

The School District of Palm Beach County

Wellington High School



2023-24

Schoolwide Improvement Plan (SIP)

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Wellington High School

2101 GREENVIEW SHORES BLVD, Wellington, FL 33414

<https://welh.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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>
Calventorres, 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. 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 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, 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.</p>

Name	Position Title	Job Duties and Responsibilities
Kozlowski, Mike	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, 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.
Dominique, Magda	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, 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.
Kolshak, Kristina	Other	As English Department Chair, responsible for monitoring and guiding English 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, 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.
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

Name	Position Title	Job Duties and Responsibilities
		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	Other	As Math Department Chair, responsible for monitoring and guiding Math teachers to ensure all students are receiving equitable standards-based instruction.
Rigolo, Flora		
Mauney, Kent	Other	As Science Department Chair, responsible for monitoring and guiding Science teachers to ensure all students are receiving equitable standards-based instruction.
Tanton, Lee	Dean	Monitors and administers student discipline and tracks student attendance, academic performance, and graduation requirements for 10th grade.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Principal disaggregates school data with the various content area teachers at the beginning of the school year to identify strengths and opportunities for growth. School leadership team collaborates with teachers and school staff to determine the academic, social and behavioral goals for the year. The leadership team then collaborates with Department Chairs to develop interventions and actions steps to assist in achieving said goals. Upon determining the goals, school leadership shares the plan with SAC for input and approval.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored through biweekly PLCs, Progress Monitoring Assessments (1, 2 & 3), District Diagnostic Assessments, USAs, and Mid-Year Exams for EOC courses.

Strategic visioning and planning

- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	57%
2022-23 Economically Disadvantaged (FRL) Rate	48%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	61	52	50	68	55	51	66		
ELA Learning Gains				60			55		
ELA Lowest 25th Percentile				53			34		
Math Achievement*	57	38	38	62	42	38	58		
Math Learning Gains				62			34		
Math Lowest 25th Percentile				52			26		
Science Achievement*	80	68	64	70	43	40	79		
Social Studies Achievement*	77	67	66	81	53	48	73		
Middle School Acceleration					46	44			
Graduation Rate	98	90	89	98	65	61	95		
College and Career Acceleration	79	71	65	80	69	67	76		
ELP Progress	63	40	45	58			57		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	515
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	96
Graduation Rate	98

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	744
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	98

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	49			
ELL	52			
AMI				
ASN	86			
BLK	65			
HSP	71			
MUL	79			
PAC				
WHT	80			
FRL	66			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	49			
ELL	53			
AMI				
ASN	79			
BLK	57			
HSP	66			
MUL	72			
PAC				
WHT	74			
FRL	60			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	61			57			80	77		98	79	63
SWD	28			23			50	52		41	6	
ELL	21			30			50	38		88	7	63
AMI												
ASN	79			74			88			89	5	
BLK	51			43			79	60		64	6	
HSP	57			56			77	74		79	7	59
MUL	68			70			81	74		83	6	
PAC												
WHT	66			63			83	86		82	6	
FRL	51			48			72	63		73	7	60

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	68	60	53	62	62	52	70	81		98	80	58
SWD	33	46	47	36	48	40	39	57		96	43	
ELL	29	54	47	42	54	61	35	25		95	83	58
AMI												
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	56
MUL	71	64		60	57		61	70		100	89	
PAC												
WHT	76	66	61	71	65	46	79	89		98	84	
FRL	58	55	48	53	57	48	56	73		95	72	49

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	66	55	34	58	34	26	79	73		95	76	57
SWD	34	36	22	40	36	24	61	49		92	38	
ELL	26	44	36	26	38	38	67	25		96	74	57
AMI												
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	56
MUL	58	42	40	59	28		83	86		96	92	
PAC												
WHT	72	58	34	66	37	25	83	81		94	83	
FRL	56	52	35	48	32	28	74	67		94	64	54

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	61%	50%	11%	50%	11%
09	2023 - Spring	60%	48%	12%	48%	12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	39%	48%	-9%	50%	-11%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	71%	50%	21%	48%	23%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	79%	63%	16%	63%	16%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	78%	62%	16%	63%	15%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school 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 showing the lowest performance is math overall achievement with 58% scoring at level 3 or above. These achievement levels are lower than FY 21/22 with 62% of students scoring at or above level 3. When this data is drilled down to show Algebra 1 data in comparison to Geometry data, we have determined that Algebra 1 shows the greatest decline in proficiency. Our Algebra1 scores dropped from 60% in FY22 to 40% in FY 23.

As the B.E.S.T. standards are new, teachers need more time to develop a deeper understanding of them and how to plan and implement lessons aligned to the rigor or the standards.

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

The data showing the greatest decline is math overall achievement with 58% scoring level 3 or above. These achievement levels are lower than FY 21/22 with 62% of students scoring at or above level 3. When this data is drilled down to show Algebra 1 data in comparison to Geometry data, we have determined that Algebra 1 shows the greatest decline. Our Algebra1 scores dropped from 60% in FY22 to 40% in FY 23.

As the B.E.S.T. standards are new, teachers needed more time to develop a deeper understanding of them and how to plan and implement lessons aligned to the rigor of the standards.

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.

Algebra 1 achievement (level 3 or higher)

State: 54%

WHS: 40%

The data with the greatest gap is math overall achievement with 58% scoring at level 3 or above. These achievement levels are lower than FY 21/22 with 62% of students scoring at or above level 3. When this data is drilled down to show Algebra 1 data in comparison to Geometry data, we have determined that Algebra 1 shows the greatest decline. Our Algebra1 scores dropped from 60% in FY22 to 40% in FY 23. The data indicates WHS has a 14% deficit when compared to the State at 54%.

The contributing factor for the low performance was teacher understanding of the new B.E.S.T. Math Standards. Another contributing factor would be a lack of opportunity to collaborate with peers in developing and implementing rigorous lessons aligned to the new standards.

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

The data component showing the most improvement is Biology. Biology showed an improvement of 9% increasing from 70% in FY22 to 79% in FY23.

The teachers in the department are veteran teachers who are very strong in their content. We also focused heavily on vocabulary studies and hands-on labs.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Number of 9th graders failing 2 or more courses: In Fy23, 28.9% of 9th grade students failed 2 or more courses. Although this is a decrease from Fy 22 with 33%, students who get behind in the 9th grade continue to struggle to meet graduation requirements for the remainder of their high school career.
2. Number of students who complete advanced course work: This number has declined from Fy23 with 78.6% of students completing advance course work to 58.6% in Fy24. This represents a significant decline in students being prepared for college and or career.

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

Our first priority is to increase the percent of students scoring level 3 or higher on the Algebra 1 EOC, thereby increasing our overall Math achievement scores. Our second priority is to increase the percent of

students who successfully complete an advance course thereby increasing our graduation rate and preparing students for college and career as aligned with the strategic plan for Academic Excellence and Growth. Our third priority is to improve the percentage of students who feel a sense of belonging to the school community.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In alignment with the Districts Strategic Plan, theme A: Academic Excellence, Our instructional area of focus is to increase the overall achievement for Math. To achieve this goal we plan to focus heavily on Algebra 1 as its data reflected the greatest decline from FY22 (53.8%) to Fy23 (40%) and it also reflected the greatest gap when compared to the State (54%) and District (50%).

Measurable Outcome:

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

By mid-year semester exams, we will increase overall achievement in Algebra 1 by 10%. This will be measured by the number of students scoring B or higher on the exam. By May will increase our overall achievement by 20% as measured by the results of the end of year EOC exam.

Monitoring:

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

We will monitor this area of focus through data analysis in PLCs (Unpacking standards and developing rigorous lessons aligned to the standards), USAs, FSQs and mid-term exams and End of course exam.

Person responsible for monitoring outcome:

Cara Hayden (cara.hayden@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Principal Hayden will facilitate biweekly PLCs where the team will discuss and unpack standards, plan lessons, analyze assessment data and create a remediation action plan when needed.
2. Algebra 1 B.E.S.T. Standards training (District facilitated in August and job-embedded during biweekly PLC meetings)
3. IXL for remediation and enrichment
4. Quarterly Curriculum Night
5. Separation of Double Block to increase student engagement and motivation
6. After school tutorials
7. During school pull-outs/push-ins

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Biweekly PLCs will provide teachers with an opportunity to collaborate about standards, create lessons and activities.
2. Algebra 1 B.E.S.T. standards are new and giving teachers and opportunity to collaborate with their peers will increase their understanding and have a positive impact on the implementation of lessons and activities,
3. Last year we noticed students and teachers struggled with the double block being back to back. As a result we decided to adjust the masterboard and separate the double block to increase student motivation and engagement.
4. Tutorials have proven to be successful as push-ins during school are very standard based and data driven to support students who have shown a deficit in the most reason assessment.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Schedule PLCs for Algebra 1 teachers.

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

By When: Schedule created by August 24, 2023.

All Algebra 1 teachers attend District facilitated training on B.E.S.T standards

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

By When: District training on August 8, 2023.

Hire tutors

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

By When: Tutors will be hired before the winter break as tutorials will begin in January.

Create schedule for tutorials (Afterschool/During school day)

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

By When: Jan. 15, 2024

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our second, academic goal is to improve ELA achievement. According to School Grade data In FY22, 66.2% of students tested performed at or above proficiency. In FY23, we saw a decline of 6.2% with 60% of all students receiving a level 3 or higher.

Measurable Outcome:

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

By January of 2024, we will increase the percentage of students scoring at or above level 3 by 5%. By May of 2024, we will increase the percentage of students scoring at or above level 3 by 10% for a total of 70%.

Monitoring:

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

This area of focus will be monitored through lesson plans, frequent walk-throughs, FSQs, USAs (mandatory), PM 1 and 2, PBAs.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Bi-weekly PLC (backward design, item spec analysis, standards drill down, assessment data analysis, analysis of student product)
2. NO REDINK APP
3. B.E.S.T. ELA District facilitated training.
4. Job-embedded B.E.S.T training during bi-weekly PLC
5. AICE teachers utilizing District Crosswalk alignment to B.E.S.T Standards.
6. Emphasis on vocabulary studies
7. Utilization of ELL/SWD instructional strategies
7. After school tutorials
8. During school pull-outs/push-ins

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. . Bi-weekly PLC - Provide teachers with an opportunity to collaborate with peers (backward design, item spec analysis, standards drill down, assessment data analysis, analysis of student product).
2. B.E.S.T training provide teachers with an opportunity to gain a deeper understander of the new standards thereby creating lesson plans aligned to the rigor of the standards.
3. Teachers utilizing the Districts crosswalk will ensure all students are being prepared for the F.A.S.T.
4. Emphasis on vocabulary studies will assist students in
5. NO REDINK - simplifies the process of building strong writers and critical thinkers. It facilitates effective instruction by helping teachers engage students through modeling, scaffolding, practice, and feedback.
6. Tutorials will provide for remediation in small group setting.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Ensure all ELA teachers are registered for District B.E.S.T. ELA Standardds training.

Person Responsible: Kristina Kolshak (kristina.kolshak@palmbeachschools.org)

By When: August 4, 2023

Schedule bi-weekly PLC

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

By When: Sept. 15, 2023

Provide training No REDINK

Person Responsible: Kristina Kolshak (kristina.kolshak@palmbeachschools.org)

By When: September 1, 2023

Facilitate PLCs to ensure use of B.E.S.T standards crosswalk, analysis of FSQs, USAs, PBAs, collaboration of lessons, etc.

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

By When: September 15, 2023

Create schedule for afterschool and during school tutorials for both teachers and students.

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

By When: January 10, 2024

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In reviewing the data from "School Effectiveness Questionnaire SY23", we found the following discrepancies: In both cases, students, parents and staff had different perspectives:
Student Staff Parents

Students feeling respected by peers 45.5% 81.4% 64%

Students feeling respected by their teacher 69.1% 94.9% 80%

Measurable Outcome:

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

By May of 2024, we will:

In alignment with the District's Strategic Plan, Theme B: Student-Focused Culture, increase the percent of students feeling respected by their peers by 19% which will result in 64% which is equivalent to the parent's perspective. We will also increase the percent of students feeling respected by teachers by 11% which will result in 80% which is equivalent to the parents perspective.

Monitoring:

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

This area of focus will be monitored through the Hero K-12 APP, Honor Roll breakfast participants, Various Leadership Clubs, Completion of Suite 360 lessons on Wellness Wednesday, Daily SLL lessons guided by a monthly theme identified by the District and monthly Discipline Data reports.

Person responsible for monitoring outcome:

Eric Moore (eric.moore@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our SWPB team has developed a strong presence in our building. We have been recognized as a Model School for the past 4 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 recognize 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

SLL lessons are scheduled monthly during 4th period. Teachers also implement SLL 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:

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students 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 applicable to appropriate grade levels including but not limited to:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) 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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

When students feel they have a legitimate voice on campus, they embrace the school community and develop a deeper sense of respect for themselves and members of the community. As teachers reward students demonstrating positive behavior, they began to develop a positive relationship with their students. As teachers implement the daily/monthly SLL lessons, they develop a positive relationship with their students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Train new teachers on how to navigate the Hero K-12 APP.

Person Responsible: Magda Dominique (magda.dominique@palmbeachschools.org)

By When: September 5, 2023.

Introduce and promote the Hero k12 APP with students and teachers.

Person Responsible: Magda Dominique (magda.dominique@palmbeachschools.org)

By When: September 5, 2023.

Open store for students to redeem points on a weekly basis.

Person Responsible: Magda Dominique (magda.dominique@palmbeachschools.org)

By When: weekly. Beginning September 15th.

Ensure all classroom, community areas, hallways, etc. have signage of the Wellington Way.

Person Responsible: Eric Moore (eric.moore@palmbeachschools.org)

By When: August 10, 2023

Create schedule for Wellness Wednesday.

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

By When: First week of school.

Create time in the daily bell schedule for SLL lessons.

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

By When: Aug. 10th