

The School District of Palm Beach County

# Wellington High School



2020-21 Schoolwide Improvement Plan

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# 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	48%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (66%) 2017-18: A (67%) 2016-17: A (62%) 2015-16: A (62%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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 10/21/2020.

## 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](http://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.

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# Wellington High School

2101 GREENVIEW SHORES BLVD, Wellington, FL 33414

<https://welh.palmbeachschools.org>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p><b>2019-20 Title I School</b></p> <p>No</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>43%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>55%</p>

## School Grades History

<b>Year</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>
<b>Grade</b>	A	A	A	A

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## 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, position title, and job duties/responsibilities 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 and monitors and facilitates PLCs.
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, and monitors and facilitates PLCs.
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 and monitors and facilitates PLCs.
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 and monitors and facilitates PLCs.
Rejc, John	Assistant Principal	Oversees all new teachers to the building/profession, 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 and monitors and facilitates PLCs.
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.
Tanton, Lee	Dean	Monitors and administers student discipline and tracks student attendance, academic performance, and graduation requirements for 9th grade.



Name	Title	Job Duties and Responsibilities
Paulk, Henry	Assistant Principal	Oversees Student Services to ensure a restorative justice approach to discipline is followed with fidelity, and maintains an effective two-way communication with all stakeholders.
Mucino, Salvador	Teacher, K-12	As Mathematics Department Chair, responsible for monitoring and guiding Math teachers to ensure all students are receiving equitable standards-based instruction.
Mauney, Kent	Teacher, K-12	As Science Department Chair, responsible for monitoring and guiding Science teachers to ensure all students are receiving equitable standards-based instruction.

### Demographic Information

**Principal start date**

Tuesday 1/16/2018, Cara Hayden

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

21

**Total number of teacher positions allocated to the school**

158

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
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<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	695	623	619	630	2567
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	35	25	21	26	107
One or more suspensions	0	0	0	0	0	0	0	0	0	48	66	42	59	215
Course failure in ELA	0	0	0	0	0	0	0	0	0	74	135	112	101	422
Course failure in Math	0	0	0	0	0	0	0	0	0	51	152	123	121	447
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	61	72	52	59	244
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	53	36	4	86	179
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	0	0	0	0	0	159	163	0	0	322

**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	80	144	91	124	439

**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	13	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	18	0	0	0	18

**Date this data was collected or last updated**

Monday 8/17/2020

**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	
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

**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
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

**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%
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	
	(0)	(0)	(0)	(0)	0 (0)

**Grade Level Data**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	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	

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
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%	0

**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%	0

**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%	0

**Asian Students**

Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

## 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 a meaningful cooperative struggle.

FY20 Alg 1 students who were not successful in a double block at the end of the 1st semester were changed to Intensive Math along with their Lib Arts Math. This gave students an opportunity for them to gain the ALG 1 skills and at the same time, they would be able to obtain their math credits in 4 years.

The data for FY20 based on ALG FSQ's & USA's overall threshold was at 70%, while the district was at 62%. The semester exam scores were at 46% an increase of 15% from the prior year at 31%.

**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 was the ELA lowest 25%, falling from 53% to 42% from SY18 to SY19. 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.

However, during Winter diagnostic FY20 in 9th-grade, the cohort rose to 59% while the district was at 43%. PLC's led by an administrator were strong and focused on backward design standards. Experienced teachers taught English 1 and 2, our most needy students. Reading teachers had common planning with the English teachers as they both serve the low 25% of students.

**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 FY19. 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%.

FY20 During FY20 winter Alg 1 semester exams the achievement was at 46% while the district was at 49%. Alg 1 students who were not successful in a double block at the end of the 1st semester were changed to Intensive Math along with their Lib Arts Math. This gave students an opportunity for them to gain the ALG 1 skills and at the same time, they would be able to obtain their math credits in 4 years. Pull-outs were scheduled for students to begin prior to the COVID-19 school closure.

### **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 a 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.

In FY20 we continued the same practice and we hope the scores in FY21 will continue to increase, even though a senior member of our Science faculty has retired. PLC's were led by an administrator and were strong and focused on backward design standards. Teachers also developed labs that were focused and aligned to the standards allowing students to deepen their understanding of the content by increasing their cognitive abilities to apply the scientific methods of the taught concepts that were relevant to the real-world life experiences.

### **Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

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

Students with failures in ELA or Math are placed in Edgenuity class which gives them an opportunity to recover their grades and improve their GPA. Edgenuity (E2020) is an online computer program that allows students to work at their own pace to remediate instruction. The students are able to work out of school hours and into the summer months. However, students are taking a long time to recover their credits and usually not finishing their course work until the end of summer. During FY20 due to the COVID-19 students were granted the opportunity to take their assessments at home, as a result, more students completed their course work.

Students with multiple failures continue to stay further behind, as they are typically only taking one course at a time. Again, as they take one course at a time, they must keep track of their current course load. For many students, this may be overwhelming, and what happens they delay their recovery courses until their senior year which jeopardizes graduation.

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

1. Increase mathematics gains in lowest 25% from 36% to 50%

This is our number one priority because our achievement rates are lagging behind state and district achievement levels for this cohort. This population has the greatest room for improvement to facilitate their future success towards improvement in higher-level math courses and towards post-secondary math achievement. The students have a double block of math which consists of a period of Alg 1 and a period of Lib Arts Math 1.

2. Increase ELA learning gains in lowest 25% from 42% to 60 %

This is a priority because our achievement rates are lagging behind state and district achievement levels for this cohort. This population has the greatest room for improvement to facilitate their future success towards improvement in higher-level ELA courses and towards post-secondary ELA achievement. For standards-based instruction, teachers will be utilizing IXL (a computer-based program that is based on standards that are needed to support this cohort. It also communicates with google classroom). Students will have access to tutoring for writing as it gets closer to the assessment window.

3. Increase overall Algebra 1 proficiency by 7% from 53% to 60%

As students are in a double block of math (Alg 1 and Lib Arts Math 1) this will help them grasp the standards needed to be able to become proficient in the subject. Teachers make an emphasis to use Khan Academy and also the VT Tutor through Edgenuity (computer-based remediation program).

Students will have access to tutoring for math as it gets closer to the assessment window.

4. Increase overall ELA learning gains from 52% to 65%

Teachers are collaborating through their professional learning communities (PLC) on a weekly basis to ensure a standards-based approach is delivered to fill in the learning gap for the students to obtain overall gains at the end of the year. AICE teachers are also receiving professional development for their area subjects. They are also utilizing IXL to differentiate instruction to meet the needs of this cohort and increase learning gains with the research methods learned.

5. Increase overall mathematics achievement by 6%

Teachers are collaborating through professional learning communities (PLC) on a weekly basis to ensure a standards-based approach is delivered. Use the Math Nation curriculum to place emphasis on the standards needed in order to increase overall achievement. Teachers also provide students with any needed additional tutoring after school through google meets. Students will have access to tutoring for math as it gets closer to the assessment window.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:**

To ensure progress towards student achievement in ELA to align with the District's Strategic Plan.

Despite making an 18% improvement in ELA achievement in FY19, our ELL subgroup still has the lowest achievement in ELA. Our ELA bottom 25% Learning Gains saw the biggest drop falling from 53% in SY18 to 42% in SY19.

PLC's were focused on Instructional practice and standards-aligned instruction to address the gap of instruction as some experienced teachers retired and we searched for certified instructors. The ELL population was impacted by this interruption of instruction. Additional support was added to the department to support our ELL population including an ESOL School Counselor. This helps our students have an advocate to meet their specific diverse needs.

FY21 the focus is to:

Increase Achievement from 72% to 75%

Increase Learning Gains from 52% to 65%

Increase Learning Gains in the Lowest 25% from 42% to 60%

Increase Achievement from 72% FY19 to 75% FY21

Increase Learning Gains from 52% FY19 to 65% FY21

Increase Learning Gains in the Lowest 25% from 42% FY19 to 60% FY21

**Measurable Outcome:**

In FY20 we monitored by common assessments through FSQ's, USA's, and winter diagnostics. AICE teachers began to incorporate state standards in their classrooms. For FY 21 we will continue to monitor possible outcomes through common assessments by diagnostics and the USA's.

**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. This allows you to track to compare individual students' scores from one assessment to identify trends and patterns.

Writing Bootcamps is a tutorial with a writing focus on improvement. Students are given exemplars for them to model writing for improvement.

PLC Work (Standards-Based Backwards Design Lesson Planning), teachers collaborate on lesson planning with teachers that teach the same subject and focus on standards-based design to follow district scope and sequence.

PBPA Re-writes- Students take their PBPA assessment and are allowed to rewrite after the teacher provides specific feedback.

Targeted Tutorials for students that are predicted to score below a 3 on the reading and below a 7 in writing.

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.

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 boot camps will be used to remediate selected students.

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.

PLC Work; backward design common lesson planning will align teachers, resources, and group efforts toward our overall achievement goals.

Targeted Tutorials; ensure students receive content support beyond the school day.

Low 25% Pull-Outs 2nd Semester; extra instruction to students needing remediation.

Due to COVID-19 and online instruction, all teachers teaching regular and honors will follow district scope and sequence in Blender.

### Action Steps to Implement

Monitoring for the strategies below will occur 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)

Writing Bootcamps; select "bubble" (6 on PY writing FSA) students to come in after school leading up to the FSA. (Grade level AP's).

PLC Work; data-driven instruction, backward design planning, group efforts toward a common goal. (All grade-level APs).

PBPA Re-writes; ELA teachers will build off PBPAs 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. (All grade-level APs).

Targeted Tutorials; invitation-only small-group tutorials with incentives targeting our bottom 25% in ELA (Ms. Shatskin Grade Level AP's)

Through online instruction, teachers created google classrooms for all students, and those able to teach from school, have access to flat panels to instruct virtually.

**Person Responsible** Cara Hayden (cara.hayden@palmbeachschools.org)

**#2. Instructional Practice specifically relating to Math**

To ensure progress towards student achievement in Math to align with the District's Strategic Plan.  
 Our Black students were the lowest-performing group in Math Achievement despite making a 4% gain from SY18 to SY19.

**Area of Focus Description and Rationale:**

FY20- During the Winter Semester exams we achieved 46% while the district was at 49% in Algebra, while for Geometry we achieved 62% and the district had 51%. PLC's were focused on Instructional practice and standards-aligned instruction to address any gap in instruction. FSQ's and USA's assessments were administered to monitor student progress and drive and reteach instruction. During the winter semester exams, there were after school tutorials to reinforce skills learned and modeling was provided by teachers.

FY21 we will continue to monitor student progress through common assessments, FSQ's and USA's along with semester exams. During the winter semester exams, after school tutorials will be provided to reinforce skills learned and modeling will be provided by teachers.

**Measurable Outcome:**

- Increase Mathematics Achievement from 64% to 70% (+6)
- Increase Algebra 1 Proficiency from 53% to 60%
- Increase Geometry Proficiency from 64% to 70%
- Increase Mathematics Learning Gains from 53% to 60% (+7)
- Increase Mathematics Gains in Lowest 25 from 36% to 50% (+14)

In FY20 we monitored by common assessments through FSQ's, USA's, and semester exams. Algebra and Geometry teachers incorporated state standards in their classrooms. For FY 21 we will continue to monitor possible outcomes through common assessments by the USA's and semester exams.

**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. This allows you to track to compare individual students' scores from one assessment to identify trends and patterns.  
 PLC Work (Standards-Based Backwards Design Lesson Planning), teachers collaborate on lesson planning with teachers that teach the same subject and focus on standards-based design to follow district scope and sequence.  
 Masterboard Scheduling (Dbl Block)- Algebra 1 and Lib Arts Math, all regular Algebra 1 students were scheduled a double block of math with Liberal Arts. This will allow the student to complete 4 years of math while providing the support necessary to be successful in Algebra and beyond.  
 Targeted Tutorials for students that are predicted to score below a 3 on the Alg 1 EOC.  
 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.  
 PLC Work; backward design common lesson planning will align teachers, resources, and group efforts toward our overall achievement goals.  
 Targeted Tutorials; ensure students receive content support beyond the school day.

Low 25% Pull-Outs 2nd Semester; extra instruction to students needing remediation. Due to COVID-19 and online instruction, all teachers teaching regular and honors will follow district scope and sequence in Blender.

### Action Steps to Implement

Monitoring for the strategies below will occur 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).

PLC Work; data-driven instruction, backward design planning, group efforts toward a common goal. (Mucino and all grade-level 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. (All grade-level APs)

Masterboard Scheduling (DbI Block); schedule all Algebra 1 students into a "double-block" of Algebra and Liberal Arts Math. (Grade-level AP's). FT21 students that were low performers in ALG 1 and are scheduled to take the ALG 1 EOC are in a section of Alg 1 for only 10th graders who needed additional support.

Targeted Tutorials; invitation-only small-group tutorials with incentives targeting our bottom 25% in Math(Grade-level AP's)

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, Mucino)

Through online instruction, teachers created google classrooms for all students, and those able to teach from school, have access to flat panels to instruct virtually.

**Person Responsible** Cara Hayden (cara.hayden@palmbeachschools.org)

**#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

**Area of Focus Description and Rationale:** We will be incorporating an outside classroom environment the students will be able to relate to their peers while maintaining social distance, they will be able to apply the learned SEL strategies in their new classroom environment. This will assist students to maintain safe mental health, encourage motivation, and assist with their overall academic achievement and wellness. The outdoor environment offers space and therefore is particularly important to those children who learn best through active movement. The space will also be used for tutorials after school relating to ELA, Math, Science and US History.

**Measurable Outcome:** 10% Decrease in guidance and Wolverine Wellness Center Referrals.

**Person responsible for monitoring outcome:** Daniel Stechschulte (daniel.stechschulte@palmbeachschools.org)

Monitor intake spreadsheet for Guidance and Wolverine Wellness Center referrals compared to school year 2019-2020.

**Evidence-based Strategy:** In addition to teachers being able to utilize the space on a rotating basis to provide instruction, the area will be used for small group tutorials with a focus on ELA, Math, Biology and US History.

**Rationale for Evidence-based Strategy:** A Google spreadsheet is LIVE and easily monitored for compliance.

The outdoor classroom space will allow students to maintain safe mental health, encourage motivation, and assist with their overall academic achievement and wellness. The outdoor environment offers space and therefore is particularly important to those children who learn best through active movement.

**Action Steps to Implement**

Order outdoor tables, umbrellas, and umbrella holders from school district vendor.

**Person Responsible** Daniel Stechschulte (daniel.stechschulte@palmbeachschools.org)

Create a garden space outdoors to organize and set up tables for optimal learning.

**Person Responsible** Daniel Stechschulte (daniel.stechschulte@palmbeachschools.org)

Create a sign up sheet for teachers to rotate through space to conduct their classes.

**Person Responsible** Daniel Stechschulte (daniel.stechschulte@palmbeachschools.org)

**Additional Schoolwide Improvement Priorities**



After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**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, with 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 the music of different eras and countries and in media, our library selection is filled with books related to the variety of cultures. SwPBS team meets monthly to review discipline data and to come up with strategies to reward students adhering to school policies. This year we have combined SwPBS with SEL and we are a pilot program for Project Connect. Teachers began the school year emphasizing SEL lessons at the beginning of each period. The lessons have been created quarterly and provided to all teachers. The teachers will have engaging activities every day to promote student wellness. In addition, the school is implementing a positive culture environment by creating outside classrooms to maintain social distance- due to COVID-19. Since it will be an outside classroom environment the students will be able to relate to their peers while maintaining social distance, they will be able to apply the learned SEL strategies in their new classroom environment. This will assist students to maintain safe mental health, encourage motivation and assist with their overall academic achievement and wellness.**

**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 support/classroom has been expanded to grades 11-12. The focus is on college preparedness, as most of the students will be first-generation college students.**

**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.**

**After schedules were created, schedules were reviewed by the Administrative team to ensure equity and access to our Hispanics and Black American students. We reviewed their overall scores including GPA and ELA. We discovered that some students could benefit from our higher-level courses AICE in ELA and History. In addition, this year we have begun BLAST. It is a leadership class to build skills in that subgroup.**

**In addition, our students with disabilities (SWD) and ELL's were the lowest subgroups in the ESSA data. To address this issue we have added support classes through the different content areas like Math, SS, and Science. In addition, we have begun Latinos in Action (LIA) is a leadership class to build student skills in that subgroup. For our SWD subgroup, we have additional support with the addition of a CIT and have hired new teachers the IND units and have added rigor to the schedule by adding a higher level Math. Students also change classes in order to provide them with an alternative schedule as all other students.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Wellington Community High School (WCHS) has created a strong Positive Behavior Support (PBS) and Social/Emotional Learning (SEL) framework which is centered around our Universal Guidelines known as the "Wellington Way" and the 5 CASEL Competencies. There are many positive behavior incentives that students can earn for demonstrating these guidelines and competencies around campus. Students are recognized for their role-model behavior throughout the school year in a variety of ways such as receiving character counts certificates and invitations to bi-weekly breakfasts. While students are learning remotely, they will be recognized for their exceptional behavior and will be receiving virtual rewards. These rewards and incentives have been donated to the school by our local businesses and stakeholders. Students are also recognized via our school's social media platforms (Instagram, Facebook, and Twitter), school newsletters, and monthly announcements. For the staff, we will be upgrading our current Wellness room and offer multiple mental health resources both in-person and online to enhance adult SEL. Integrating PBS and SEL at WCHS will have a profound and positive impact on our school's climate and culture. 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.

SwPBS team meets monthly to review discipline data and to come up with strategies to reward students adhering to school policies. This year we have combined SwPBS with SEL and we are a pilot program for Project Connect. Teachers began the school year emphasizing SEL lessons at the beginning of each period. The lessons have been created quarterly and provided to all teachers. The teachers will have engaging activities every day to promote student wellness. In addition, the school is implementing a positive culture environment by creating outside classrooms to maintain social distance- due to COVID-19. Since it will be an outside classroom environment the students will be able to relate to their peers while maintaining social distance, they will be able to apply the learned SEL strategies in their new classroom environment. This will assist students to maintain safe mental health, encourage motivation and assist with their overall academic achievement and wellness.

**Parent Family and Engagement Plan (PFEP) Link**

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

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$4,462.00
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	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	2191 - Wellington High School	School Improvement Funds	2560.0	\$4,462.00
<i>Notes: Pending SAC Approval</i>						
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$4,462.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	2191 - Wellington High School	School Improvement Funds	2560.0	\$4,462.00
<i>Notes: Pending SAC Approval</i>						
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Positive Behavior Intervention and Supports</b>				<b>\$15,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	640-Furniture, Fixtures and Equipment	2191 - Wellington High School	School Improvement Funds	2560.0	\$15,000.00
<i>Notes: Pending SAC Approval</i>						
					<b>Total:</b>	<b>\$23,924.00</b>