

The School District of Palm Beach County

# Wellington High School



## 2022-23 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>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	48%
<b>2021-22 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>	2021-22: A (69%) 2018-19: A (66%) 2017-18: A (67%)
<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, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Palm Beach County School Board.

## 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](https://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Wellington High School

2101 GREENVIEW SHORES BLVD, Wellington, FL 33414

<https://welh.palmbeachschools.org>

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	48%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

The mission of the School District of Palm Beach County is to educate, affirm, and inspire each student in an equity-embedded school system.

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.**

We envision...

The School District of Palm Beach County is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish.

The School District of Palm Beach County will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.

A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued and their physical, emotional, academic, and social needs are met.

### School Leadership Team

#### **Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Hayden, Cara	Principal	<p>The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning.</p>
Calvente-Torres, Elizabeth	Assistant Principal	<p>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.</p> <p>She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Grant, Tonya	Assistant Principal	<p>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,</p> <p>She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school</p>



Name	Position Title	Job Duties and Responsibilities
		center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
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, He must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. He also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Rejc, John	Assistant Principal	Monitor classroom instruction for all 9th and 10th grade courses assessed through State assessments, and maintain effective two-way communication with all stakeholders, and monitors and facilitates PLCS, Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. The Curriculum AP uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.
Mucino, Salvador	Teacher, K-12	As Math Department Chair, responsible for monitoring and guiding Math teachers to ensure all students are receiving equitable standards-based instruction
Dominique, Magda	Assistant Principal	Oversees personnel teaching 10th grade classes, oversees a dean for that grade level to ensure a restorative justice approach to discipline, monitor classroom instruction, and maintain effective two-way communication with all stakeholders, and monitors and facilitates PLCS,

Name	Position Title	Job Duties and Responsibilities
		She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Kolshak, Kristina	Teacher, K-12	As English Department Chair, responsible for monitoring and guiding English 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
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, He must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. He also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Tanton, Lee	Dean	Monitors and administers student discipline and tracks student attendance, academic performance, and graduation requirements for 10th grade.
Krupa, James	Dean	Monitors and administers student discipline and tracks student attendance, academic performance for 9th grade.

### Demographic Information

#### Principal start date

Tuesday 1/16/2018, Cara Hayden

**Number of teachers with a 2022 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.*

1

**Number of teachers with a 2022 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.*

23

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

159

**Total number of students enrolled at the school**

2,693

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

19

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

21

### Demographic Data

### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	729	704	678	614	2725	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	91	39	72	48	250	
One or more suspensions	0	0	0	0	0	0	0	0	0	62	44	56	42	204	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	138	131	110	379	
Course failure in Math	0	0	0	0	0	0	0	0	0	9	180	126	151	466	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	110	89	92	106	397	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	124	92	34	77	327	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	110	89	92	106	397	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level who have 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	114	159	145	155	573

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	1	1	8	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	3	4	6	14

Date this data was collected or last updated

Thursday 8/4/2022

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	730	698	614	616	2658
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	28	36	21	23	108
One or more suspensions	0	0	0	0	0	0	0	0	0	18	4	6	5	33
Course failure in ELA	0	0	0	0	0	0	0	0	0	84	203	154	129	570
Course failure in Math	0	0	0	0	0	0	0	0	0	66	201	140	148	555
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	63	64	95	29	251
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	15	98	62	18	193
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	102	108	101	41	352
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	222	236	0	0	458

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	71	179	131	116	497

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	28	36	21	23	108
Students retained two or more times	0	0	0	0	0	0	0	0	0	54	64	81	37	236

**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	730	698	614	616	2658
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	28	36	21	23	108
One or more suspensions	0	0	0	0	0	0	0	0	0	18	4	6	5	33
Course failure in ELA	0	0	0	0	0	0	0	0	0	84	203	154	129	570
Course failure in Math	0	0	0	0	0	0	0	0	0	66	201	140	148	555
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	63	64	95	29	251
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	15	98	62	18	193
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	102	108	101	41	352
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	222	236	0	0	458

**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	71	179	131	116	497

**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	28	36	21	23	108
Students retained two or more times	0	0	0	0	0	0	0	0	0	54	64	81	37	236

**Part II: Needs Assessment/Analysis****School Data Review**

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	68%	55%	51%				72%	57%	56%
ELA Learning Gains	60%						52%	51%	51%
ELA Lowest 25th Percentile	53%						42%	43%	42%
Math Achievement	62%	42%	38%				64%	54%	51%
Math Learning Gains	62%						53%	45%	48%
Math Lowest 25th Percentile	52%						36%	43%	45%
Science Achievement	70%	43%	40%				86%	73%	68%
Social Studies Achievement	81%	53%	48%				82%	74%	73%

**Grade Level Data Review - State Assessments**

**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

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
2022					
2019	84%	69%	15%	67%	17%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	79%	69%	10%	70%	9%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	64%	-11%	61%	-8%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	64%	60%	4%	57%	7%

## Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	33	46	47	36	48	40	39	57		96	43
ELL	29	54	47	42	54	61	35	25		95	83
ASN	73	58		82	70		83	85		100	79
BLK	54	48	39	43	55	45	54	67		98	64
HSP	64	57	53	59	61	61	65	74		97	80
MUL	71	64		60	57		61	70		100	89
WHT	76	66	61	71	65	46	79	89		98	84
FRL	58	55	48	53	57	48	56	73		95	72
2021 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 2019-20	C & C Accel 2019-20
SWD	34	36	22	40	36	24	61	49		92	38
ELL	26	44	36	26	38	38	67	25		96	74
ASN	77	53		71	38		92	91		100	71
BLK	54	53	32	43	32	33	59	61		98	51
HSP	62	55	34	54	33	23	78	66		94	74
MUL	58	42	40	59	28		83	86		96	92
WHT	72	58	34	66	37	25	83	81		94	83
FRL	56	52	35	48	32	28	74	67		94	64
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

## ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	744
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
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	53
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	79
Asian Students Subgroup Below 41% in the Current Year?	NO
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	66
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	72
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	74
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

### Part III: Planning for Improvement

#### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

The trend at Wellington High School for the lowest 25% learning gains has been on average below 50% in ELA and below 40% in Math. Current trends show increase in low 25% learning gains for Mathematics and ELA.

ELA :

FY 21 - 34% vs FY22 - 53%

Mathematics: Algebra

FY21 - 26% vs FY22 - 52%

Overall Learning gains in Mathematics and ELA had a significant increase:

Mathematics: Algebra

FY 21 - 34% vs FY22 62%

ELA:

FY 21 55 vs FY22 60%

We also see in the FY22 data a significant drop in the proficiency rate for Science (Biology) in comparison to FY21:

FY22: 70% vs FY21: 79%

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Based on the current data Science (Biology) demonstrated the greatest need for improvement with a 9% deficiency from FY21 (79%) to FY22 (70%). Current data also indicates a significant decline in achievement for the following subgroups: SWD, ELL and FRL.

SWD:

FY21 61% vs FY22 39%

ELL:

FY21 67% vs FY22 35%

FRL:

FY21 74% vs FY22 56%

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

The contributing factors to this need for improvement were limited face to face data driven PLCs, limited opportunity for targeted remediation, and lack of differentiation of instruction to meet the needs of diverse learners.

The new actions needed to address this improvement:

1. New Curriculum AP focuses on facilitating data driven PLCs to drive standard based instructions, deliberate practices, remediation, intervention via cooperative group instruction and use of high yield strategies to engage and deepen student knowledge and skills.
- Bi-Weekly PLCs (sharing best practices, unpacking standards, backward mapping, data analysis and lesson planning)
  - Walk throughs and coaching feedback
  - Additional coaching based on individual and department needs

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Based on FY22 state assessment, Learning Gains in the low 25% for both math and ELA showed significant improvement in comparison to FY21.

ELA:

53% vs 34%

Math:

52% vs 26

Based on the FY22 data, Social Studies (US History) achievement increased by 8% compared to SY21 (73% vs 81%) close to reaching the 82% achievement level of SY19 (pre-COVID).

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

The contributing factors for the significant improvement in the low 25% for both Math and ELA:

1. Students returning to face-to-face learning
2. Standard based instruction
3. scheduling of all regular (level 2) students in AICE General Papers with a second ELA class for support.
4. Double block scheduling for all Algebra 1 students
5. Bi-weekly PLCs
6. Implementation of research based instructional strategies with fidelity and efficiency

Social Studies (US History) contributing factors:

1. Bi-weekly PLCs
2. Emphasis on vocabulary study
3. Assessment analysis and backward mapping
4. Data analysis and plan for reteaching and intervention
5. Emphasis on school-wide writing initiative
6. Review student products
7. Share best practices

**What strategies will need to be implemented in order to accelerate learning?**

The continued implementation of the following strategies is needed in order to accelerate learning:

1. Bi-weekly PLCs
2. scheduling students into rigorous courses with additional support built into schedule
3. Sharing best practices
4. Standards based instruction
5. Data analysis and provide opportunities for reteaching and intervention
6. Emphasis on vocabulary study
7. Assessment analysis
8. Masterboard manipulation to increase rigorous course offerings

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

The following professional development will be offered to support teachers and leaders:

1. F.A.S.T administration
2. B.E.S.T. standards
3. Bi-Weekly PLCs were best practices are discussed, standards are unpacked, assessments are analyzed, data is utilized to determine reteach and intervention opportunities.
4. Creating and managing collaborative groups
5. School-wide writing strategy
6. ELL/SWD instructional strategies

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

To ensure sustainability of improvement in the next year and beyond we will continue to create double blocks for Algebra 1. We will also continue to schedule all regular 10th grade ELA students in AICE GP

with support through Reading or ESE Support Facilitators. We will increase the number sessions offered for AVID thereby increasing the number of students enrolled. We will continue to administer the District's FSQs and USAs to monitor incremental student progress and create targeted small group tutorials during the school day and after school tutorials.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to B.E.S.T. Standards**

**Area of Focus**  
**Description and Rationale:**  
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Current data indicates a significant increase in our low 25% in both ELA and Math. We believe that if we continue to unpack and understand the B.E.S.T standards and create learning objectives that are precise and aligned to the rigor of the standards, this subgroup will continue to make strides, thereby closing the achievement gap. The learning gains achieved this year in this subgroup are higher than they have been historically. If we can continue to show this type of progress in this data component, WHS will be able to maintain its "A status.

**Measurable Outcome:**  
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By February (PM2) of 2023, ELA and Math low 25% will both have at least a 2% increase in each data component.

By May of 2023, ELA and Math low 25% will have at least a 5% increase in each data component.

**Monitoring:**  
 Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored utilizing:  
 1. State Progress Monitoring system of B.E.S.T. standards  
 2. District FSQs and USAs for each subject  
 3. Administrative Walk throughs  
 4. Bi-weekly PLC (data analysis)  
 5. District Diagnostic Assessments  
 6. Develop a collaborative partnership with Multi-Cultural and ESE.

**Person responsible for monitoring outcome:**

Salvador Mucino (salvador.mucino@palmbeachschools.org)

The evidence based strategy used for this area of focus is the bi-weekly PLCs led by new Curriculum AP.

**Evidence-based Strategy:**  
 Describe the evidence-based strategy being implemented for this Area of Focus.

We double blocked all students in Algebra 1 and Fundamental Skills Math. Students who are not successful in Algebra 1 at the beginning of the 2nd semester, will be removed from Algebra1 and be placed in Intensive Math. .

Increase opportunities for 10th grade students who scored a level 1 and 2 on ELA FSA. Students placed in Regular English 2 will be placed in AICE General Papers. Students scoring a level 1and/or 2 will receive supplemental support through Intensive Reading and/or CLS (Content Literacy Strategy). At the beginning of the 2nd semester, students who are not successful will be removed and placed in Regular English 2.

We will also implement targeted during/afterschool tutorial, Saturday tutorial, Writing Boot camp for students not making adequate progress.

**Rationale for Evidence-based**

Teachers in these Professional Learning Communities learn from each other, share ideas and best practices, and techniques for improving their teaching methods to

**Strategy:**

**Explain the rationale for selecting this specific strategy.**

create a more supportive environment for students. At the heart of every professional learning community is the focus on student learning.

**Describe the resources/criteria used for selecting this strategy.**

Exposing low performing students to rigorous instruction ultimately increases graduation rate and improves student efficacy. Students who find success in these rigorous courses attempt to take more accelerated course which prepares them for higher education. They also recover faster from learning loss and is exposed to more grade level material thereby closing the learning gap.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create Masterboard to ensure teachers with the same subject have at least on common planning and offering of more units of Accelerated English (AICE GP)and Math (Algebra 1) courses.

**Person**

**Responsible**

Elizabeth Calvente-torres (elizabeth.calvante-torres@palmbeachschools.org)

Create schedule to meet with teachers on a bi-weekly basis to facilitate PLCs.

**Person**

**Responsible**

John Rejc (john.rejc@palmbeachschools.org)

Obtain the B.E.S.T standards and train teachers on unpacking standards, backward design planning, creating unit pacing charts, and analyzing assessments results to drive reteach and intervention opportunities.

**Person**

**Responsible**

John Rejc (john.rejc@palmbeachschools.org)

Analysis of FSQs, USAs, F.A.S.T., Mid-Term Exams to ensure proper planning of instruction and continual data chats with students.

**Person**

**Responsible**

[no one identified]

**#2. Instructional Practice specifically relating to Science****Area of Focus****Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Current data indicate a 9% decrease in Biology proficiency from FY21 (79%) to FY22 (70%). The Biology proficiency historically has been in the 80% which is an indication that there is an opportunity for growth. In alignment to the District strategic plan we will ensure all students engage in teaching and learning that result in academic excellence and growth. Our instructional focus is to deliver content, concept, or skill that is aligned to the standards and intended learning.

**Measurable****Outcome:**

**State the specific measurable**

**outcome the school plans to achieve.**

**This should be a data based, objective outcome.**

By May of 2023, 79% of students taking the EOC will be proficient.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

This process will be monitored for the desired outcome through:

1. PLCs
2. Walk throughs
3. District Winter Diagnostic Assessment
4. FSQs and USAs

**Person responsible for monitoring outcome:**

Kent Mauney (kent.mauney@palmbeachschools.org)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

The Evidence-based strategies to be implemented for this area of focus are:

1. Bi-weekly PLCs
2. Emphasis on vocabulary study
3. Assessment analysis and backward mapping
4. Data analysis (FSQs, USAs and Mid-term Exam) and plan for reteaching and intervention
5. Emphasis on school-wide writing initiative
6. Share best practices
7. hands-on-labs

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Teachers in these Professional Learning Communities learn from each other, share ideas and best practices, and techniques for improving their teaching methods to create a more supportive environment for students. At the heart of every professional learning community is the focus on student learning.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create Masterboard to ensure teachers with the same subject have at least one common planning.

**Person Responsible** Elizabeth Calvente-Torres (elizabeth.calvente-torres@palmbeachschools.org)

Schedule and facilitate bi-weekly PLCs.

**Person Responsible** John Rejc (john.rejc@palmbeachschools.org)

Track student progress on District USAs and FSQs. Plan and provide opportunities for remediation. Plan increased opportunities for students to deepen their knowledge around key vocabulary terms and performance task.

**Person Responsible** John Rejc (john.rejc@palmbeachschools.org)

Ensure teachers have adequate materials to conduct frequent hands-on-labs.

**Person Responsible** Kent Mauney (kent.mauney@palmbeachschools.org)

Ensure teachers have adequate materials to conduct frequent hands-on-labs.

**Person Responsible** Kent Mauney (kent.mauney@palmbeachschools.org)

Ensure students have adequate support and opportunities to develop understanding of Science vocabulary through weekly strategic activities focused on academic vocabulary. This will be monitored by the leadership team.

**Person Responsible** John Rejc (john.rejc@palmbeachschools.org)

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### Describe how the school addresses building a positive school culture and environment.

Our SWPB team has developed a strong presence in our building. We have been recognized as a Model School for the past 3 years. The team has established norms that are in alignment with the school's mission and have been shared and embraced by staff and students. The "Wellington Way" is posted in multiple languages around the campus and in classrooms. The expectations are frequently reviewed and referenced during grade level discipline assemblies. Students who are observed following the "Wellington Way" by their teachers or staff, are nominated and recognized by the SWPB Team. When students are recognized by the team, they receive various rewards and gift cards from local businesses. The team also recognizes students in the school's news letter.

This year we have expanded opportunities for students to be recognized for following "The Wellington Way" with our "Hero k-12" initiative. This app gives teachers an opportunity to immediately award points



to students who are going above and beyond in exhibiting the school wide expectations. As students accumulate points, they can redeem them at the school store for various items.

In addition to individual recognition, we have established leadership clubs to recognize and give voice to students of all cultural, religion and social backgrounds. Principal Hayden meets with club leaders once a month to assist them in collaborating for school activities and discuss student issues and concerns.

Suite 360, a curriculum the District selected to implement the eight hour mandated instruction related to youth and mental health awareness. Through the suite 360, students participate in lessons on the following topics: Mental health conditions, Supporting someone with Mental Health, Prevention of Substance Misuse, etc.

After each quarter there is an honor roll assembly to recognize students for their academic excellence. The SEL lessons are scheduled monthly during 4th period. Teachers also implement SEL lessons during their daily instruction as a bell ringer.

In addition, as stipulated within Florida Statute & Policy 2.09 Wellington High ensures all students receive equal access to the pillars of Effective Instruction: Students are immersed in rigorous tasks 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 Instruction will also be infused as applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust, the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November shall be designated as "Holocaust Education Week".

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.

(c) Women's Contribution

(d) Sacrifices of Veterans, and the value of Medal of Honor recipients

These concepts are introduced as stand-alone and may also be integrated into other core subjects. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender, This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics are often addressed in greater depth through the school counselor during her instruction on the wheel.

### **Identify the stakeholders and their role in promoting a positive school culture and environment.**

Teachers: incorporate the SWPB initiatives and the K-12 Hero to promote social, emotional and behavioral academics. They also sponsor various clubs which gives them an opportunity to develop relationships with students.

Parents: Parents support the positive school culture through attending monthly SAC meetings, attending Open House and communicating with teachers, counselors and administration as necessary. Parents are currently in the process of establishing a PTSA (Parent, Teacher, Student Association). Parents support our Seniors through the planning and implementation of Project Graduation. Watch D.O.G.S: an organized group of male parents who volunteer and assist in providing additional supervision during the school day.

Principal: Promote collaboration among the various clubs/groups to plan school wide events and resolve issues and concerns. She also promotes collaboration among staff members through PLCs, Leadership



meetings and surveys.

Business Partners: Provide incentives for students following the Wellington Way and etc.

Wellington Wellness counselors: Support the behavioral and mental health of students through individual counseling and organizing school wide educational opportunities through suite 360.

Village of Wellington: Provide job opportunities for students, mentorships for struggling students, financial support for extra curriculum activities, etc.

Wellness Center: In our wellness center we have three mental health/behavior health professionals who service students through appointments or walk-ins/crisis.

School Counselors: Our school counselors are assigned to grade levels. This allow them to support the whole child according to their academic and /or social needs.