency increased 5% to 70%  
 Reading learning gains increased 7 points to 71%  
 Reading learning gains of lowest 25% increased 13% to 69%  
 Math proficiency decreased 4% to 78%  
 Math learning gains increased 11 points to 73%  
 Math learning gains of lowest 25% increased 5% to 58%  
 Writing proficient = 79% at 3.5 bar  
 Biology proficient = 73% - no prior data  
 FY12 Wellington Community High School  
 Reading proficiency = 66%  
 Reading learning gains = 64%  
 Reading learning gains of lowest 25% = 56%  
 Math proficiency = 82%  
 Math learning gains = 62%  
 Math learning gains of lowest 25% = 53%  
 Writing proficient = 97%  
 FY11 Spanish River HS  
 Reading proficiency decreased 1 point to 72%.  
 Reading gains decreased 3 points to 64%  
 Reading gains lowest 25% decreased 10 points to 47%.  
 Math proficiency remained at 95%.  
 Math gains decreased by 2 points to 81%.  
 Math gains lowest 25% decreased 2 points to 82%.  
 Writing proficiency increased by 1 point to 94%.

**Henry Paulk**

Asst Principal

Years as Administrator: 8

Years at Current School: 2

**Credentials**

Educational Leadership  
Guidance

**Performance Record**

FY13 Wellington Community High school  
 Reading proficiency increased 5% to 70%  
 Reading learning gains increased 7 points to 71%  
 Reading learning gains of lowest 25% increased 13% to 69%  
 Math proficiency decreased 4% to 78%  
 Math learning gains increased 11 points to 73%  
 Math learning gains of lowest 25% increased 5% to 58%  
 Writing proficient = 79% at 3.5 bar  
 Biology proficient = 73% - no prior data  
 FY12 Wellington Community High School  
 Reading proficiency = 66%  
 Reading learning gains = 64%  
 Reading learning gains of lowest 25% = 56%  
 Math proficiency = 82%  
 Math learning gains = 62%  
 Math learning gains of lowest 25% = 53%  
 Writing proficient = 97%  
 FY11 Benoist Farms El.  
 Reading proficiency increased 3 points to 69%  
 Reading gains decreased 2 points to 72%  
 Reading gains lowest 25% decreased 10 points to 63%.  
 Math proficiency increased 16 points to 78%.  
 Math gains increased 9 points to 72%.  
 Math gains lowest 25% increased 10 points to 75%.  
 Writing proficiency increased 2 points to 90%.

**Instructional Coaches**

**# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**NA**

Part-time / District-based

Years as Coach:

Years at Current School:

**Areas**

[none selected]

**Credentials**

**Performance Record**

**Classroom Teachers**

**# of classroom teachers**

139

**# receiving effective rating or higher**

139, 100%

**# Highly Qualified Teachers**

97%

**# certified in-field**

136, 98%

**# ESOL endorsed**

46, 33%

**# reading endorsed**

13, 9%

**# with advanced degrees**

51, 37%

**# National Board Certified**

8, 6%

**# first-year teachers**

4, 3%

**# with 1-5 years of experience**

15, 11%

**# with 6-14 years of experience**

9, 6%

**# with 15 or more years of experience**

111, 80%

**Education Paraprofessionals**

**# of paraprofessionals**

3

**# Highly Qualified**

1, 33%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

7

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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 on candidates as possible. Teachers new to the school - even veteran teachers - are provided a mentor within their department to ease their transition to 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.

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

New educators are provided a mentor teacher from their department as well as an administrative contact to call on when assistance is needed. Mentors are department chairs and/or effective teachers with similar course assignments. Teachers new to the school receive additional non-evaluative classroom visits which result in suggestions for improvement as well as acknowledgement of strengths. New educators have ongoing meeting with school administration throughout the school year.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

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.

#### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Student grades (TERMS) are monitored (administration) quarterly. Diagnostic results (EDW, FAIR, SRI) are monitored (administration and classroom teachers) as soon as they become available. Student discipline and attendance data (TERMS) is monitored (administration and SwPBS chair) quarterly.

#### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**



EDW provides FCAT, EOC, student discipline and attendance, graduation, diagnostic, and college readiness data. ESE coordinator provides SBT and child study team data. TERMS provides student grade, absence/tardy, and discipline/OSS/ISS data.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Faculty meetings, department meetings, and same-course meetings are used to share results, to monitor effectiveness of programs, and to provide related staff development. Parents are kept informed through the use of newsletters - six mailed home each year, monthly SAC meetings, Edline, email, Open House, and phone calls. All parents are invited to SBT meetings.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or 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 Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Department chairs and school administration.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Sarah Docekal	Reading Chair
Cherie Andrewson	AP
Mike Kozlowski	AP
Elizabeth Calvente-Torres	AP
Mario Crocetti	Principal
Cheryl Stollow	Reading Teacher
Pattie Evelyn	Media Specialist
Suzanne Pollard	ESE Coordinator

Name	Title
John Rejc	Social Studies Chair
Brian Nelson	Science Teacher
Sarah Harris	English Teacher
Holly Unser	Foreign Language Teacher

### **How the school-based LLT functions**

Meetings are held at least six times per school year. Subcommittees are established as needed.

### **Major initiatives of the LLT**

Implementation, monitoring, and evaluation of the school's school-wide reading plan.

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

Each department has a reading plan which is part of the school-wide reading plan. Teachers engage their students in cold reads as well as guided reading activities. Each student maintains a portfolio of their reading activities. School administrators monitor the implementation of the reading plans with a specific administrator assigned to each department.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

WCHS offers four career academies - drafting and design, marketing, pre-vet, and fire science. In addition to the academy courses we also offer courses in fashion and design, culinary, information technology, early childhood care/education, business, leadership, and tourism.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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.

### **Strategies for improving student readiness for the public postsecondary level**

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

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	70%	No	77%
American Indian				
Asian	77%	69%	No	79%
Black/African American	53%	43%	No	57%
Hispanic	72%	71%	No	75%
White	80%	78%	No	82%
English language learners	33%	20%	No	40%
Students with disabilities	52%	41%	No	57%
Economically disadvantaged	58%	54%	No	62%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	405	27%	32%
Students scoring at or above Achievement Level 4	519	34%	39%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		39%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		61%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	794	71%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	195	69%	74%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	34	77%	82%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	21	53%	58%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	18	53%	58%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	347	59%	64%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	471	79%	84%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	10	91%	96%

**Area 3: Mathematics**

**High School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	66%	Yes	57%
American Indian				
Asian	94%	86%	No	94%
Black/African American	39%	56%	Yes	45%
Hispanic	54%	65%	Yes	59%
White	57%	71%	Yes	61%
English language learners	54%	80%	Yes	59%
Students with disabilities	49%	54%	Yes	54%
Economically disadvantaged	48%	63%	Yes	54%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	13	81%	75%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		25%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	644	73%	78%
Students in lowest 25% making learning gains (EOC)	52	58%	63%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	361	62%	67%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	244	57%	62%
Students scoring at or above Achievement Level 4	66	15%	20%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	146	31%	35%
Students scoring at or above Achievement Level 4	215	45%	50%

**Area 4: Science**

**High School Science**

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	204	37%	40%
Students scoring at or above Achievement Level 4	189	35%	40%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	12		15
Participation in STEM-related experiences provided for students	410	17%	25%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	257	11%	16%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		98%	100%
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1052	47%	50%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	855	78%	83%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		98%	100%
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	43	4%	6%
CTE teachers holding appropriate industry certifications			

## Area 8: Early Warning Systems

### High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	22	1%	1%
Students in ninth grade with one or more absences within the first 20 days	39	7%	5%
Students in ninth grade who fail two or more courses in any subject	86	16%	13%
Students with grade point average less than 2.0	241	11%	8%
Students who fail to progress on-time to tenth grade	28	5%	3%
Students who receive two or more behavior referrals	364	16%	13%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	58	3%	2%

### Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	40	2%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	463	79%	82%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	23	48%	60%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	466	87%	90%

## Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Parental involvement targets for the school

To increase the percentage of our parents who visit our school for at least two activities (open house, parent/teacher conferences, SAC meetings, orientations, college application programs, college financial assistance programs, awards programs, student performances, etc.) Note - the 2013 data listed below is our best estimate of a baseline for this target.

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
	1560	65%	80%

**Area 10: Additional Targets**

**Additional targets for the school**

WCHS will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to:

- History of the Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices made by Veterans

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
All students receive required instruction.	2400	100%	100%



## Goals Summary

- G1.** Increase participation and success in college level courses.
- G2.** To increase our graduation rate.
- G3.** To increase student achievement in writing.
- G4.** To increase student achievement in science.
- G5.** To increase student achievement in mathematics.
- G6.** To improve the reading comprehension of our students.

## Goals Detail

### G1. Increase participation and success in college level courses.

#### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- U.S. History EOC
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS - High School
- EWS - Graduation
- Additional Targets

#### Resources Available to Support the Goal

- Funding is available.

#### Targeted Barriers to Achieving the Goal

- Students may feel that they are not prepared for successful participation in college level courses.

## Plan to Monitor Progress Toward the Goal

Enrollment and student grades will be monitored for increased enrollment and student success.

### Person or Persons Responsible

Administration, guidance, and AICE coordinator.

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Quarterly reports.

## G2. To increase our graduation rate.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- U.S. History EOC
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS - High School
- EWS - Graduation
- Additional Targets

### Resources Available to Support the Goal

- Funding is available for resources.

### Targeted Barriers to Achieving the Goal

- Student to counselor ratio is too high to allow sufficient time to meet students' needs. Students fall behind academically early in their high school careers. Student discipline problems get in the way of academic success.

### Plan to Monitor Progress Toward the Goal

We will monitor credits earned on time, GPA, and rate of discipline referrals and suspensions.

#### Person or Persons Responsible

Guidance and administration will monitor credits and GPA. Administration will monitor rate of discipline referrals and suspensions.

#### Target Dates or Schedule:

Monitoring will take place quarterly.

#### Evidence of Completion:

Quarterly and year-end reports to the faculty.

### G3. To increase student achievement in writing.

#### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- U.S. History EOC
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- EWS - High School
- EWS - Graduation

#### Resources Available to Support the Goal

- Funding is available to support an after school writing program.

#### Targeted Barriers to Achieving the Goal

- Some students need additional writing instruction.

### Plan to Monitor Progress Toward the Goal

9th and 10th grade students will use PB Writes results to measure progress. 11th and 12th grade students will be measured against class writing assignments.

#### Person or Persons Responsible

English teachers.

#### Target Dates or Schedule:

Mid and end marking points.

#### Evidence of Completion:

Report submitted to the principal.

#### **G4. To increase student achievement in science.**

##### **Targets Supported**

- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- EWS - High School
- EWS - Graduation

##### **Resources Available to Support the Goal**

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

##### **Targeted Barriers to Achieving the Goal**

- some students need additional instruction in science.

#### **Plan to Monitor Progress Toward the Goal**

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

##### **Person or Persons Responsible**

Principal and science teachers.

##### **Target Dates or Schedule:**

Mid and end points of the 2nd, 3rd, and 4th grading periods.

##### **Evidence of Completion:**

Grade analysis for those students participating in the program.

## G5. To increase student achievement in mathematics.

### Targets Supported

- Algebra 1 EOC
- Geometry EOC
- STEM
- STEM - All Levels
- STEM - High School
- EWS - High School
- EWS - Graduation

### Resources Available to Support the Goal

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

### Targeted Barriers to Achieving the Goal

- Students need additional instructional time and access to technology.

## Plan to Monitor Progress Toward the Goal

Mid-quarter and quarterly grades.

### Person or Persons Responsible

Principal and math teachers.

### Target Dates or Schedule:

At the mid and end points of each marking period.

### Evidence of Completion:

A quarterly grade analysis will be completed by the principal.

**G6. To improve the reading comprehension of our students.**

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- U.S. History EOC
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- EWS - High School
- EWS - Graduation

**Resources Available to Support the Goal**

- The purchase of 50 iPads for use in tenth grade intensive reading classes.
- The purchase of one additional class set of textbooks for the English IV for College Readiness course.
- The implementation of a school-wide reading program.
- Ongoing professional development in CC Literacy Standards.

**Targeted Barriers to Achieving the Goal**

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

**Plan to Monitor Progress Toward the Goal**

FY14 FCAT Reading results and FY14 College Ready Reading Scores results. Ongoing diagnostic results.

**Person or Persons Responsible**

School administration and English, Reading, Science, Social Studies, and Elective Department Chairs.

**Target Dates or Schedule:**

Following each diagnostic or practice test.

**Evidence of Completion:**

Diagnostic and practice test results.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase participation and success in college level courses.

**G1.B1** Students may feel that they are not prepared for successful participation in college level courses.

**G1.B1.S1** Increased marketing of the AICE/AP program and additional course offerings that will appeal to a wide variety of students.

#### **Action Step 1**

Expand the number of AICE course offerings. Increase the visibility of the AICE/AP programs.

#### **Person or Persons Responsible**

Leadership team will identify new course offerings. Principal will appoint a coordinator for the AICE program.

#### **Target Dates or Schedule**

Spring and summer of 2013.

#### **Evidence of Completion**

Additional AICE courses will be offered for FY14 and a coordinator will be in place prior to the start of the school year.

#### **Facilitator:**

Cambridge University

#### **Participants:**

Teachers new to AICE and those interested in additional training.

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

Master schedule will include at least eight new AICE offerings.

#### **Person or Persons Responsible**

Leadership team and AICE coordinator.

#### **Target Dates or Schedule**

By summer 2013.

#### **Evidence of Completion**

Master schedule.

## Plan to Monitor Effectiveness of G1.B1.S1

We will monitor course enrollment in AICE/AP classes. We will monitor student grades in AICE/AP classes.

### Person or Persons Responsible

Principal will monitor enrollment. AICE coordinator will monitor student grades.

### Target Dates or Schedule

Quarterly.

### Evidence of Completion

Quarterly reports shared with the faculty.

## G2. To increase our graduation rate.

**G2.B1** Student to counselor ratio is too high to allow sufficient time to meet students' needs. Students fall behind academically early in their high school careers. Student discipline problems get in the way of academic success.

**G2.B1.S1** Hire one additional guidance counselor. Review student grades quarterly rather than each semester. Expand the incentives in the SwPBS program to encourage better behavior and to reduce suspensions. Hire two day to day substitute teachers to help supervise the campus.

### Action Step 1

Additional counselor and two day to day substitute teachers will be hired. \$3,000 will be allocated for use by the SwPBS program. Student grades will be reviewed quarterly to identify at risk students.

### Person or Persons Responsible

Principal will allocate funding. Administrative team will hire counselor and substitute teachers. Counselors and administrative team will review student grades quarterly.

### Target Dates or Schedule

Counselor will be hired summer of 2013. Substitute teachers will be on board first day of school. Grades will be reviewed each quarter once they are posted in TERMS.

### Evidence of Completion

Counselor and substitutes - payroll. Copies of grade analysis.



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

The use of incentives and the assignments of the substitutes teachers will be monitored.

#### **Person or Persons Responsible**

The Student Services coordinator will monitor both areas.

#### **Target Dates or Schedule**

Assignments of substitute teachers will be monitored daily. The use of incentives will be monitored on a monthly basis.

#### **Evidence of Completion**

A log of incentives awarded and daily assignments.

### **Plan to Monitor Effectiveness of G2.B1.S1**

We will track students' quarterly grades, tardies, discipline referrals, and suspensions.

#### **Person or Persons Responsible**

Guidance and administration will track grades. Administration will track tardies, discipline referrals, and suspensions.

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Quarterly reports presented to the faculty.

**G3.** To increase student achievement in writing.

**G3.B1** Some students need additional writing instruction.

**G3.B1.S1** Offer an after school writing tutorial at least one day per week.

**Action Step 1**

Funding will be made available for the program. Teachers will be recruited for the program. Teachers will inform their students of the program.

**Person or Persons Responsible**

Department chair will recruit teachers for the program.

**Target Dates or Schedule**

November 1, 2013 - June 2014.

**Evidence of Completion**

Teacher payroll sheets and student sign in sheets.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Monitoring of student sign in sheets.

**Person or Persons Responsible**

Assistant Principal and department chairs.

**Target Dates or Schedule**

Weekly.

**Evidence of Completion**

Monthly reports to the principal.

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

Prior writing samples will be used to develop a baseline for students in the program.

**Person or Persons Responsible**

English teachers.

**Target Dates or Schedule**

Following each formative and summative writing assessment.

**Evidence of Completion**

Monthly report tot he principal.

**G4.** To increase student achievement in science.

**G4.B1** some students need additional instruction in science.

**G4.B1.S1** To provide after-school science tutoring at least once per week.

**Action Step 1**

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

**Person or Persons Responsible**

Science Department Chairs will identify science teachers willing to staff the tutorial.

**Target Dates or Schedule**

At least once per week beginning November 1, 2013.

**Evidence of Completion**

Teacher payroll sheets and student sign in sheets.

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

Student sign in sheets will be monitored.

**Person or Persons Responsible**

Principal.

**Target Dates or Schedule**

Weekly.

**Evidence of Completion**

Review of sign in sheets and visits to the tutorial.

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

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

**Person or Persons Responsible**

Principal and classroom teachers.

**Target Dates or Schedule**

Mid and end points of each grading period.

**Evidence of Completion**

Grade analysis report.

**G5.** To increase student achievement in mathematics.

**G5.B1** Students need additional instructional time and access to technology.

**G5.B1.S1** After-school math assistance will be offered three times each week in the cafeteria. A laptop cart will be dedicated for use by the math tutorial.

**Action Step 1**

Funding will be encumbered to pay teachers to work the math tutorial. The cafeteria will be reserved for their use after school and a laptop cart will be made available to the program.

**Person or Persons Responsible**

Math certified teachers will be recruited by the department chairs to work the after-school program. Math teachers will recruit their top students to assist in the after-school program. Math teachers will provide an incentive for students utilizing the services of the program.

**Target Dates or Schedule**

Begins November 1, 2013 - three days per week until June 1, 2014.

**Evidence of Completion**

Student sign in sheets.

**Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Student sign in sheets will be given to the principal.

**Person or Persons Responsible**

Principal.

**Target Dates or Schedule**

Weekly.

**Evidence of Completion**

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

## Plan to Monitor Effectiveness of G5.B1.S1

first quarter math grades will be used as a benchmark.

### Person or Persons Responsible

Principal and math teachers will monitor the progress made by students participating in the program.

### Target Dates or Schedule

At the mid and end point of each marking period.

### Evidence of Completion

Quarterly grade analysis.

## G6. To improve the reading comprehension of our students.

### G6.B1 Students need increased access to instructional technology.

**G6.B1.S1** A grant from the Village of Wellington will be used to purchase 50 iPads and two charging stations to be used in the 10th grade intensive reading classes. Computers in the ELL reading class will be upgraded to handle newer software.

### Action Step 1

Grant funding used to purchase 50 iPads. Computers in ELL classes will be upgraded.

### Person or Persons Responsible

Principal will make proposal for the grant. Reading teachers will utilize equipment in their classrooms.

### Target Dates or Schedule

November 1, 2013 - June 1, 2014

### Evidence of Completion

Classroom visits.

### **Plan to Monitor Fidelity of Implementation of G6.B1.S1**

Classroom visits looking for use of the technology.

#### **Person or Persons Responsible**

School administration

#### **Target Dates or Schedule**

A minimum of every two weeks through the school year.

#### **Evidence of Completion**

Lesson plans.

### **Plan to Monitor Effectiveness of G6.B1.S1**

Monitoring diagnostic and FCAT data.

#### **Person or Persons Responsible**

Administration and Department Chairs.

#### **Target Dates or Schedule**

Following each diagnostic or practice test.

#### **Evidence of Completion**

Data analysis report.

**G6.B3** Students need reading instruction in science, social studies, and elective classes.

**G6.B3.S1** All science, social studies, and elective teachers will implement a reading plan.

**Action Step 1**

Each department will design and implement a reading plan.

**Person or Persons Responsible**

An administrator will be assigned to each department to monitor implementation of the plan.

**Target Dates or Schedule**

November 1, 2013 - June 1, 2014

**Evidence of Completion**

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

**Facilitator:**

Principal, Reading Dept. Chair, English department Chair

**Participants:**

All science, social studies, and elective teachers.

**Plan to Monitor Fidelity of Implementation of G6.B3.S1**

Classroom visits.

**Person or Persons Responsible**

School administration.

**Target Dates or Schedule**

Bi-weekly through the school year beginning November 1, 2013.

**Evidence of Completion**

Observation data and teacher reading portfolios.

## **Plan to Monitor Effectiveness of G6.B3.S1**

FY13 FCAT and FY14 fall diagnostics will be used to set beginning benchmarks.

### **Person or Persons Responsible**

Administration and reading department chair.

### **Target Dates or Schedule**

After each diagnostic, FAIR, and SRI test.

### **Evidence of Completion**

Data analysis reports.



## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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, our rules, and consequences. We share guidelines for success with students at the individual, classroom, and grade level level. 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 wiping out bullying.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

### G1. Increase participation and success in college level courses.

#### G1.B1 Students may feel that they are not prepared for successful participation in college level courses.

**G1.B1.S1** Increased marketing of the AICE/AP program and additional course offerings that will appeal to a wide variety of students.

#### **PD Opportunity 1**

Expand the number of AICE course offerings. Increase the visibility of the AICE/AP programs.

#### **Facilitator**

Cambridge University

#### **Participants**

Teachers new to AICE and those interested in additional training.

#### **Target Dates or Schedule**

Spring and summer of 2013.

#### **Evidence of Completion**

Additional AICE courses will be offered for FY14 and a coordinator will be in place prior to the start of the school year.

**G6.** To improve the reading comprehension of our students.

**G6.B3** Students need reading instruction in science, social studies, and elective classes.

**G6.B3.S1** All science, social studies, and elective teachers will implement a reading plan.

**PD Opportunity 1**

Each department will design and implement a reading plan.

**Facilitator**

Principal, Reading Dept. Chair, English department Chair

**Participants**

All science, social studies, and elective teachers.

**Target Dates or Schedule**

November 1, 2013 - June 1, 2014

**Evidence of Completion**

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

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase participation and success in college level courses.	\$244,000
G2.	To increase our graduation rate.	\$103,000
G3.	To increase student achievement in writing.	\$1,500
G4.	To increase student achievement in science.	\$2,000
G5.	To increase student achievement in mathematics.	\$4,000
G6.	To improve the reading comprehension of our students.	\$25,000
Total		\$379,500

### Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Personnel	Evidence-Based Program	Total
Grant	\$25,000	\$0	\$0	\$25,000
Operating budget	\$0	\$5,500	\$0	\$5,500
Operating budget.	\$0	\$105,000	\$244,000	\$349,000
Operating Budget	\$0	\$0	\$0	\$0
Total	\$25,000	\$110,500	\$244,000	\$379,500

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1. Increase participation and success in college level courses.**

**G1.B1** Students may feel that they are not prepared for successful participation in college level courses.

**G1.B1.S1** Increased marketing of the AICE/AP program and additional course offerings that will appeal to a wide variety of students.

**Action Step 1**

Expand the number of AICE course offerings. Increase the visibility of the AICE/AP programs.

**Resource Type**

Evidence-Based Program

**Resource**

Increased AICE offerings - \$225,000 - includes teacher training, textbooks, student enrollment fees. PT AICE coordinator - \$19,000 - allows teacher to teach only three classes.

**Funding Source**

Operating budget.

**Amount Needed**

\$244,000

**G2.** To increase our graduation rate.

**G2.B1** Student to counselor ratio is too high to allow sufficient time to meet students' needs. Students fall behind academically early in their high school careers. Student discipline problems get in the way of academic success.

**G2.B1.S1** Hire one additional guidance counselor. Review student grades quarterly rather than each semester. Expand the incentives in the SwPBS program to encourage better behavior and to reduce suspensions. Hire two day to day substitute teachers to help supervise the campus.

**Action Step 1**

Additional counselor and two day to day substitute teachers will be hired. \$3,000 will be allocated for use by the SwPBS program. Student grades will be reviewed quarterly to identify at risk students.

**Resource Type**

Personnel

**Resource**

Additional guidance counselor - \$65,000. Substitute teachers for campus supervision - \$35,000. SwPBS incentives - \$3,000.

**Funding Source**

Operating budget.

**Amount Needed**

\$103,000

**G3. To increase student achievement in writing.**

**G3.B1** Some students need additional writing instruction.

**G3.B1.S1** Offer an after school writing tutorial at least one day per week.

**Action Step 1**

Funding will be made available for the program. Teachers will be recruited for the program. Teachers will inform their students of the program.

**Resource Type**

Personnel

**Resource**

After school tutorial.

**Funding Source**

Operating Budget

**Amount Needed**

\$1,500

**G4. To increase student achievement in science.**

**G4.B1** some students need additional instruction in science.

**G4.B1.S1** To provide after-school science tutoring at least once per week.

**Action Step 1**

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

**Resource Type**

Personnel

**Resource**

After school tutorial.

**Funding Source**

Operating budget.

**Amount Needed**

\$2,000

**G5.** To increase student achievement in mathematics.

**G5.B1** Students need additional instructional time and access to technology.

**G5.B1.S1** After-school math assistance will be offered three times each week in the cafeteria. A laptop cart will be dedicated for use by the math tutorial.

**Action Step 1**

Funding will be encumbered to pay teachers to work the math tutorial. The cafeteria will be reserved for their use after school and a laptop cart will be made available to the program.

**Resource Type**

Personnel

**Resource**

After school tutorial

**Funding Source**

Operating budget

**Amount Needed**

\$4,000



**G6.** To improve the reading comprehension of our students.

**G6.B1** Students need increased access to instructional technology.

**G6.B1.S1** A grant from the Village of Wellington will be used to purchase 50 iPads and two charging stations to be used in the 10th grade intensive reading classes. Computers in the ELL reading class will be upgraded to handle newer software.

**Action Step 1**

Grant funding used to purchase 50 iPads. Computers in ELL classes will be upgraded.

**Resource Type**

Technology

**Resource**

50 iPads

**Funding Source**

Grant

**Amount Needed**

\$25,000