Wellington High School

2014-15 School Improvement Plan

Wellington High School

2101 GREENVIEW SHORES BLVD, Wellington, FL 33414

www.edline.net/pages/wellington_high_school

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	38%

Alternative/ESE Center	Charter School	Minority
No	No	47%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	B

School Board Approval

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

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

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Part I: Current School Status

Supportive Environment

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 conductive 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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Wellington Community High School utilizes several methods to build relationships between cultures. We use collected data to determine which classes to offer. Currently, we offer African American studies and Holocaust studies. The school also invites guest speakers with personal experiences involving intolerance to speak to the student body. Wellington Community High School also set school-wide expectations for all students and reviews these expectations often. Finally, we offer professional development to teachers to help them build strong relationships will all students. We ask teachers to incorporate their student's cultural backgrounds into lessons with the intent of creating sensitive classes that build respect for all cultures.

Describe how the school creates an environment where students feel safe and respected before, during and after school

One of the ways that Wellington Community High School creates a safe environment is through our students. We have a very large and active Peer Mediation group of students who have attended Safe School's deescalation training. These students have become our school mediators and are trained to inform the staff of any issue they can't handle. Additionally, the staff at Wellington Community High School is very active in the hallways before school, during all bell changes, and after school. There are also five (5) assistant principals, a school resource police officer, and a police aide strategically placed around campus. Fire Drills and Code Drills are run on a regular basis so that our staff and students know what to do during an emergency.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Over the past few years, Wellington Community High School has implemented the "Wellington Way," a program with three clearly stated school-wide ideas are promoted: "Responsible in words and deeds. Respectful of myself and others. Ready to learn both physically and mentally." The school also uses a Pre-Referral forms for minor classroom incidents. The idea of the form is to correct minor behavioral issues. During the first week of school and the first week after the winter holiday break, the administrative staff meets with all students by grade level and explains to students how they can be successful. The assistant principals utilize a district matrix to make sure that all students are treated fairly. They also review discipline data at the end of each school year to determine what corrections need to be made to lessen classroom and school disruptions.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Wellington Community High School has a very active School Based Team (SBT). Teachers and assistant principals are involved in SBT and may elect to send students to SBT in order to help guide them through high school. Guidance counselors and assistant principals also mentor students throughout the school year. The school also uses the Behavior Interventionist Assistance teacher on a regular basis. She is involved in helping meet the social and emotional needs of many students on campus. Wellington Community High School also has a DATA counselor who meets with students that have been referred to her by teachers or other staff members.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Wellington Community High School uses data to identify students who have academic concerns, attendance problems and behavioral issues. We use the data collected to make school decisions and to determine if and when a student should be referred to School Based Team. On LTM days teachers are given their student data to review in order to create differentiated instruction. The needs of students are data driven and the the decisions made by the administration are decided by that data.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	10	14	12	8	44
One or more suspensions	61	76	47	34	218
Course failure in ELA or Math	119	128	118	34	399
Level 1 on statewide assessment	61	66	43	22	192

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	78	72	47	12	209

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Student who have been identified by the early warning signs will be placed into intensive classes. They will also be recommended for School Based Team and given supplement help. These students will also meet with their guidance counselor and work an a plan to help them become successful in school.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Wellington Community High School has a very active parent group that attends many school events. The SAC, as well, is very committed to seeing the school achieve greatness. The school sends home a monthly newsletter to inform parents of upcoming major events. We also use the marquee to list upcoming school activities. Teachers, as well as assistant principals, send out Edline and phone dialer messages to keep families up to date and to highlight school achievements.
Some of Wellington Community High School's major events include the following:
Open House - 2,500 people in attendance
New Student Orientation - 1,500 people in attendance
Parent Conferences - 1000 people in attendance
Choice Programs Open House - 400 people in attendance
Student Awards - 350 people in attendance
AICE/AP Open House - 100 people in attendance

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

WCHS supports the Character Counts Recognition Program for any student that exhibits any of the six pillars of character: Caring, Trustworthiness, Citizenship, Respect, Responsibility and Fairness. Students are nominated each month and awarded certificates as recognition.
We participate in the Women of Tomorrow program. This program was initiated in Dade and Broward County. Students that are part of the program are at risk in many different ways. To be in the program, the students are nominated at the discretion of their teachers, guidance counselors or administrators. The students meet monthly with an assigned mentor (usually a business woman) who will provide students with different strategies on how to overcome life's obstacles. Students must be part of the program for three years. During their senior year, the students may apply for college scholarships through the program.
Every year staff, students, and community stakeholders tally an enormous amount of volunteer hours. During FY14, 470 volunteers accumulated 8900 community hours. Without these community service hours, the school would not be able to support many of the programs.
Our school earned the 5 Star School Award two years in a row. At this moment, we have met the state

qualifications to receive this honorable award for the third year. This award is granted to schools that work together with business partners, SAC, and parent and student volunteers. We have shown that WCHS works with many stakeholders to continue making improvements to our school that translates into improved student achievement. At the same time, we provide opportunities for different community involvement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Crocetti, Mario	Principal
Kozlowski, Mike	Assistant Principal
Calvente-Torres, Elizabeth	Assistant Principal
Andrewson, Cherie	Assistant Principal
Forgash, Barbara	Assistant Principal
Paulk, Henry	Assistant Principal
Rejc, John	Dean
Forte, Christopher	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school administration and department chairs are responsible for collecting and providing data on those elements that are not readily addressed in the District's Educational Data Warehouse. The guidance department provides data from 504 meetings, graduation issues, etc. The ESE coordinator provides data from SBT and Child Study team meetings. The SwPBS chair provides student discipline data. The administration conducts a quarterly analysis of student grades. All team members have input in the decision making process.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The leadership team analyzes data from FCAT and EOC exams, diagnostic results, student grades, discipline reports, graduation results, IEP team, 504 team, SwPBS team, and SBT results, PSAT, ACT, SAT, and PERT results, etc. to identify and prioritize scheduling, budget, professional development, curriculum, and staffing needs.
Our school integrates Single School Culture through our emphasis on "The Wellington Way: Responsible in words and deeds. Respectful of myself and others. Ready to learn both physically and mentally." Students and parents are informed of the behavior matrix, the school's rules, and consequences. We share guidelines for success with students on the individual, classroom, and grade levels. We demonstrate an appreciation for appropriate behavior through our SwPBS program.

Our appreciation for multicultural diversity is reflected in our curriculum, our extracurricular activities, and our emphasis on eliminating bullying.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Jeanne Epstein	Parent
Monica Hart	Parent
Mike Masa	Parent
Manny Aguilar	Parent
Julie Knoblauch	Parent
Miguel Torrogrosso	Parent
Heather McGarity	Student
Ian Cormier	Student
Stuart Hack	Business/Community
John Cardozo	Business/Community
Mario Crocetti	Principal
Chris Forte	Teacher
John Rejc	Teacher
Garcia Thomas	Education Support Employee
Lori Gerboc	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At their August 19, 2014 meeting the SAC evaluated last year's SIP for all goals except graduation rate, college readiness, and accelerated coursework. These areas will be evaluated once the FL DOE releases this data in December or January.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

At the August 19, 2014 the SAC was provided an overview of the school's budget for FY15. It was pointed out that enrollment was running a bit below projection and that some adjustments may need to be made. All trade-off requests were signed by the SAC chair.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

There were no state-provided school improvement funds.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

The SAC will continue to recruit additional members in order to better mirror the demographics of the community which we serve.

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Finch, Ann	Teacher, K-12
Simon, Randee	Teacher, K-12
Breen, Sheila	Teacher, K-12
Stolow, Cheryl	Teacher, K-12
Cooperman, Susan	Teacher, K-12
Rigolo, Flora	Teacher, K-12
Andrewson, Cherie	Assistant Principal
Kozlowski, Mike	Assistant Principal
Calvente-Torres, Elizabeth	Assistant Principal
Mauney, Kent	Teacher, K-12
Rejc, John	Teacher, K-12
Forte, Christopher	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT implements, monitors, and evaluates the school's school-wide reading plan.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Wellington Community High School does many things to encourage positive working relationships between teachers. Ninth and tenth grade English teachers and all reading teachers have common planning periods. We also use LTM days to allow departments to meet and work in collaborative groups. We encourage teachers to attend trainings to better themselves and help their department.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Person responsible - principal and department chairpersons
Every effort is made to contact former employers from whom a written recommendation is not available to gather as much information on candidates as possible. Teachers new to the school - even veteran teachers - are provided a mentor within their department to ease their transition into WCHS. Teacher preferences are taken into consideration when developing the master schedule. Every effort is made to provide teachers with the supplies, equipment, and training they request.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New educators are provided a mentor teacher from their department as well as an administrative contact to call upon when assistance is needed. Mentors are department chairpersons and/or effective teachers with similar course assignments. Teachers new to the school receive additional non-evaluative classroom visits that result in suggestions for improvement as well as an acknowledgement of strengths. New educators have ongoing meetings with school administrators throughout the fiscal year. We offer district raining to new teacher sin areas of need.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

WCHS creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

At Wellington Community High School intensive reading teachers have common planning in order to review data on a regular basis. The rotational model is used in intensive reading classrooms and teachers are now focusing on small group and personal instruction.The reading teachers make decisions about literacy instruction and how they can improve their own instruction. In language arts classes, diagnostic scores are analyzed and compared to the expectations of the Language Arts Standards. Language arts teachers also meet with district support staff every two to three weeks to make sure instruction is aligned with the standards. Guidance counselors and assistant principals have data chats with students and review Sal-P reports with at-risk students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 16,200

After-school tutorials are provided in the areas of math, reading, writing, and science.

Strategy Rationale

Extra help is available in areas where students are weak.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Kozlowski, Mike, mike.kozlowski@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Incoming 8th graders
Guidance counselors go to the feeder middle schools for visitations to explain course registration. Parents are provided the 8th grade parent orientation night. Wellington High School holds a Choice School evening information and registration night. Lastly, in August we hold new student orientation.
Seniors
Wellington High School seniors have the opportunity to meet with college/university representatives when they are on campus. Guidance counselors also hold financial aid and FASFA nights to help parents and students receive as much help as possible.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Guidance counselors meet with students through English classes to explain the course selection process, graduation requirements, and the college acceptance process. Students then meet individually with their guidance counselors to review and discuss their course selections. Parents are invited to two orientation programs each school year.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

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

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Wellington Community High School offers a few a magnet programs that help students prepare for life after high school. We have a highly-rated marketing program that has produced national champions in predetermined disciplines. Students may also earn industry certifications in Information Technology (Microsoft Office), Culinary Arts (Servsafe), Drafting Design (Autodesk), and Communication Design (Photoshop). Also, added in FY 2014 is the Fire Science Academy. Students in the Fire Science Academy learn basic skills that will prepare them to take EMT and Paramedic exam. The school also offers college prep course in Language Arts and Math. Students can also take off-campus courses at local colleges.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If Wellington High School monitors attendance rates and offers credit recovery to students then student graduation rate will increase to 87%.

G2. If Wellington High School provides after school labs and tutoring to students in Science then the number of proficient students in Science will increase to 83%

G3. If Wellington High School provides after school tutoring to students in Math then the number of proficient students in Math will increase to 85%

G4. If Wellington High School implements Reading Plus and a school wide reading plan then the number of proficient students in Literacy Comprehension will increase to 75%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If Wellington High School monitors attendance rates and offers credit recovery to students then student graduation rate will increase to 87%. 1a

Targets Supported 1b

🔑 G037581

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	87.0

Resources Available to Support the Goal 2

• Funding is available for resources.

Targeted Barriers to Achieving the Goal 3

• Guidance counselors having enough time to plan with all students.

Plan to Monitor Progress Toward G1. 8

We will monitor credits earned on time, GPA, and attendance

Person Responsible
Jana Bolinder

Schedule
Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Quarterly and year-end reports to the faculty.

G2. If Wellington High School provides after school labs and tutoring to students in Science then the number of proficient students in Science will increase to 83% 1a

Targets Supported 1b

🔑 G037583

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	83.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

• Labs, having enough tutors to help, and computers labs.

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Schedule
Quarterly, from 9/15/2014 to 6/4/2015

Evidence of Completion
Grade analysis for those students participating in the program.

G3. If Wellington High School provides after school tutoring to students in Math then the number of proficient students in Math will increase to 85% `1a`

Targets Supported `1b`

G037584

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0

Resources Available to Support the Goal `2`

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

Targeted Barriers to Achieving the Goal `3`

- Students need additional instructional time and access to technology.

Plan to Monitor Progress Toward G3. `8`

Mid-quarter and quarterly grades.

Person Responsible

Schedule
Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion
A quarterly grade analysis will be completed by the principal.

G4. If Wellington High School implements Reading Plus and a school wide reading plan then the number of proficient students in Literacy Comprehension will increase to 75%. `1a`

🔍 G037585

Targets Supported `1b`

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0

Resources Available to Support the Goal `2`

- The purchase of 25 lap top computers to be used in reading/writing lab

- The implementation of a school-wide reading program.

- Ongoing professional development for teachers.

Targeted Barriers to Achieving the Goal `3`

- Students need increased access to instructional technology.

- Students need reading instruction in science, social studies, and elective classes.

Plan to Monitor Progress Toward G4. `8`

FY15 AIR Literacy results and FY15 College Ready Reading Scores results. Ongoing diagnostic results.

Person Responsible
Susan Cooperman

Schedule
Quarterly, from 9/1/2014 to 6/4/2015

Evidence of Completion
Diagnostic and practice test results.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. If Wellington High School monitors attendance rates and offers credit recovery to students then student graduation rate will increase to 87%. 1

🔍 G037581

G1.B1 Guidance counselors having enough time to plan with all students. 2

🔍 B090350

G1.B1.S1 Regular attendance checks by Guidance Counselors and Assistant Principals for students who have over 10 absences in one or more periods. 4

🔍 S101103

Strategy Rationale

If students are in attendance, Wellington Community High School can monitor growth as well as offer services that will help at risk students.

Action Step 1 5

Student attendance will be monitored weekly and attendance contract will be put into place by Assistant Principals

Person Responsible

Jana Bolinder

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

EDW Reports, Terms and Teacher Attendance

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

The use of incentives for attendance

Person Responsible

Christopher Forte

Schedule

Quarterly, from 9/1/2014 to 6/4/2015

Evidence of Completion

A log of incentives awarded

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

We will track students' quarterly grades and attendance

Person Responsible

Jana Bolinder

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Quarterly reports presented to the faculty.

G1.B1.S2 Changes in academic programs to include E20/20, Edgenity, and FLVS but where possible to use a live teacher for credit recovery. Students not progressing will be referred to SBT. 4

S121245

Strategy Rationale

Giving students the opportunity to improve failing grades and raise their GPA.

Action Step 1 5

Scheduling students into classes to replace failing grades

Person Responsible

Schedule

Evidence of Completion

Site Reporter, Grade Reports, and passed grades

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

G2. If Wellington High School provides after school labs and tutoring to students in Science then the number of proficient students in Science will increase to 83% `1`

🔧 G037583

G2.B1 Labs, having enough tutors to help, and computers labs. `2`

🔧 B090352

G2.B1.S1 To provide after-school science tutoring at least once per week. `4`

🔧 S101105

Strategy Rationale

Students will be able to get extra help in concepts that are struggling with. Extra time one on one with teachers or tutors.

Action Step 1 `5`

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

Person Responsible

Kent Mauney

Schedule

Weekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Teacher payroll sheets and student sign in sheets.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Student sign in sheets will be monitored.

Person Responsible

Karen Clawson

Schedule

Weekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Review of sign in sheets and visits to the tutorial.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

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

Person Responsible

Kent Mauney

Schedule

Quarterly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Grade analysis report.

G3. If Wellington High School provides after school tutoring to students in Math then the number of proficient students in Math will increase to 85% `1`

🔍 G037584

G3.B1 Students need additional instructional time and access to technology. `2`

🔍 B090353

G3.B1.S1 After-school math assistance will be offered three times each week in a computer lab. `4`

🔍 S101106

Strategy Rationale

Help students improve math skills and gain knowledge that will allow them to pass the state standardized test. One on one time with teacher or tutor.

Action Step 1 `5`

Funding will be encumbered to pay teachers to work the math tutorial. Room 2-155 will be reserved for their use after school and computers will be made available to the program.

Person Responsible

Salvador Mucino

Schedule

On 6/4/2015

Evidence of Completion

Teacher and student sign in sheets.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Student sign in sheets will be given to the principal.

Person Responsible

Salvador Mucino

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

first quarter math grades will be used as a benchmark.

Person Responsible

Salvador Mucino

Schedule

Quarterly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Quarterly grade analysis.

G4. If Wellington High School implements Reading Plus and a school wide reading plan then the number of proficient students in Literacy Comprehension will increase to 75%. 1

G037585

G4.B1 Students need increased access to instructional technology. 2

B090354

G4.B1.S1 A grant from the Village of Wellington will be used to purchase 25 new laptops to b used in the reading/writing lab All laptops will have the Reading Plus program installed. 4

S101107

Strategy Rationale

Student will access to laptops to help them improve literacy. Extra time with teachers and tutors.

Action Step 1 5

Grant funding used to purchase 25 laptop computers.

Person Responsible

Mario Crocetti

Schedule

On 6/4/2015

Evidence of Completion

Classroom visits.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Classroom visits looking for use of the technology.

Person Responsible

Schedule

Biweekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Lesson plans.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Monitoring diagnostic and FCAT data.

Person Responsible

Flora Rigolo

Schedule

Quarterly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Data analysis report.

G4.B2 Students need reading instruction in science, social studies, and elective classes. `2`

B090355

G4.B2.S1 All science, social studies, and elective teachers will implement a reading plan. `4`

S101108

Strategy Rationale

Action Step 1 `5`

Each department will design and implement a reading plan.

Person Responsible

Susan Cooperman

Schedule

Quarterly, from 9/1/2014 to 6/4/2015

Evidence of Completion

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

Action Step 2 `5`

To review lesson plans that have been designed by teachers

Person Responsible

Mike Kozlowski

Schedule

Quarterly, from 9/1/2014 to 6/4/2015

Evidence of Completion

The person collecting the data will look for improving scores in writing and reading on standardized test.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 `6`

Classroom visits.

Person Responsible

Mike Kozlowski

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Observation data and teacher reading portfolios.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

FY14 AIR and FY15 fall diagnostics will be used to set beginning benchmarks.

Person Responsible

Flora Rigolo

Schedule

Quarterly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Data analysis reports.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Student attendance will be monitored weekly and attendance contract will be put into place by Assistant Principals	Bolinder, Jana	9/1/2014	EDW Reports, Terms and Teacher Attendance	6/4/2015 weekly
G2.B1.S1.A1	An after-school science tutorial will be provided at least once per week.	Mauney, Kent	9/15/2014	Teacher payroll sheets and student sign in sheets.	6/4/2015 weekly
G3.B1.S1.A1	Funding will be encumbered to pay teachers to work the math tutorial. Room 2-155 will be reserved for their use after school and computers will be made available to the program.	Mucino, Salvador	9/1/2014	Teacher and student sign in sheets.	6/4/2015 one-time
G4.B1.S1.A1	Grant funding used to purchase 25 laptop computers.	Crocetti, Mario	9/15/2014	Classroom visits.	6/4/2015 one-time
G4.B2.S1.A1	Each department will design and implement a reading plan.	Cooperman, Susan	9/1/2014	Lesson plans, observation data, and reading portfolios kept by teachers.	6/4/2015 quarterly
G1.B1.S2.A1	Scheduling students into classes to replace failing grades		5/31/2015	Site Reporter, Grade Reports, and passed grades	semiannually
G4.B2.S1.A2	To review lesson plans that have been designed by teachers	Kozlowski, Mike	9/1/2014	The person collecting the data will look for improving scores in writing and reading on standardized test.	6/4/2015 quarterly
G1.MA1	We will monitor credits earned on time, GPA, and attendance	Bolinder, Jana	8/18/2014	Quarterly and year-end reports to the faculty.	6/4/2015 quarterly
G1.B1.S1.MA1	We will track students' quarterly grades and attendance	Bolinder, Jana	9/1/2014	Quarterly reports presented to the faculty.	6/4/2015 weekly
G1.B1.S1.MA1	The use of incentives for attendance	Forte, Christopher	9/1/2014	A log of incentives awarded	6/4/2015 quarterly
G1.B1.S2.MA1	[no content entered]			one-time	
G2.MA1	Students participating in the tutorial will demonstrate at least a ten percentage point increase in their science grades.		9/15/2014	Grade analysis for those students participating in the program.	6/4/2015 quarterly
G2.B1.S1.MA1	First quarter grades will be used for a baseline. Increasing student grades will be an indicator of successful implementation.	Mauney, Kent	9/15/2014	Grade analysis report.	6/4/2015 quarterly
G2.B1.S1.MA1	Student sign in sheets will be monitored.	Clawson, Karen	9/15/2014	Review of sign in sheets and visits to the tutorial.	6/4/2015 weekly
G3.MA1	Mid-quarter and quarterly grades.		9/1/2014	A quarterly grade analysis will be completed by the principal.	6/4/2015 monthly
G3.B1.S1.MA1	first quarter math grades will be used as a benchmark.	Mucino, Salvador	9/1/2014	Quarterly grade analysis.	6/4/2015 quarterly
G3.B1.S1.MA1	Student sign in sheets will be given to the principal.	Mucino, Salvador	9/1/2014	Principal's review and feedback on student sign-in sheets.	6/4/2015 weekly
G4.MA1	FY15 AIR Literacy results and FY15 College Ready Reading Scores results. Ongoing diagnostic results.	Cooperman, Susan	9/1/2014	Diagnostic and practice test results.	6/4/2015 quarterly
G4.B1.S1.MA1	Monitoring diagnostic and FCAT data.	Rigolo, Flora	9/1/2014	Data analysis report.	6/4/2015 quarterly
G4.B1.S1.MA1	Classroom visits looking for use of the technology.		9/1/2014	Lesson plans.	6/4/2015 biweekly
G4.B2.S1.MA1	FY14 AIR and FY15 fall diagnostics will be used to set beginning benchmarks.	Rigolo, Flora	9/1/2014	Data analysis reports.	6/4/2015 quarterly
G4.B2.S1.MA1	Classroom visits.	Kozlowski, Mike	9/1/2014	Observation data and teacher reading portfolios.	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

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

G4. If Wellington High School implements Reading Plus and a school wide reading plan then the number of proficient students in Literacy Comprehension will increase to 75%.

G4.B2 Students need reading instruction in science, social studies, and elective classes.

G4.B2.S1 All science, social studies, and elective teachers will implement a reading plan.

PD Opportunity 1

Each department will design and implement a reading plan.

Facilitator

Principal, Reading Dept. Chair, English department Chair

Participants

All science, social studies, and elective teachers.

Schedule

Quarterly, from 9/1/2014 to 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**