

The School District of Palm Beach County

Worthington High School



2015-16 School Improvement Plan

Worthington High School

1711 WORTHINGTON RD, West Palm Beach, FL 33409

<http://www.worthingtonhs.com/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	0%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	86%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Worthington High School is to help at-risk students earn a standard diploma and prepare for postsecondary success.

Provide the school's vision statement

The vision of Worthington High School is to provide quality education to all students regardless of their life circumstances, recognizing that at risk students have different needs, learn at different rates, and have diverse learning styles which cause many of these at risk students to drop out of school.

School Environment

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

Worthington High School fosters a positive student culture by creating opportunities for students to interact with staff and the student body. Students have the opportunity to showcase their cultural values throughout the school year i.e. African American History, Hispanic Heritage, etc. This interaction provides students a unique experience to learn and respect the different cultures representative of the student body. This interaction provides an insight to student interest and gives the teachers a better understanding of their students' needs. Teachers create a safe environment in their classrooms where their students are able to discuss their culture and how they learn through a process of interactive activities in the classroom and showcased for all stakeholders to see

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

Our school has built a safe and secure climate in a small learning environment that is founded upon mutually respectful relationships among students, parents, the community, faculty, staff, and school leadership. The school provides a safe and secure learning environment with small student/teacher ratios for personalized attention. Learning activities focus on developing respect for self and peers, and building relationships with peers, teachers, family, and community.

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

The school follows the District's Code of Student Conduct. In addition, the school has established rules and regulations with regard to behavior, and require parents and students to abide by these rules and regulations through a written Student/Parent Contract. The school follows the guiding principles when dealing with student misbehavior:

- All behavior results in a consequence
- A positive and conducive learning environment cannot occur without maintaining order and discipline.
- Discipline must be fair, firm, consistent, appropriate, and impartial.
- Punishment must be appropriate for the misbehavior displayed
- Corporal punishment is not permitted.

- All staff, parents, and students must be cognizant of what the rules are and what is expected of them.
- All discipline must be consistent with all applicable laws and regulations related to student rights and due process.
- A safe, clean, and orderly environment is an absolute prerequisite for effective teaching and learning.

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

The Principal, Family Support Specialist, Career Coach, and other school personnel meet with community agencies that provide services to students and families with the goal of encouraging community-based service providers to partner with the school to provide necessary services to students and their families. This link with external sources of supportive services benefit the students in ways listed below:

- Providing needed services and resources for students and families, such as:
- Individual, group, and family counseling
- Drug and alcohol abuse prevention
- Crisis intervention
- Mental health evaluations
- Pregnancy counseling and parenting skills
- Probation and truancy services
- Allowing for follow-up and referral to outside agencies as needed
- Having additional role models for students

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

Worthington High School's early warning system assists in identifying students early and providing them with support so that they can get back on track and graduate from high school. The early warning system uses readily available data to systematically identify students who are at risk; identified students then can be matched with appropriate interventions to help them get on track for graduation. Indicators include: attendance, behavior, state exams, and screening exams.

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	9	22	50	157	238
One or more suspensions	0	0	2	1	3
Course failure in ELA or Math	10	22	54	167	253
Level 1 on statewide assessment	8	14	26	86	134
	0	0	0	0	

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	9	20	50	157	236

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

Our accelerated learning model is student-directed, mastery-based, and technology-enhanced learning to serve over-age, under-credited, and retained students who learn at different rates and have diverse learning styles. Using a combination of instructional software, student-directed learning activities, and supplemental resources and materials, the curriculum will have the breadth and depth to provide students with the required courses to comply with the graduation requirements to earn a high school diploma. The school’s innovative instructional program will contain the following elements, which contribute to student learning and achievement and reduce the likelihood that a student will drop out.

- Small Learning Environment – Safe and secure learning environment that will provide small student/teacher ratios for personalized attention and learning.
- A Blended Teaching and Learning Environment – Evidence-based instructional software designed to deliver content requiring ongoing interaction between the teacher, the learner and the software.
- Rigorous and Relevant Curriculum – Curriculum aligned to the State Standards focused on making real-world connections relevant to students’ lives.
- Individual Success Plan – A comprehensive plan that serves as a “roadmap” to student success.
- Integrated Support Services – A Family Support Specialist (FSS) that works with each student to address and remove the personal, social, and behavioral barriers that prevent students from being successful.
- Lesson and Module Based – Self-contained student learning activities based on a specific concept and topic.
- Ongoing Communication of Student Progress – A virtual portal for students, parents, teachers, and administrators to track, monitor, and measure individual student progress toward completion of the Individual Success Plan.
- Direct Instruction – Individual and small group instruction led by highly qualified teachers that is focused on targeted intervention
- Mastery-based Instruction – Instruction guided by individual student mastery rather than seat time as the student works toward achieving state standards.
- Seminars – Relevant learning opportunities for students to interact with experts in chosen career fields during school-sponsored career days.
- Respect and Relationships – Learning activities focused on developing respect for self and peers, as well as learning and building relationships with peers, teachers, family, and community.
- Students with high truancy are placed on attendance contracts requiring 90-100% attendance in order to earn credits towards graduation. Their attendance is monitored closely and parents are notified each time the student is absent.

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

Worthington High School will take the following actions to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school-wide or targeted assistance), school choice, and the rights of parents. Include timeline, person responsible, documentation to be maintained, and the steps to ensure that all parents invited and encouraged to attend [Section 1118(c)(1)].

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

Formal and informal partnerships with community agencies and postsecondary institutions are developed to enhance the services provided to all students. The Family Support Specialist secures affiliation agreements with community agencies and postsecondary institutions to bring university mental health and social work program interns on campus and enhance the overall social services provided. The Career Coach hosts College and Career Fairs, postsecondary presentations and workshops, and connects with community industry representatives for the purpose of connecting students to additional college and career representatives and resources. Some of the activities associated with community involvement are: open houses, periodic newsletters, partnership agreements, intern programs, creation and involvement of the school's SAC.

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:

Name	Title
Paul, Eric	Principal
Oliver, Cassandra	Assistant Principal
mctyere, sonya	Teacher, K-12
Stokes, Lanessa	Teacher, K-12

Duties

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

Eric Paul, Principal - is responsible for:

1. Providing instructional leadership, contractual accountability, and day-to-day leadership of educational and operational activities of the school
2. Recruiting, hiring, and retaining highly qualified school staff
3. Leading all initiatives to ensure school meets defined instructional goals
4. Collecting and analyzing school data as the basis for monitoring and improving the school's measurable outcomes and contractual obligations with a focus on a cycle of continuous improvement.
5. Monitoring and evaluating staff performance systematically and regularly provide staff feedback and develop professional growth plans when necessary. Follow through with progressive discipline when expectations are not met.
6. Leading staff to accomplish the defined accountability measures to include contractual obligations

and federal, state, and district requirements.

7. Fostering effective communication and relationships with all internal and external stakeholders which would include the company's mission and vision, performance results, school activities, and other information pertinent to the individual stakeholder groups:

- Staff
- Student
- Parents
- School district personnel
- Charter School Board of Directors
- Referring schools
- District representatives
- Community partners
- Local media
- Other stakeholders as identified

1. Facilitating a school climate that is conducive to student learning and implement research-based instructional practices.

2. Complying with all federal, state, and district safety and security requirements to ensure a safe and secure environment for students and staff. Lead the school management team in developing and implementing emergency procedures.

Cassandra Oliver, Assistant Principal - is responsible for:

1. Managing the academic progress of students; maintaining a climate conducive to teaching and learning; ensuring effective delivery and improvement of instruction; supervising, mentoring, and developing instructional staff; and ensuring that the school meets its defined goals.

2. Assisting Principal in facilitating and monitoring a school climate that is conducive to student learning and implementing research-based instructional practices aligned with the state standards

3. Overseeing all aspects of the core academic program to include, but not be limited to:

- Ensure fidelity of implementation of all approved academic software, off-line curriculum and assessments

- Development of Individual Success Plans (ISP)

- Ensure student academic records are accurate and up to date

- On-going individual student academic advising

- Student preparation and staff administration of all standardized assessments

- Compliance with Exceptional Student Education (ESE) and English for Speakers of Other Languages (ESOL) requirements

4. Assisting Principal in: and hiring highly-qualified instructional staff, supervise and retain highly qualified instructional staff, ensuring instructional staff meets expectations for performance accountability, professional development initiatives, perform all other duties as deemed necessary, which are aligned in accordance with federal, state, and district policies and procedures, to ensure that student educational and behavioral goals and objectives are achieved.

Lanessa Stokes, Reading Teacher - is responsible for:

1. Coaching, motivating, and instructing instructors within the company model, with attention given to reading interventions and instruction that result in high school graduation and career or college readiness for our students.

2. Providing a learning environment of high student accountability in reading that is student-centered and aligned with the school's academic goals and specified objectives.

3. Providing direction and leadership within the school and classroom by displaying deep and effective working knowledge of the reading process and demonstrating best practices relating to teaching, intervention, and instructional techniques in content area text.

4. Maintaining, disaggregating, and providing progress-monitoring reports, reading records, and other student records as required by district or state regulatory guidelines and company policy and procedures.

5. Collaborating effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with

company goals.

6.Participating in professional development courses or activities to maintain appropriate certification or credentials based on position.

Lawrence Conte, ESE Teacher - is responsible for:

- 1.Coaching, motivating and instructing special education high school students within the company model, with attention given to each student's Individual Success Plan (ISP) and Individual Educational Plan (IEP); collaborating with classroom teachers and support staff to insure that the instructional and social-emotional needs of the special education student are met.
- 2.The ESE teacher also works with the school's Administrators to ensure that all ESE paperwork and reporting requirements are in compliance with national, state, and district regulations and serves to facilitate and insure compliance with state, district, and company Response to Intervention (RtI) policies.The ESE Teacher position is responsible for coaching, motivating and instructing special education high school students within the company model, with attention given to each student's Individual Success Plan (ISP) and Individual Educational Plan (IEP).
- 3.Provide a learning environment that is team-oriented, student-centered and aligned with the company's and special education student's academic goals and specific IEP objectives.
- 4.Provide direction and leadership within the school and classroom by displaying deep and effective working knowledge of the needs of the special education student and demonstrating best practices related to teaching, supporting, providing modifications, interventions, and instructional techniques in content area text.
- 5.Act as counselor, adviser, facilitator, advocate, and coach to support, mentor and guide the ESE students through their ISP and IEP.
- 6.Maintain, disaggregate, and provide progress monitoring reports, IEP compliance, attendance and behavioral records, academic grades, and other student records as required by national and state regulatory guidelines as well as company policy and procedures.
- 7.Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic and/or behavioral needs of the student that are aligned with IEP and company goals.
- 8.Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.

Sonya McTyere, Career/Technical Coach - is responsible for:

- 1.Working with students in career exploration, research and planning, employment skills, interpretation of career and college assessments, job placement, securing and disseminating 1.resources that assist students through the process of post secondary exploration, application, and selection; working closely with teachers, administrators, support staff, employers, and others to accomplish the goal of all students successfully transitioning to a post secondary pathway.
- 2.Assist with student orientation process.
- 3.Coordinate post secondary readiness, preparation and transition activities.
- 4.Monitor students' post-secondary transition progress and My Success®, document and record all post secondary activity.
- 5.Manage the College and Career Center and its activities. Network with community resources in order to provide experiential learning in careers through work experience, job shadowing, internships, and possible employment.
- 6.Assist students in the development of job readiness skills and personal qualities to prepare them to be competitive in the job market; i.e., personal appearance, punctuality, courtesies of expression, responsibility, confidentiality.
- 7.Organize employment and post secondary functions for students, parents and family members (financial aid, career days, motivational speakers, college admission representatives, military recruiters, field trips, etc.)
- 8.Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.

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 school leadership identifies and aligns all of the resources in order to meet the needs of all of the students by conducting regular professional learning community meetings that focus on sharing and developing best practice amongst peers who are linked with and have a shared sense of responsibility for a designated group of students. The PLCs build capacity so that members are constantly developing their toolbox of strategies to improve student outcomes. The school based teams that are adept at solution planning and hold each other accountable for following through on agreed upon actions. The PLCs are rooted in data based decision making, action research and job embedded professional learning.

Research repeatedly reinforces that highly effective schools are consistent in their practices and dedicated to monitoring data for signs of underperformance against their key goals. The Principal and Leadership team meet weekly to shape the successful implementation of PLCs. The PLC leaders ensure that the team members share progress and performance challenges in their classes, and clarify the needs from assessment data and other student level data. The Leadership Team schedules PLC meetings into the school's annual cycle of team meetings, data collection and opportunities for engagement with parents / families. The PLC meetings are reserved for discussion about student outcomes and learning & teaching strategies to support student progress and achievement and prevented from creeping into day-to-day issues. The PLC meetings connect teacher growth opportunities to improving teaching and learning outcomes.

The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and analysis. In addition, the Leadership Team will monitor the fidelity of the delivery of instruction and will provide levels of support and interventions to students based on data.

Title I, Part C- Migrant

Worthington High School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. The District assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

Our school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Worthington High School will continue to utilize the Family Support Specialist to coordinate and assist sponsored programs to ensure that all students attain knowledge in the prevention of violence. The following are programs that are used to assist in maintaining a positive and safe learning environment at <Your School Name>:

Bullying Program

Student / Parenting classes/ Counseling with family support specialist Nutrition Programs – N/A

Housing Programs - N/A Head Start – N/A

Adult Education

We will continue to work with Adult Education programs in order to provide students with the

opportunity to recover credits not achieved during the regular school program.

Career and Technical Education – N/A Job Training – Executive Internships

Title I Part C: Migrant Students

In the event we have legitimate migrant students on campus, Worthington High School will reach out to the district migrant specialist for additional intervention and assistance.

Title II: PD

Worthington High School opted out so that teachers may attend all PD activities offered by the district during the year. The school intends to participate in the teacher recruitment incentive program through Title II.

Title III. ELL Support

Worthington High School will reach out to the Multi-Cultural Department for ELL academic interventions for students.

Title X: Homeless Students:

Worthington will solicit assistance from a district wide PK-12 Homeless Education resource team so that students may have additional support as necessary (housing, food, mental health assistance, medical).

The school also has an existing working relationship with the following organizations: Drug Abuse Foundation, Healthy Mother/Healthy Babies, Mothers Against Drunk Driving and Parent Child Center.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
eric paul	Principal
Lanessa Stokes	Teacher
Cassandra Oliver	Principal
Keith Santiago	Education Support Employee
Victor Figueroa	Student
Ken Grindle	Parent
sonya mctyere	Teacher
Rahsaan Jerome	Student

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

The Worthington High School SAC met on () to discuss and evaluate the 2014-2015 School Improvement Plan. The student achievement data was reviewed and recommendations were made for the following school year. *These recommendations included continuing the direct instruction pull-out interventions in reading and adding a pull-out interventionist in math.

Development of this school improvement plan

SAC is the sole body responsible for final decision-making at the school relating to implementation of the State system of school improvement and accountability. The SAC's additional responsibilities include assisting in the preparation, implementation, and evaluation of the School Improvement Plan (SIP). The Worthington HS SAC will review the 2015-2016 School Improvement Plan on (date).

Recommendations and changes to the SIP will be implemented and submitted for final approval.

Preparation of the school's annual budget and plan

The SAC reviews the school's Title 1 funds and makes recommendations as to the use.

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

During the 2014-2015 school year the SAC funds were focused on student achievement. Funds of were allocated based on student educational needs and approved by the SAC. Funds were provided and used for incentives for students with improved attendance and educational services.

Development of this school improvement plan

The School Advisory Council is made up of the following people: principal, teachers, staff, parents, community members, and students representing the ethnic, racial and economic makeup of the community served by the school. The SAC meets to discuss FSA& EOC results for the 2014-2015 school year. Members of the team will discuss literacy and test taking strategies along with supplemental enrichment initiatives to improve student academic achievement throughout the year.

Preparation of the school's annual budget and plan

We analyzed last years testing results which demonstrated deficiencies in reading and math. The target areas in need of interventions will be implemented through our FSA/EOC prep sessions on Saturdays. We are also evaluating the testing results in GAIN, FAIR and diagnostics assessments.

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

NA

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Paul, Eric	Principal
Oliver, Cassandra	Assistant Principal
Stokes, Lanessa	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, lead teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Literacy Leadership Team. The team will meet monthly throughout the school year. The LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multitiered system of reading support is present and effective.

The major initiatives supported and implemented by this team include implementation of the reading plan, standards aligned, Core Curriculum, and the MTSS RtI problem solving process. The LLT will focus on assisting teachers with making clear connections between assessment data and targeted differentiated instruction as well as increasing the rigor of instruction.

Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

The implementation of school-wide reading strategies across all content areas, modeling, coaching and professional development is provided by the reading teacher for teachers and students.

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

The school recognizes individual and group accomplishments on a regular basis; celebrations are tied directly to the school's mission, vision, values, and goals. Collaborative job embedded professional learning time is embedded into staff's daily schedule. Time is used to build teaming skills focused on collaboratively planning for student achievement, problem solving and building a common language for teaching and learning. Teams build knowledge and understanding of new systems introduced, such as new technology assessments, and curricular options. Teams will work together to share best practices. Time Monthly is set aside for professional learning as well as collaborative learning; vertical articulation and data analysis.

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

The steps in the recruitment and hiring process generally follow the steps below, but may be modified slightly for particular positions:

- a. A nationwide search is conducted, including referrals from board members, job postings in Education Week, Monster.com, teacher-teacher.com, CareerBuilder.com, the Miami Herald, and other pertinent publications.
- b. The Principal reviews all resumes for staff.
- c. Screening interviews are conducted by phone to ensure the right fit for the teacher to the job with the School.
- d. Interviews are conducted with the Principal.
- e. Background and extensive reference checks are conducted.
- f. Upon the return of a successful background check, an offer of employment is extended to the candidate, offering a compensation and benefits package competitive with the local job market for teachers and support staff.

All faculty and staff have the certification, endorsement, or other credentials required for their positions. No teacher or staff member will be hired who would not have been eligible for hire by the School District. Professional development is extensive and ongoing, incorporating evidence based strategies and resources. Professional learning activities focus on coaching and mentoring, and team teaching. Administration meets regularly with teachers and periodic incentives are provided for high performing staff.

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

Our school's teacher mentoring program consists of pairing or assigning a veteran teacher to act as an adviser or coach for a beginning teacher in order to form a formalized relationship that can help provide support and opportunities for growth. Our mentor teachers play an essential role using strategies such as consultation, demonstration, and observation that act as the primary source of assistance for our new

teachers.

The rationale for pairing two language arts teachers include having the mentor teacher demonstrate and model effective teaching that the beginning teacher can learn from in order to implement effective strategies that will help students achieve academically. Our mentor teacher will provide feedback that will help our beginning teacher understand her teaching style and pinpoint areas that will help her be more effective.

The rationale for pairing the two content area teachers relates to how well the veteran teacher manages the classroom environment. The beginning teacher can learn how to effectively manage a classroom using time management, incentives, and non-verbal cues. All of which our beginning teacher needs additional support in implementing consistently.

Peer Teacher Mentoring

(Math Teachers)

(Reading and English Language Arts Teacher)

(Social Studies, Science and Reading Teacher) (Math and Science Teacher)

Planned Mentoring Activities:

- 1.Regular meetings to discuss individual student academic data, performance, and overall strategies for improving student performance in coursework and on standardized exams.
- 2.Review instructional best practices and application activities relating to all major areas of standard operation and in the classroom.
- 3.Provide opportunities for mentee to shadow the mentor during classroom instruction and share related views on lesson structure, lesson delivery and choice of assessments during follow-ups.
- 4.Classroom observations and follow-up to address best practices in the area of classroom management.
- 5.Regular meetings to discuss individual student attendance and overall strategies for improving student attendance.
- 6.Review instructional and non-instructional best practices and applications relating to time management and the use of non-verbal cues.

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

Florida has adopted and amended the new Florida Standards which provide focus on in-depth critical-thinking and problem solving skills. Our school ensures that the core instructional program provided by Apex Learning and strategies are directly correlated to the adopted curriculum. Apex Learning courses serve as the school's primary curriculum and provides foundational, comprehensive, honors, and advanced placement courses. Apex Learning (accredited by the Commission on Schools of the Northwest Association of Accredited Schools) provides comprehensive online instructional content aligned to the Florida 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

Balanced Assessment Model provides data that is both summative and formative in nature. Our data analysis structures are put in place so that every member of the school is involved in solution finding that leads to greater student success. Teachers engage in individual review, and team review of student data within Professional Learning Communities, while our leadership engages in school wide,

grade level, and content area level analysis. This cohesive structure provides a layered view that reaches every piece of our school.

The school's data-driven decision-making process follows this cycle: Plan, Implement, Assess/ Analyze Results; and Adjust/ Modify. This cycle is rooted in solution finding activities that lead towards improved student learning through our holistic data based decision-making model.

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: Extended School Year

Minutes added to school year: 1,170

Worthington high school offers an extended school year, giving our students an additional 26 days of instruction in their 4.5 hour sessions.

Strategy Rationale

Provide extended opportunity and extra time so that students may attain mastery on learning goals.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Paul, Eric, eric.paul@pbcharterschools.org

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

Pre and post reading and math benchmark assessments will be used to determine the effectiveness of reading and math strategies. FAIR, Reading Plus reports and district diagnostics will be used as instrument to monitor student growth and remediate accordingly.

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

The school's innovative instructional program contains the following elements, which support and contribute to student learning, achievement and transition from one level to another.

- Small Learning Environment – Safe and secure learning environment that provides small student/ teacher ratios for personalized attention and learning
- Technology-enhanced Teaching and Learning – Evidence-based instructional software designed to deliver content requiring ongoing interaction between the learner and the software
- Rigorous and Relevant Curriculum – Curriculum aligned to the Florida Standards and focused on making real-world connections relevant to students' lives
- Individual Success Plan – A comprehensive plan that serves as a “road map” to student success.
- Integrated Support Services – Family Support Specialist (FSS) that works with each student to address and remove the personal, social, and behavioral barriers that prevent students from being successful. Also, the Career Coach teaches job-seeking, employment skills, and interviewing

techniques; tracks mandatory employment hours; and conducts employer outreach on behalf of the students.

- Lesson and Module Based – Self-contained student learning activities based on a specific concept and topic.
- Ongoing Communication of Student Progress – A virtual portal for students, parents, teachers, and administrators to track, monitor, and measure individual student progress toward completion of the Individual Success Plan.
- Critical Thinking and Problem Solving – Teaching and learning that help students solve problems and think critically, and prepare them for college and career success.
- 21st Century Knowledge and Skills – Development of competencies to ensure adequate preparation for success in the global workforce.
- Direct Instruction – Individual and small group instruction led by highly qualified teachers that is focused on intervention strategies as determined by ongoing learning gap analyses.
- Mastery-based Instruction – Instruction guided by individual student mastery rather than seat time as the student works toward achieving state standards.
- Seminars – Relevant learning opportunities for students to interact with experts in chosen career fields during school-sponsored career days.

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

All students complete Choices360 college and career exploration and application activities as part of the course credit for Personal, Career and School Development Skills 1 and 2. Students earn credit in Executive Internship and Voluntary Public Service courses. The Career Coach ensures that students gain quality work experience in addition to course credit. The school hosts College and Career Fairs with representatives from public and private post-secondary institutions and industry. In addition, the Career Coach schedules, presentations, led by our postsecondary partners, to further enhance student transition from secondary to postsecondary. All schools have developed formal and informal partnerships with community agencies and post-secondary institutions, and will continue to improve the secondary to postsecondary connection and transition for all students. Schools administer the ASVAB to students each year to further support college and career readiness.

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

ALS schools will implement a career and technical education (CTE) pilot program, credentialing 10 students per school in Microsoft Office Specialist (MOS) 2010 Bundle Certification (Word, PowerPoint, Excel) in the 2015-16 school year. Online curricula, practice tests and industry certification exams with retakes will be made available to both students and staff.

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

ALS schools currently offer the Introduction to Information Technology course via Apex, and expect to include that as a career-themed course offered in conjunction with the career and technical education program. After the initial CTE program implementation phase, ALS schools will build career academies that include both state and online curricula, industry certification, and articulation agreements.

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

The Career Coach helps students register for SAT and ACT exams, as well as provide test preparation workshops to support students through this process. ACT Plan is administered to students to further support performance on the ACT exam. The Career Coach schedule ASVAB administration and interpretation for students. College and Career Fairs and post-secondary presentations are conducted to connect students to additional postsecondary representatives and resources. All students complete college and career related activities in Choice360 and, as a result, earn credit in the Personal, Career and School Development Skills courses.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** The school actively communicates and collaborates with stakeholders and identifies innovative ways to build school capacity to better meet the needs of students and families in need.
- G2.** The school will promote and foster a positive culture and climate focused on improved outcomes for all students.
- G3.** Our goal for the 2015-2016 school year is to use effective instructional strategies rooted in research to increase student achievement across core curriculum and assessment
- G4.** The school's organizational structures and systems set up to maximize school improvement efforts and change.
- G5.** Our goal is to use the Early Warning System indicators to identify the patterns of students that are off-track and access resources at the school to re-engage those students.
- G6.** The school has a culture of achievement that includes high expectations and expressly articulates college & career readiness as a goal for all students

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. The school actively communicates and collaborates with stakeholders and identifies innovative ways to build school capacity to better meet the needs of students and families in need. 1a

G070066

Targets Supported 1b

Indicator	Annual Target
Attendance rate	80.0

Resources Available to Support the Goal 2

- Utilizing our stakeholders, including teachers, parents, community resources and support services to provide wrap around services and focus on improving the attendance and subsequent performance of our students.

Targeted Barriers to Achieving the Goal 3

- The majority of students that enter Worthington have an established history and pattern of poor attendance in their home school.

Plan to Monitor Progress Toward G1. 8

Through our Advisory Teachers, continue to review student attendance and conference with students and put them on attendance improvement plans.

Person Responsible

Eric Paul

Schedule

Weekly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Attendance improvement plans, student contact logs, student attendance reports

G2. The school will promote and foster a positive culture and climate focused on improved outcomes for all students. 1a

G070067

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	10.0

Resources Available to Support the Goal 2

- Extensive support services embedded in our educational model
- partnerships with outside community agencies that support our students' needs

Targeted Barriers to Achieving the Goal 3

- Students attend Worthington from multiple feeder high schools throughout the county, and we need to get all the students to come together and create "one" positive and shared culture among all of our students.

Plan to Monitor Progress Toward G2. 8

Monitor total blue slips earned and retention rate of students

Person Responsible

Eric Paul

Schedule

Biweekly, from 9/1/2015 to 6/30/2016

Evidence of Completion

blue slips, retention/enrollment reports

G3. Our goal for the 2015-2016 school year is to use effective instructional strategies rooted in research to increase student achievement across core curriculum and assessment **1a**

G070068

Targets Supported **1b**

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0

Resources Available to Support the Goal **2**

- existing successful Worthington teachers, professional development, embedded OJT

Targeted Barriers to Achieving the Goal **3**

- Many of our teachers are new to Worthington and new to working in a blended learning model

Plan to Monitor Progress Toward G3. **8**

compare average observation data for teachers monthly - look for improvement trend

Person Responsible

Cassandra Oliver

Schedule

Monthly, from 11/2/2015 to 6/30/2016

Evidence of Completion

compare key I-observation data specific to PD activities for all teachers -see improvement trend

G4. The school's organizational structures and systems set up to maximize school improvement efforts and change. 1a

G070069

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	54000.0

Resources Available to Support the Goal 2

- strategic schedule re: in school interventions and activities
-

Targeted Barriers to Achieving the Goal 3

- many students have poor attendance, making their time in school even more valuable in terms of completing coursework and credits.

Plan to Monitor Progress Toward G4. 8

monitor course completion log monthly, look for months with excessive testing or scheduled activities and modify as needed

Person Responsible

Eric Paul

Schedule

Monthly, from 10/1/2015 to 6/30/2016

Evidence of Completion

monthly course completion logs

G5. Our goal is to use the Early Warning System indicators to identify the patterns of students that are off-track and access resources at the school to re-engage those students. 1a

G070070

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0
Algebra I EOC Pass Rate	10.0

Resources Available to Support the Goal 2

- math and reading interventionists/coaches
- FTE/Operating

Targeted Barriers to Achieving the Goal 3

- The average age of students enrolled at our school is over 18. As a drop-out prevention and recovery program, we have found that many of our students' have gaps in their learning that impede their ability to be successful in passing state reading and math assessments required for graduation.

Plan to Monitor Progress Toward G5. 8

monitor reading plus level gains for students participating in reading interventions, PERT passing rate for math interventions

Person Responsible

Eric Paul

Schedule

Monthly, from 10/9/2015 to 6/30/2016

Evidence of Completion

reading plus logs, PERT score tracking

G6. The school has a culture of achievement that includes high expectations and expressly articulates college & career readiness as a goal for all students **1a**

G070071

Targets Supported **1b**

Indicator	Annual Target
Algebra I EOC Pass Rate	10.0
FSA English Language Arts - Achievement	50.0
Postsecondary Enrollments	50.0

Resources Available to Support the Goal **2**

-
- Reading/math interventionists/coaches
- FTE/Operating
-

Targeted Barriers to Achieving the Goal **3**

- The average age of students enrolled at our school is over 18. As a drop-out prevention and recovery program, we have found that many of our students' have gaps in their learning that impede their ability to be successful in passing state reading and math assessments required for graduation. In addition, many of our students come to Worthington defeated academically and don't see college as an attainable goal.

Plan to Monitor Progress Toward G6. **8**

Growth on reading plus and math interim assessments during interventions, participation in college/military recruiting activities

Person Responsible

Cassandra Oliver

Schedule

Monthly, from 9/26/2016 to 9/26/2016

Evidence of Completion

Review results: District Diagnostics, FAIR, Reading Plus, APEX, Summative Results: EOC, FCAT Retakes results, career/college activities logs/participation

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. The school actively communicates and collaborates with stakeholders and identifies innovative ways to build school capacity to better meet the needs of students and families in need. **1**

 G070066

G1.B1 The majority of students that enter Worthington have an established history and pattern of poor attendance in their home school. **2**

 B182357

G1.B1.S1 Daily attendance calls, weekly meetings with students with poor attendance and placement on improvement plan. **4**

 S194070

Strategy Rationale

Closely monitoring attendance will allow us to assist and intervene in a timely manner, before lack of attendance becomes a pattern.

Action Step 1 **5**

Advisory teachers place daily attendance calls for all absent students

Person Responsible

Cassandra Oliver

Schedule

Daily, from 9/1/2015 to 6/30/2016

Evidence of Completion

student contact logs

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

compare contact log to absent student report weekly

Person Responsible

Cassandra Oliver

Schedule

Weekly, from 10/1/2015 to 6/30/2016

Evidence of Completion

number of calls should match number of absent students

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

consistent attendance calls should lead to improved student attendance

Person Responsible

Cassandra Oliver

Schedule

Weekly, from 10/1/2015 to 6/30/2016

Evidence of Completion

compare monthly attendance rates...look for upward trend

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

consistent attendance calls should lead to improved student attendance

Person Responsible

Cassandra Oliver

Schedule

Weekly, from 10/1/2015 to 6/30/2016

Evidence of Completion

compare monthly attendance rates...look for upward trend

G2. The school will promote and foster a positive culture and climate focused on improved outcomes for all students. **1**

 G070067

G2.B1 Students attend Worthington from multiple feeder high schools throughout the county, and we need to get all the students to come together and create "one" positive and shared culture among all of our students. **2**

 B182358

G2.B1.S1 Three day student orientation sets the tone and expectations for all students. **4**

 S194071

Strategy Rationale

All students learn about the "Worthington Way" regarding policies, processes and expectations and those are modeled throughout all aspects of the school

Action Step 1 **5**

Ensure that our 3-day orientation contains all information necessary for students to get off to positive and successful start at Worthington.

Person Responsible

Cassandra Oliver

Schedule

Weekly, from 9/1/2015 to 6/30/2016

Evidence of Completion

student retention through first 30 days of enrollment exceeds 90%.

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

Follow up with students upon completion of orientation re: perceived effectiveness

Person Responsible

Eric Paul

Schedule

Biweekly, from 9/1/2015 to 6/30/2016

Evidence of Completion

notes from student questioning re: orientation effectiveness will be documented in contact logs.

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

Person Responsible

Schedule

Evidence of Completion

G2.B1.S2 Recognize students' positive behaviors consistently. 4

 S194072

Strategy Rationale

recognizing positive student behavior through a variety of means (end of session passes for quiz completion, student celebration board at entry) will help that climate and culture spread throughout the school and include all students, teachers and staff in the establishment of the culture.

Action Step 1 5

Create consistent system of expectations, common daily goals and rewards for students.

Person Responsible

Eric Paul

Schedule

Daily, from 9/1/2015 to 6/30/2016

Evidence of Completion

Number of student recognition (blue slips) earned daily

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

ensure that celebration board is updated daily/weekly for current student recognition

Person Responsible

Eric Paul

Schedule

Daily, from 9/1/2015 to 6/30/2016

Evidence of Completion

student recognition board - current status

G3. Our goal for the 2015-2016 school year is to use effective instructional strategies rooted in research to increase student achievement across core curriculum and assessment **1**

 G070068

G3.B1 Many of our teachers are new to Worthington and new to working in a blended learning model **2**

 B182359

G3.B1.S1 Utilize weekly common planning/PD to enhance our teachers' capacity and skills in delivering effective instructional strategies in the blended learning model **4**

 S194073

Strategy Rationale

consistent PD and opportunities for dialogue re: best practices will allow teachers to learn and practice techniques

Action Step 1 **5**

establish weekly advisory teacher meetings/PD

Person Responsible

Eric Paul

Schedule

Weekly, from 9/25/2015 to 6/30/2016

Evidence of Completion

weekly agenda and follow up items

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

classroom observations targeting PD items

Person Responsible

Cassandra Oliver

Schedule

Weekly, from 10/16/2015 to 6/30/2016

Evidence of Completion

I-observation data

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

improved teacher performance

Person Responsible

Cassandra Oliver

Schedule

Biweekly, from 10/16/2015 to 6/30/2016

Evidence of Completion

I-observation data

G4. The school's organizational structures and systems set up to maximize school improvement efforts and change. 1

 G070069

G4.B1 many students have poor attendance, making their time in school even more valuable in terms of completing coursework and credits. 2

 B182360

G4.B1.S1 maximize student learning time by being more efficient with in school scheduling of interventions and activities and encourage and reinforce students working until the end of the school day. 4

 S194074

Strategy Rationale

the more time on task, the quicker students will finish and master content and complete courses and earn credits.

Action Step 1 5

coordinate testing, intervention and support schedules to ensure minimum time lost in instructional day

Person Responsible

Cassandra Oliver

Schedule

Monthly, from 9/1/2015 to 7/30/2016

Evidence of Completion

test schedules, intervention schedules, support (agency) schedules

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

verify and spot check schedules to ensure they are being implemented as written

Person Responsible

Eric Paul

Schedule

Weekly, from 10/1/2015 to 6/30/2016

Evidence of Completion

walk campus with designated schedule...confirm schedule implementation

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

course completion rate, time on APEX task logs

Person Responsible

Eric Paul

Schedule

Monthly, from 10/1/2015 to 6/30/2016

Evidence of Completion

monitor course completion rate compared to last year for improvement

G5. Our goal is to use the Early Warning System indicators to identify the patterns of students that are off-track and access resources at the school to re-engage those students. 1

G070070

G5.B1 The average age of students enrolled at our school is over 18. As a drop-out prevention and recovery program, we have found that many of our students' have gaps in their learning that impede their ability to be successful in passing state reading and math assessments required for graduation. 2

B182362

G5.B1.S1 provide direct, targeted interventions for students who have failed reading and/or math state assessments required for graduation 4

S194075

Strategy Rationale

targeted interventions should help fill students' gaps in learning and make them more prepared to pass state assessments.

Action Step 1 5

provide direct reading instruction re: comprehension strategies

Person Responsible

Cassandra Oliver

Schedule

Daily, from 9/28/2015 to 6/30/2016

Evidence of Completion

reading teacher and math interventionist schedules and logs

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

administrative walk throughs during designated reading and math direct instructional times.

Person Responsible

Eric Paul

Schedule

Weekly, from 10/1/2015 to 6/30/2016

Evidence of Completion

I-observations of direct instruction

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

monitor passing rate of FCAT reading retakes, PERT, ALG EOC retakes and ACT

Person Responsible

Eric Paul

Schedule

Monthly, from 10/9/2015 to 6/30/2016

Evidence of Completion

district/state reports of students scores on graduation-required assessments

G6. The school has a culture of achievement that includes high expectations and expressly articulates college & career readiness as a goal for all students 1

 G070071

G6.B1 The average age of students enrolled at our school is over 18. As a drop-out prevention and recovery program, we have found that many of our students' have gaps in their learning that impede their ability to be successful in passing state reading and math assessments required for graduation. In addition, many of our students come to Worthington defeated academically and don't see college as an attainable goal. 2

 B182363

G6.B1.S1 provide direct, targeted interventions for students who have failed reading and/or math state assessments required for graduation 4

 S194076

Strategy Rationale

direct instruction/interventions in math and reading will fill some of the learning gaps that our students come with.

Action Step 1 5

Daily push in direct reading instruction, pull out math instruction/interventions

Person Responsible

Cassandra Oliver

Schedule

Weekly, from 9/28/2015 to 6/30/2016

Evidence of Completion

FCAT Scores, Diagnostic Results, Reading Plus, FAIR, and APEX course completions rates, lesson plan, student sign-in, and teacher sign -in

Action Step 2 5

exposure to career and college options for students ongoing and embedded into school culture

Person Responsible

Cassandra Oliver

Schedule

Weekly, from 8/28/2015 to 6/30/2016

Evidence of Completion

college/career fairs, college and military recruiter activities, college applications made by graduates

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Conduct walkthroughs and observations during interventions, observe career/college activities for students with career/college coach

Person Responsible

Eric Paul

Schedule

Weekly, from 9/28/2015 to 6/30/2016

Evidence of Completion

Observable interventions, student data chats, results from the assessments, and student growth

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

passing rates for reading and math assessments required for graduation, number of graduates who attend college

Person Responsible

Eric Paul

Schedule

Monthly, from 10/1/2015 to 6/30/2016

Evidence of Completion

student scores on PERT, ACT, FCAT reading retakes, Alg EOC retakes, FSA reading, college admissions/applications

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	Advisory teachers place daily attendance calls for all absent students	Oliver, Cassandra	9/1/2015	student contact logs	6/30/2016 daily
G2.B1.S1.A1	Ensure that our 3-day orientation contains all information necessary for students to get off to positive and successful start at Worthington.	Oliver, Cassandra	9/1/2015	student retention through first 30 days of enrollment exceeds 90%.	6/30/2016 weekly
G2.B1.S2.A1	Create consistent system of expectations, common daily goals and rewards for students.	Paul, Eric	9/1/2015	Number of student recognition (blue slips) earned daily	6/30/2016 daily
G3.B1.S1.A1	establish weekly advisory teacher meetings/PD	Paul, Eric	9/25/2015	weekly agenda and follow up items	6/30/2016 weekly
G4.B1.S1.A1	coordinate testing, intervention and support schedules to ensure minimum time lost in instructional day	Oliver, Cassandra	9/1/2015	test schedules, intervention schedules, support (agency) schedules	7/30/2016 monthly
G5.B1.S1.A1	provide direct reading instruction re: comprehension strategies	Oliver, Cassandra	9/28/2015	reading teacher and math interventionist schedules and logs	6/30/2016 daily
G6.B1.S1.A1	Daily push in direct reading instruction, pull out math instruction/interventions	Oliver, Cassandra	9/28/2015	FCAT Scores, Diagnostic Results, Reading Plus, FAIR, and APEX course completions rates, lesson plan, student sign-in, and teacher sign -in	6/30/2016 weekly
G6.B1.S1.A2	exposure to career and college options for students ongoing and embedded into school culture	Oliver, Cassandra	8/28/2015	college/career fairs, college and military recruiter activities, college applications made by graduates	6/30/2016 weekly
G1.MA1	Through our Advisory Teachers, continue to review student attendance and conference with students and put them on attendance improvement plans.	Paul, Eric	9/1/2015	Attendance improvement plans, student contact logs, student attendance reports	6/30/2016 weekly
G1.B1.S1.MA1	consistent attendance calls should lead to improved student attendance	Oliver, Cassandra	10/1/2015	compare monthly attendance rates...look for upward trend	6/30/2016 weekly
G1.B1.S1.MA1	consistent attendance calls should lead to improved student attendance	Oliver, Cassandra	10/1/2015	compare monthly attendance rates...look for upward trend	6/30/2016 weekly
G1.B1.S1.MA1	compare contact log to absent student report weekly	Oliver, Cassandra	10/1/2015	number of calls should match number of absent students	6/30/2016 weekly
G2.MA1	Monitor total blue slips earned and retention rate of students	Paul, Eric	9/1/2015	blue slips, retention/enrollment reports	6/30/2016 biweekly
G2.B1.S1.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	Follow up with students upon completion of orientation re: perceived effectiveness	Paul, Eric	9/1/2015	notes from student questioning re: orientation effectiveness will be documented in contact logs.	6/30/2016 biweekly
G2.B1.S2.MA1	ensure that celebration board is updated daily/weekly for current student recognition	Paul, Eric	9/1/2015	student recognition board - current status	6/30/2016 daily
G3.MA1	compare average observation data for teachers monthly - look for improvement trend	Oliver, Cassandra	11/2/2015	compare key I-observation data specific to PD activities for all teachers -see improvement trend	6/30/2016 monthly
G3.B1.S1.MA1	improved teacher performance	Oliver, Cassandra	10/16/2015	I-observation data	6/30/2016 biweekly
G3.B1.S1.MA1	classroom observations targeting PD items	Oliver, Cassandra	10/16/2015	I-observation data	6/30/2016 weekly
G4.MA1	monitor course completion log monthly, look for months with excessive testing or scheduled activities and modify as needed	Paul, Eric	10/1/2015	monthly course completion logs	6/30/2016 monthly
G4.B1.S1.MA1	course completion rate, time on APEX task logs	Paul, Eric	10/1/2015	monitor course completion rate compared to last year for improvement	6/30/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	verify and spot check schedules to ensure they are being implemented as written	Paul, Eric	10/1/2015	walk campus with designated schedule...confirm schedule implementation	6/30/2016 weekly
G5.MA1	monitor reading plus level gains for students participating in reading interventions, PERT passing rate for math interventions	Paul, Eric	10/9/2015	reading plus logs, PERT score tracking	6/30/2016 monthly
G5.B1.S1.MA1	monitor passing rate of FCAT reading retakes, PERT, ALG EOC retakes and ACT	Paul, Eric	10/9/2015	district/state reports of students scores on graduation-required assessments	6/30/2016 monthly
G5.B1.S1.MA1	administrative walk throughs during designated reading and math direct instructional times.	Paul, Eric	10/1/2015	l-observations of direct instruction	6/30/2016 weekly
G6.MA1	Growth on reading plus and math interim assessments during interventions, participation in college/ military recruiting activities	Oliver, Cassandra	9/26/2016	Review results: District Diagnostics, FAIR, Reading Plus, APEX, Summative Results: EOC, FCAT Retakes results, career/college activities logs/ participation	9/26/2016 monthly
G6.B1.S1.MA1	passing rates for reading and math assessments required for graduation, number of graduates who attend college	Paul, Eric	10/1/2015	student scores on PERT, ACT, FCAT reading retakes, Alg EOC retakes, FSA reading, college admissions/ applications	6/30/2016 monthly
G6.B1.S1.MA1	Conduct walkthroughs and observations during interventions, observe career/ college activities for students with career/college coach	Paul, Eric	9/28/2015	Observable interventions, student data chats, results from the assessments, and student growth	6/30/2016 weekly

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 Opportunities

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

Technical Assistance Items

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

G6. The school has a culture of achievement that includes high expectations and expressly articulates college & career readiness as a goal for all students

G6.B1 The average age of students enrolled at our school is over 18. As a drop-out prevention and recovery program, we have found that many of our students' have gaps in their learning that impede their ability to be successful in passing state reading and math assessments required for graduation. In addition, many of our students come to Worthington defeated academically and don't see college as an attainable goal.

G6.B1.S1 provide direct, targeted interventions for students who have failed reading and/or math state assessments required for graduation

PD Opportunity 1

Daily push in direct reading instruction, pull out math instruction/interventions

Facilitator

Ms. Lanessa Stokes, Reading Teacher and Ms. O'Brien, math interventionist

Participants

English and Reading teachers

Schedule

Weekly, from 9/28/2015 to 6/30/2016

Budget

Budget Data

1	G1.B1.S1.A1	Advisory teachers place daily attendance calls for all absent students				\$0.00
2	G2.B1.S1.A1	Ensure that our 3-day orientation contains all information necessary for students to get off to positive and successful start at Worthington.				\$0.00
3	G2.B1.S2.A1	Create consistent system of expectations, common daily goals and rewards for students.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3421 - Worthington High School	General Fund		\$6,000.00
<i>Notes: budget for student incentives for academic performance, attendance and behavior.</i>						
4	G3.B1.S1.A1	establish weekly advisory teacher meetings/PD				\$1,000.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3421 - Worthington High School	General Fund		\$1,000.00
			<i>Notes: budget for teacher incentives during PD as well as supplies necessary to deliver PD</i>			
5	G4.B1.S1.A1	coordinate testing, intervention and support schedules to ensure minimum time lost in instructional day				\$0.00
6	G5.B1.S1.A1	provide direct reading instruction re: comprehension strategies				\$0.00
7	G6.B1.S1.A1	Daily push in direct reading instruction, pull out math instruction/ interventions				\$13,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3421 - Worthington High School	Title I Part A		\$8,000.00
			<i>Notes: Salary for part time in system</i>			
			3421 - Worthington High School	Title I Part A		\$5,000.00
			<i>Notes: Classroom Supplies</i>			
8	G6.B1.S1.A2	exposure to career and college options for students ongoing and embedded into school culture				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3421 - Worthington High School	General Fund		\$1,000.00
			<i>Notes: budget for supplies/materials for college visits and exposure to post secondary options</i>			
					Total:	\$21,000.00