Worthington High School

2023-24
Schoolwide Improvement Plan (SIP)

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Worthington High School

1711 WORTHINGTON RD, West Palm Beach, FL 33409

http://www.worthingtonhs.com/

School Board Approval

This plan was approved by the Palm Beach County School Board on 9/13/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Worthington High School is dedicated to helping at-risk students earn a standard high school diploma and prepare for post-secondary success.

Provide the school's vision statement.

Worthington High School understands 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. We believe that everyone deserves a quality education that meets his or her individual needs and aligns to their personal goals and ambitions. All students can be successful in high school and in life regardless of their life circumstances.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Gambrill, Ashley	Principal	The Principal will monitor and work will all staff to ensure implementation of this plan in alignment with the school and district mission and vision. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. The Principal must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.
Diaz, Mercedes	Other	Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. Assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a positive school culture. Schedules students in courses and tracks students progress towards graduation requirements. Acting testing coordinator. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.

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

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

- The School Family Support Specialist supports the behavioral and mental health of students and works along with the attendance coordinator and administrative team.
- Teachers/School Staff: Student achievement data is reviewed monthly by all instructional staff. The whole staff met to discuss SIP goals and review data in May of 2023 and again in August 2023. Our ESOL Coordinator and ESOL Teacher work in conjunction with our testing coordinator to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners. All staff have input on strategic focuses.
- Attendance Coordinator works in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families.
- Parents: Throughout parent meetings and trainings we support families with understanding the graduation requirements and ways to support their students academically, social-emotionally, Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team. Parents complete comprehensive surveys to provide feedback on school culture/climate, academics, safety, etc.
- A WPB officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer.

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

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations for student learning. Our team works towards the following student achievement goals:
• Strategic visioning and planning
• Problem identification and root cause analysis
• Developing action steps towards improvement
• Creating and maintaining a culture of collaboration towards shared decision-making
• Supporting professional learning and improvement
Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Reading Plus, APEX, Edmentum, Achieve 3000, formal/informal assessments, FAST progress monitoring, end of course assessments, and GAIN. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English Language Arts, and Math). The FAST assessments will occur one to two times a year in Algebra I and Geometry according to the state testing schedule.
The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results

of data.

The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students' proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

In addition, we closely monitor the Acceleration and the Graduation Rate of our students in grades 9-12. Content area teachers meet with the administration to discuss and analyze data and modify instruction. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	90%
2022-23 Economically Disadvantaged (FRL) Rate	25%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: COMMENDABLE 2018-19: COMMENDABLE 2017-18: COMMENDABLE 2016-17: COMMENDABLE
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		52	50		55	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	0	38	38	7	42	38			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*	7	68	64	0	43	40			
Social Studies Achievement*	30	67	66		53	48			
Middle School Acceleration					46	44			
Graduation Rate	9	90	89	27	65	61	13		
College and Career Acceleration	32	71	65	15	69	67	33		
ELP Progress	10	40	45						

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

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	15
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	88
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	79
Graduation Rate	9

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	12
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	49
Total Components for the Federal Index	4
Percent Tested	89
Graduation Rate	27

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	11	Yes	4	4
ELL	7	Yes	4	4
AMI				
ASN				
BLK	16	Yes	4	4
HSP	5	Yes	4	4
MUL				
PAC				
WHT	9	Yes	4	4
FRL	22	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	10	Yes	3	3
ELL	17	Yes	3	3
AMI				
ASN				
BLK	22	Yes	3	3
HSP	21	Yes	3	3
MUL				
PAC				
WHT	25	Yes	3	3
FRL	20	Yes	3	3

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students				0			7	30		9	32	10
SWD											1	
ELL											2	10
AMI												
ASN												
BLK							0			36	3	
HSP											1	
MUL												
PAC												
WHT											1	
FRL										35	2	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students				7		0				27	15	
SWD										19	0	
ELL										17		
AMI												
ASN												
BLK										32	11	
HSP										25	17	
MUL												
PAC												
WHT										23	27	
FRL										25	15	

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students										13	33	
SWD										3		
ELL										11		
AMI												
ASN												
BLK										13	20	
HSP										13		
MUL												
PAC												
WHT										13		
FRL										10	43	

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	10%	50%	-40%	50%	-40%
09	2023 - Spring	*	48%	*	48%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	3%	48%	-45%	50%	-47%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	1%	50%	-49%	48%	-47%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	7%	63%	-56%	63%	-56%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	65%	*	66%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	14%	62%	-48%	63%	-49%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

FY23 FY22 FY19
ELA
SWDs 0% 0% 0%
ELLs 0% NA NA
Whites PM3 - 0% FSA - 0% FSA - 16.7%
Hispanics PM3 - 0% FSA - NA FSA - 16.7%
Blacks PM3 - 50% FSA - 0% FSA - 16.7%
FRL - subcategory data not available

Algebra
SWDs FSA -4.8%, BEST - 0% 0% 0%
ELLs FSA - 0%, BEST - 0% 10% 0%
Whites FSA - 20%, BEST - 0% 12.5% 33.3%
Hispanics FSA - 1.9%, BEST - 0% 11.9% 0%
Blacks FSA - 4%, BEST - 0% 8.5% 0%
FRL - subcategory data not available

Geometry
SWDs FSA- 0%, BEST - 0% 0% 0%
ELLs FSA - 0%, BEST - 0% 0% 0%
Whites FSA- NA, BEST - 0% 20% 25%
Hispanics FSA - 0%, BEST - 3.3% 0% 0%
Blacks FSA - 0%, BEST - 0% 4.5% 0%
FRL - subcategory data not available

Biology (overall pass rate) - 7.1% 10.6% 20.8%
SWDs - subcategory data not available
ELLs - subcategory data not available
Whites - subcategory data not available
Hispanics - subcategory data not available
Blacks - subcategory data not available
FRL - subcategory data not available

US History (overall pass rate) - 14.1% 25% 22.4%
SWDs - subcategory data not available
ELLs - subcategory data not available
Whites - subcategory data not available
Hispanics - subcategory data not available
Blacks - subcategory data not available
FRL - subcategory data not available

Civics (overall pass rate) - 25% 75% NA
SWDs - subcategory data not available
ELLs - subcategory data not available
Whites - subcategory data not available
Hispanics - subcategory data not available
Blacks - subcategory data not available
FRL - subcategory data not available

Some factors that may have led to this data are:
-Teachers and students not understanding the testing format, we need to provide more direct instruction
and professional development prior to our testing days

-New BEST standards were being implemented for Math and English Classes. With this change, teachers were new to learning the updated standards
-Teacher vacancies and a substitute shortage lead to inconsistencies in instruction
-New teachers on Statement of Eligibility who are unfamiliar with the standards as they are not a fully certified teacher
-We are a choice school where students generally come to us behind in credits and below grade level in reading and math test scores. It is our responsibility to support them in gaining foundational skills, passing their state testing requirements and earning credit to graduate with their high school diploma before they age out after turning 21 years old.

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

Please see the data below that shows a decline from the previous year:

Geometry
SWDs FSA- 0%, BEST - 0% 0% 0%
ELLs FSA - 0%, BEST - 0% 0% 0%
Whites FSA- NA, BEST - 0% 20% 25%
Hispanics FSA - 0%, BEST - 3.3% 0% 0%
Blacks FSA - 0%, BEST - 0% 4.5% 0%
FRL - subcategory data not available

Biology (overall pass rate) - 7.1% 10.6% 20.8%
SWDs - subcategory data not available
ELLs - subcategory data not available
Whites - subcategory data not available
Hispanics - subcategory data not available
Blacks - subcategory data not available
FRL - subcategory data not available
US History (overall pass rate) - 14.1% 25% 22.4%
SWDs - subcategory data not available
ELLs - subcategory data not available
Whites - subcategory data not available
Hispanics - subcategory data not available
Blacks - subcategory data not available
FRL - subcategory data not available

Civics (overall pass rate) - 25% 75% NA
SWDs - subcategory data not available
ELLs - subcategory data not available
Whites - subcategory data not available
Hispanics - subcategory data not available
Blacks - subcategory data not available
FRL - subcategory data not available

Some of the factors that may have contributed to this decline are:
-Teachers and students not understanding the testing format
-New BEST standards were being implemented for Geometry and Algebra 1 for 2023
-Teacher vacancies, we began the year with a severe staffing shortage
-New teachers on statement of eligibility who are unfamiliar with the standards
-We are a choice school where students generally come to us behind in credits and below grade level in reading and math test scores. It is our responsibility to support them in gaining foundational skills,

passing their state testing requirements and earning credit to graduate with their high school diploma before they age out after turning 21 years old.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap is in our math data. Please see below:

Algebra
SWDs FSA -4.8%, BEST - 0% 0% 0%
ELLs FSA - 0%, BEST - 0% 10% 0%
Whites FSA - 20%, BEST - 0% 12.5% 33.3%
Hispanics FSA - 1.9%, BEST - 0% 11.9% 0%
Blacks FSA - 4%, BEST - 0% 8.5% 0%
FRL - subcategory data not available

Geometry
SWDs FSA- 0%, BEST - 0% 0% 0%
ELLs FSA - 0%, BEST - 0% 0% 0%
Whites FSA- NA, BEST - 0% 20% 25%
Hispanics FSA - 0%, BEST - 3.3% 0% 0%
Blacks FSA - 0%, BEST - 0% 4.5% 0%
FRL - subcategory data not available

In Algebra 1 the state data shows that 49% of students scored level 3 or higher.
In Geometry the sate data shows that of 49% students scored level 3 or higher.
All of our subgroups are well below the state average and state subgroup data.

This is affecting our graduation rate as students do not have the foundational skills to pass the tests. We are implementing multiple programs to improve this data. We have implemented a pull out direct instruction model for Math support, we have hire a math tutor to push into classes for 20 hours per week, and we have created a push in schedule with specific test prep groups for our math interventionist.

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

Although our largest gap continues to be in math, we have made significant improvements in math testing through test prep and direct instruction towards the end of last year with a significant improvement in the amount of students passing the PERT (concordant for the Algebra 1). We gained access to the PERT in March of 2023 and ran daily test prep groups for students to pass this test with a concordant score.

We hired a math tutor and math interventionist and started small group direct instruction, test prep and individual time for students to sign up for math support. We will continue this model in the 23-24 school year.

Algebra
SWDs FSA -4.8%, BEST - 0% 0% 0%
ELLs FSA - 0%, BEST - 0% 10% 0%
Whites FSA - 20%, BEST - 0% 12.5% 33.3%
Hispanics FSA - 1.9%, BEST - 0% 11.9% 0%
Blacks FSA - 4%, BEST - 0% 8.5% 0%
FRL - subcategory data not available

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

Overall Attendance Rate
FY 23: 66%
FY 22: 54%
FY 21: 61%
FY 20: 54%

Improving our attendance rate is critical to increasing our graduation rate. In alignment with the states philosophy, we have many targeted interventions to ensure drop out prevention. We strategically use data trends to predict student attendance, and have level 1, 2 & 3 prevention strategies. Some level 1 strategies include: positive school culture, relationship building and PBIS. Some level 2 strategies include: Attendance Contracts, Check and Connect Program, parent conferences and Individualized student incentive plans. Some level 3 strategies include: Home visits, Social work partnerships, and MV partnerships.

Our goal is to reach 70% attendance at the end of the 23-24 school year.

Credit Earning/ State Assessment Passing Rates
FY 23: 87 credit earning rate (internal ALS metric)
FY 22: 52 credit earning rate (internal ALS metric)
FY 21: 48 credit earning rate (internal ALS metric)
FY 20: 48 credit earning rate (internal ALS metric)

This metric displays how quickly students are earning credits towards graduation. We need improvement on passing state testing requirements so that students do not end up earning COC's instead of a standard high school diplomas.

Both of these concerns impact our graduation rate.

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

1. Increase graduation rate to 20% of students we serve in 23-24
2. Improve parent communication for students served in special programs (ESE/ESOL)
3. Improve academic performance on state tests and credit earning rate by implementing small group direct instruction, push in support from interventionists, and a strong ACT/FSA test prep program
4. Improve student attendance and retention to 70% and 68%
5. Implement a weekly PLC model for instructional staff

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

#1. Graduation specifically relating to Graduation

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

Increasing our graduation rate is a primary focus. In the 22-23 school year, 90 students graduated with 43 of them being on-time graduates, graduating with their initial cohort. Our graduation rate is well below the state and district average. As an alternative setting, many of our students come to us behind in credits. We have a unique opportunity to provide students a smaller learning environment with flexible scheduling. With a more focused progress monitoring plan through a graduation coach, implementation of a direct instruction model, and additional push in support, we expect our student graduation rate to improve. Our graduation coach will lead the development of these interventions in collaboration with the administrative team. Our graduation coach will work closely with students and families to improve communication and understanding of graduation requirements and be a liaison to the family to support and remove any barriers that stand in the way of student success.

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

We plan to graduate 20% of the students we serve in the 23-24 school year. In 22-23, Worthington graduated 15% of the students we served throughout the course of the year.

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

Monitoring is a key detail in achieving student progress. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.
-Graduation Coach and AP will split building progress monitoring responsibilities with case loads
-Teachers will meet with administration 2x/month to review student progress
-Teachers will communicate with families at least 2x/month to review student progress
-Graduation coach creates direct instruction & push in support specialists in collaboration with administration
-Graduation coach spends time in teacher PLC's
-Graduation coach plans student conferences
-Graduation coach acts as a liaison between school and district departments to support families with removing barriers to academic success
-Graduation coach partners with the career coach to ensure a post-secondary plan for all students

Person responsible for monitoring outcome:

Ashley Gambrill (ashley.gambrill@als-education.com)

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

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. ACT/FSA tutoring programs to ensure learning supplemented with additional resources and teacher support with direct instruction & push in schedule.
3. Graduation coach and AP have caseloads to support progress monitoring and student tacking towards graduation requirements.
4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively

unite to focus on best practices and methodologies. PD will support the development of teacher expertise, progress monitoring and understanding graduation requirements.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. Incorporate small group instruction utilizing academic data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation.
2. Students who participate in the FSA/ACT tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. Progress monitoring by caseload has proved an effective strategy to increase the graduation rates. We improved our graduation rate by 10% of the overall students we served from 21-22 to the 22-23 school year and are still well below the state and district average.
4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

-Small group differentiated instruction
Teachers will receive PD on developing and maintaining small groups.
Teachers will analyze data to develop small groups depending on student needs, specifically for our ESSA-Identified subgroups.
Bi-monthly data reviews will be conducted to see student progress.
Small groups are fluid and flexible depending on data results.
Teachers will have data cats/conferences with students and parents throughout the year on a bi-monthly schedule.

Person Responsible: Ashley Gambrill (ashley.gambrill@als-education.com)

By When: Implementation starting Aug 23- May 24 Small group instruction will take place with ESE & ESOL teachers. All content area teachers will also have the opportunity to implement small group direct instruction

Tutorial Programs
1. Analyze student data to determine students for tutorial groups and the support necessary.
2. Choose research-based supplemental materials and resources to during tutorials.
3. Analyze teacher classroom data to determine who will be tutors.
4. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
5. Students will be selected and grouped for pullout tutorials, based on the results from previous years testing data and ESSA identified subgroups: BLK, ELL, SWD, WHT, ESE, FRL, and HSP.

Person Responsible: Ashley Gambrill (ashley.gambrill@als-education.com)

By When: Implementation starting Aug 23- May 24 Test prep program run within gradation rooms. Individual sign ups with math tutor Group test prep intervention with math tutor

Graduation Coach (UniSig Dollars)
-Employ graduation coach
-Graduation Coach and AP will split building progress monitoring responsibilities with case loads

-Graduation coach creates direct instruction & push in support specialists in collaboration with administration
-Graduation coach spends time in teacher PLC's
-Graduation coach plans student conferences
-Graduation coach acts as a liaison between school and district departments to support families with removing barriers to academic success
-Graduation coach partners with the career coach to ensure a post-secondary plan for all students
-Graduation coach audits transcripts

Graduation coach is aware of ESSA subgroup categories and will regularly analyze statistics to improve targeted subgroups graduation rates.

Person Responsible: Ashley Gambrill (ashley.gambrill@als-education.com)

By When: Graduation coach hired September 23, pending funding approval September 23-May 24

Professional Learning Communities
-Weekly PLCs for instructional staff to build collaboration and implementation of academic instructional processes and continuity for students.
-Review all student data (credit earning, attendance, graduation plans, etc)
-The PLCs/PD sessions will focus on data analysis and effective instruction based on student/building needs
-Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs.

Person Responsible: Reynaldo Perez (reynaldo.perez@pbccharterschools.org)

By When: Begin Aug 23-May 24 Weekly PLC on Wednesday's

#2. Positive Culture and Environment specifically relating to Other

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

• Student Retention (Improve to 68%)
-22-23 overall student retention was 61%
-21-22 overall student retention was 48%
• Attendance (Improve student attendance to 70%)
-22-23 overall attendance was 66%
-21-22 overall attendance was 54%
-Parent Engagement (specifically for students served in special programs)
-Utilizing translation services to support communication with families who's primary language is not English
-Academic nights targeting newcomer families to engage with the school and learn about graduation requirements and academic programming and opportunities

Areas of Focus: SWD, ELL, BLK, WHT, HSP, FRL

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

Student Retention (Improve to 68%)
Attendance (Improve student attendance to 70%)
2x/month communication with families of students served in ESOL, monitoring progress towards graduation

Areas of Focus:
SWD - ESE coordinator will provide additional oversight and support to classroom teachers on communication (they will have a caseload and be working closely with administration as another intervention)
ELL - ESOL coordinator will provide additional oversight and support to classroom teachers on communication (they will have a caseload and be working closely with administration as another intervention)
BLK - Multi-tiered intervention and monitoring system to improve student retention and attendance. Will have events and pedagogy specifically engaging our black population
WHT - Multi-tiered intervention and monitoring system to improve student retention and attendance.
HSP - Multi-tiered intervention and monitoring system to improve student retention and attendance. Will have events and pedagogy specifically engaging our Hispanic population
FRL - All students have access to Bus passes, free breakfast/lunch, attendance coordinator and FSS team to support with transportation issues

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

• Scheduled daily pulling of attendance and retention data by Principal
• Scheduled weekly meetings with attendance/retention team (Graduation Coach, Attendance Coordinator, Family Support Specialists, AP, Principal) to review data, monitor progress and implement tiered interventions
• Administrative meetings with teachers 2x/month to review classroom data for family communication and implementation of translation services for families who's primary language is not English
• 2x/week attendance coordinator meets with teachers to discuss individual student attendance/retention

Person responsible for monitoring outcome:

Ashley Gambrill (ashley.gambrill@als-education.com)

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

1. Schoolwide Discipline Plan
2. Schoolwide Attendance Plan
3. Parent Involvement and Communication with a specific emphasis on students served in ESOL
4. FSS Team

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. Schoolwide Discipline Plan: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be.
2. Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.
3. Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school. Specifically incorporating more information for families with students served in ESOL. We see that overall these students are completing coursework at a slower rate than their peers.
4. FSS Team (Social Workers) provide push into each classroom weekly for SLL lessons. They provide groups for anger management, self-esteem, and other student interest groups.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

-Discipline Plan
-Reviewed discipline procedures with whole school staff during Aug PD to request feedback
-Reviewed plan with all students and set expectations for the 23-24 school year
-Communication sent to families
-2x/month administrative 1:1 meetings with teachers to review tiered intervention strategies
-Weekly meetings with administrative team to audit discipline incidents and review consistent consequences administrative action being administered
-Positive behavior intervention system within classrooms

Areas of Focus:
SWD - ESE coordinator will have input in any disciplinary event in collaboration with the administrative team
ELL - ESOL coordinator will have input in any disciplinary event in collaboration with the administrative team
All other subcategories will follow the plan listed above

Person Responsible: Ashley Gambrill (ashley.gambrill@als-education.com)

By When: -Aug 23 - May 24

-Attendance Plan
-Tiered attendance interventions including teachers, attendance coordinator, FSS, administration
-Teachers call from days 1-2 consecutive absences
-Attendance coordinator and teacher from 2-5 consecutive absences
-FSS involvement at Day 5-7
-Administrator involvement at day 7-10
-Events surrounding perfect and improved attendance
-Incentives for attendance
-Parent communication regarding the importance of attendance

Areas of Focus:
SWD - ESE coordinator will have input in any attendance concerns in collaboration with the administrative team and attendance coordinator
ELL - ESOL coordinator will have input in any attendance concerns in collaboration with the administrative team and attendance coordinator
All other subcategories will be provided access to our social work staff, MV resources, transportation and incentives for student attendance

Person Responsible: Ashley Gambrill (ashley.gambrill@als-education.com)

By When: Aug 23 - May 24

Parent Involvement
-Translation Services provided by external company to support open communication with parents and students (UniSig funded)
-Informational sessions on graduation requirements, with ESE and ESOL coordinators personally inviting students served in ESE/ESOL
-Classroom Teachers communicating progress towards a students graduation 2x/month for all students on their roster

Areas of Focus:
ELL - ESOL coordinator will work with classroom teachers to ensure they can use the translation services provided by the school
All other subcategories will be provided access to our social work staff, MV resources, transportation. We will also be meeting with students and families to ensure that all of our graduates have health care

Person Responsible: Ashley Gambrill (ashley.gambrill@als-education.com)

By When: August 23- May 24 (UniSign Funded)

Family Support Specialist
-Student groups
-Provide resources for students and families (housing, transportation, counseling, etc)
-Weekly SLL lessons in each classroom

Person Responsible: Ashley Gambrill (ashley.gambrill@als-education.com)

By When: September 23- May 24 (Weekly SLL Lessons) One FSS onboarded 8/14, the others start date is 8/22

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP). Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the governing school board, and the Charter Office and Office of School Improvement.

Resources and allocations are focused on:
1. Resource teachers (ESOL and ESE) support during small group instruction/support facilitation. Translation services to build stronger relationships with our non-native English speaking families.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Tutors and Interventionists will support students who are below grade level academically.
5. Regular (i.e., quarterly) data collection and review meetings will be scheduled with the whole staff to reflect on school goals and provide additional training and support.
6. Graduation Coach to improve academic performance and provide information and support for post-secondary success. Translation services to provide more clear lines of communication for progress monitoring, providing information on graduation pathways and support for post-secondary success for all our families who's primary language is not English.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Graduation: Graduation				$62,454.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	390	3421 - Worthington High School	UniSIG	1.0	$58,016.00
			Notes: Graduation Coach to improve graduation rates at the high school level. 1.0 FTE x $58,016= $56,000. SDPBC Code 397 - Charter School Reimbursement.			
	5100	390	3421 - Worthington High School	UniSIG		$4,438.00
			Notes: Benefits for Grad Coach: $58,016 x 7.65% benefits = $4,438. SDPBC Code 397 - Charter School Reimbursement.			
2	III.B.	Area of Focus: Positive Culture and Environment: Other				$8,796.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	390	3421 - Worthington High School	UniSIG		$8,796.00
			Notes: Technology (Capitalized): ILA Pro language translators. 4 x $2,199 = $8,796. SDPBC Code 397 - Charter School Reimbursement.			
					Total:	$71,250.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No