

Worthington High School

1711 WORTHINGTON RD, West Palm Beach, FL 33409

www.yourdiplomayourway.com

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

Yes

Minority

%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

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

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 Environment

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

Worthington High School offers new students a three day orientation program in which they learn the school rules, policies, and procedures. The students are given documentation covering all information and sign off saying they understand what they are required to do going forward. The students are introduced to the staff and meet with their individual teacher/advisor to discuss specific educational learning pathways. The orientation process provides a rich transition from the regular school environment into a diverse, respectful, and more embracing school climate. The advisory model provides an individualized academic framework which fosters genuine progress monitoring. This, in turn, creates a conducive learning environment for all stakeholders, including parents. In history courses students will be exposed to other cultures, societies and norms. Teachers will incorporate multicultural activities ensuring students are exposed to rituals and mannerism that affect society at large..

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

All staff and students know the school's discipline code and code of conduct as a result of the orientation process.

The discipline process is further discussed in class during individualized data chats. Teachers take time to discuss program expectation and probe for possible discipline related issues that may contribute to classroom disruption as well.

There is a security specialist on campus daily who knows each student and is available for immediate assistance. All students go through a metal detector/scanner upon arrival on campus each day. Other staff members such as the Family Support Specialist act as additional mentors where students can provide feedback about the safety and security of the campus. Worthington High School is part of The Urban League Program which exposes students to conflict mediation and resolution strategies to minimize challenges and promotes a safe environment throughout the day.

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

All staff and students know the school's discipline code and code of conduct. The students know their responsibilities and know that their teacher has their best interests in mind. Students also go through an extensive one-on-one data chat discussion to reflect on current grades, credits, attendance and test results to map out academic action plan (short term and long terms goals discussed in depth). If a disciplinary incident occurs, there is a security specialist on staff full-time who is able to assist the teacher if needed.

The principal and assistant principal are also always available for assistance. Worthington High School implements a school-wide Positive Intervention Behavior Plan where students are recognized and receive incentives through assembly programs and award's ceremonies highlighting citizenship, cooperation, attendance, reading plus and course completions for the month. Students take ownership for their behavior once teachers make the connections and draft behavior performance improvement plans with parents as well.

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

Students meet with their teacher/advisor one-on-one weekly. Students are also able to meet with the principal and/or assistant principal for individual discussions. Students have access to counselors, family service workers, and career counselors on a daily basis. At times, students and families are referred to other social agencies for further support. We schedule students for FSA/EOC Camp on Saturdays. The academic interventions include chunking of vocabulary and reading comprehension. Students are also exposed to linear and quadratic equations and answering word problems. The Family Support Specialist works in concert with social work interns and adopt a class in an effort to identify, manage and resolve potential emotional needs that may surface of campus as a result of housing, domestic violence, immigration and stable home environment.

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

For students with attendance below 90% - teachers contact parents of student each day they're absent. Students are encouraged to call their teacher if they are going to be absent. Students sign a contract during orientation stating that they understand and agree to this attendance policy. If a course is failed the student repeat it for grade forgiveness. Intensive classes in reading and math are available for interventions.

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	94	154	124	105	477
One or more suspensions	26	41	27	13	107
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	13	48	0	0	61

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	69	114	83	48	314

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

Weekly one on one discussions are held with students and their teacher/advisor for individualized academic plans.
 Meetings are held with assistant principal and/or principal, family services counselor, and college & career coach to support post graduation plan (college essay, financial aid and resume writing).
 Teachers and administrators make phone calls home to discuss declining grades, if necessary.
 Extra help with classes and Saturday school are available for extra assistance.
 Parent teacher/parent conferences are an extension of support and parent engagement..

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/194143>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

There is an ongoing presence on campus with local agencies such as Blood Bank, Urban League, Wells Fargo Bank, and Childnet. These agencies provide organizational skills, fundamental banking skills, resume writing, anger management, parenting skills, and conflict mediation to reduce and avoid issues with the justice system.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Frias, Victor	Principal

Duties

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

The RtI team will meet on a bi-monthly basis to consider students for recommendation or students who are already recommended. Emergency sessions will be called for urgent interventions needed based upon classroom and/or other school-related events that may impact student achievement, school participation or school operations. The assistant principal, along with teachers of content meet to discuss best practices and evaluate the degree and effectiveness of academic intervention to improve student performance (reading, math).

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 RtI team meets on a consistent basis in order to ensure that the goals and objectives set forth in the School Improvement Plan are being met. Additionally, the RtI team has representatives present at the SAC meetings in order to develop and monitor the School Improvement Plan. The team provided the SAC with data on academic areas that need improvement, budgeting hurdles, and helped develop the goals, strategies, and interventions to be implemented during the 2014-2015 school year. Our school shares its mission, guidelines for success, the district code of conduct, and teacher expected behaviors and consistently shares information and communicates with parents through a variety of platforms to ensure information is communicated out as part of the continuous improvement model. We instill an appreciation for multicultural diversity, and plan to provide opportunities for all students to meet the state's proficient and advanced levels of student performance in order to improve student academic achievement .

We use effective instructional strategies that: 1) Increase the amount of quality and meaningful delivery of instruction is adhered to. This includes extended learning opportunities for after school, Saturday School tutorials and supplies. 2) We have also implemented strategies to increase parental involvement, such as Keys to Success night for all our seniors, family literacy night, and additional family nights and career readiness workshops. Professional development for teachers will also be offered on a monthly basis. Title I funds will be used for family literacy nights, improved school/home communication. Furthermore, additional professional development will be utilized to ensure administrative staff is familiar with current best practices at the local, state and national level.

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

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

Name	Stakeholder Group
Victor Frias	Principal
Lanessa Stokes	Teacher
Kymberly Wells	Teacher
Joseph Ehnen	Teacher
Cassandra Oliver	Principal
Keith Santiago	Education Support Employee
Daniel Morales	Student
Brandon Sullivan	Student
Victor Figueroa	Student
Charleen Dansby	Parent
Thais Sullivan	Parent
Colleen Axtell	Parent

Duties

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

Evaluation of last year's school improvement plan

Last year we met four times to discuss school activities. These included a review of: SAC by-laws, senior academic SIP, PIP, literacy night, cyber bullying, how to navigate the internet, and resources to support and enrich instruction at home through the Khan Academy.

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. The operating budget along with Title I budget will be aligned to support all FSA/EOC extended opportunities. Title I has allocated \$15,180.00 to support Worthington High school's academic intervention program.

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

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

Name	Title
Frias, Victor	Principal
Critelli, Melissa	Teacher, Adult

Duties

Describe how the LLT promotes literacy within the school

The goals will be to improve the percentage of students meeting mastery and increase the percentage of students with learning gains, as well as properly serving the needs of the lowest quartile to better prepare them for success on the reading, math, science and EOC/FSA exams. The implementation of Reading Plus offers remediation through intensive reading classes and will allow students who have already achieved mastery to further advance their reading skills after school. In addition, students will see an increased rigor throughout all classes. These initiatives will be implemented with fidelity and will be supplemented by other strategies such as the usage of differentiated strategies across the curriculum, providing modeling by reading coach and administration for teachers and students and pull-out intervention, and Saturday tutorials.

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

Sharing and celebrating best practices, weekly team planning meetings to discuss school-wide activities such as academic interventions, book club/study and celebrating staff birthdays.

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

The school uses a multitude of resources to recruit new teachers including Teachers-Teachers.com, Career Builder, and local media outlets.

The school hires only candidates who are certified, with an emphasis on multiple certifications. Occasionally, teachers can be assigned to subjects out of their field of certification with a board approved out of field waiver.

The principal will provide each individual with a prescription of steps toward becoming highly qualified. Professional development is conducted to enhance teacher effectiveness, improve data analysis, and improve student growth. Teachers are exposed to a variety of PD to address student deficiencies, lesson study, book review club that addresses motivation, leadership and personal growth.

Teachers are retained by having lead teachers act as mentors, teachers go through district training and ALS training to ensure they are equipped and able to ensure we are supporting our schools goals.

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

Rationale for Pairing: Mentees are new to the Charter school system and will meet with their mentor for hands-on APEX training and classroom management.

Planned Mentoring Activities:

- + Regular meetings to discuss individual student attendance and overall strategies for improving student attendance.
- + Regular meetings to discuss individual student academic performance and overall strategies for improving student performance in coursework and on standardized exams.
- + Classroom observations and follow-up to address best practices in the area of classroom management.

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

APEX Learning courses and the school's PD activities are aligned to Florida Standards Assessment. The Saturday enrichment activity is also aligned to the standards, and addressees in-depth probing and analysis of data to improve student inquiry based thinking and project based learning.

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

2014 EOC results, diagnostics results, FAIR, and GAIN scores to determine areas in need of further enrichment and support. Specifically, reading (vocabulary, comprehension) and math (graphing, number sense, measurement) data are used.

These data drive academic intervention during the regular school day and for Saturday school. Tutorial enrichment, weekend program, push-in and pull-out reading/math instruction, and one on one assistance will be available for all students (9-12 Level I, Level II).

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: Weekend Program

Minutes added to school year: 4,320

The goals will be to improve the percentage of students meeting mastery and increase the percentage of students with learning gains, as well as properly serve the needs of the lowest quartile to better prepare them for success on the reading, math, science EOC/FSA exams. The implementation of reading comprehension and use of vocabulary words in context offers remediation through intensive reading classes and will allow students who have already achieved mastery to further advance their reading skills after school. In addition, students will see an increase in rigor throughout all classes as teachers deliver in-depth sentence structure and literary analysis. In the area of math, teachers will utilize Khan Academy as a supplement to further engage students in the area of number sense and measurement. These initiatives will be implemented with fidelity and will be supplemented by other strategies such as the usage of differentiated strategies across the curriculum, providing modeling and coaching by reading teacher and administration for teachers and students during Saturday school.

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

Frias, Victor, victor.frias@palmbeachschools.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

Staff participate in professional learning communities that meet on a regular basis. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members constantly discuss student learning. Teachers and administrators can clearly link collaboration to improvement results in instructional practice and student performance.

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

Students attend a three day orientation when they enroll at the school. The teachers who facilitate orientation meet with students individually to create the student's Individual Success Plan which is made up of a transcript review, goal sheet, success plan, postsecondary goals and essay. The school also employs a full-time Career Coach with a guidance background. Students work closely with the teachers and Assistant Principal in selecting their courses. Students also visit the on campus Career Center for assistance in postsecondary planning.

There is a Family Support Specialist assigned to the school. The Family Support Specialist is a licensed clinical social worker qualified to provide direct support to all students. Each student participates in a Personal/Social Needs Assessment upon enrollment and an individualized support plan is developed to assist them in overcoming any non-academic obstacles that are impacting personal and academic success. The Family Support Specialist also supervises mental health and social work interns from local colleges and universities who come and provide direct services to students. In addition, the Family Support Specialist networks with local social welfare agencies to ensure on-site full wrap-around services available to all students in need. These services include but are not limited to assistance with childcare, case management, grief counseling, addictions counseling, anger management counseling, family and relationship counseling and individual counseling.

We also have a full time Career Coach who supports students through all aspects of successful transition. These supports include assistance in finding and securing employment, college search and applications and connection with military recruiters. The Career Coach also assists students in finding and applying for financial aid and scholarship opportunities.

The school is small and school administrators know each student by name. They have an open door policy which ensure students know that they have the opportunity to come directly to administration should they need assistance.

The school also uses Title I funding to provide additional instruction after school and on weekends in order to support students in their preparation for graduation requirements and required assessments.

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

Integrated Math I and II courses will also be offered as foundation courses. These courses integrate the primary core math concepts (Algebra, Geometry, Pre-Calculus, and Trigonometry). Additionally, the course addresses how these math concepts relate to each other, other contents, and post-secondary career tracks. A curriculum delivered via Bridges Choices and the FDIC Financial Literacy curriculum serve to connect math concepts with real world application and provides students with a foundation for postsecondary planning and financial literacy.

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

Students who enroll in the school work with the Career Coach and teacher to determine interest and aptitude for the development of postsecondary plans. While some students will pursue vocational programs, others will seek employment or enroll in a two or four year college.

College prep math courses will be offered as well. These courses integrate the primary core math concepts (Algebra, Geometry, Pre-Calculus). Additionally, the course addresses how these math concepts relate to each other, other contents, and post secondary career tracks. A curriculum delivered via FDIC Money Smart serves to connect math concepts with real world application and provides students with a foundation for financial literacy. Math for Credit Recovery, Literacy Advantage Math and advanced Algebra with Financial Application will also be incorporated to help students see the relationships between subjects and relevance to their future.

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 students meet with the Career Coach to review and discuss graduation requirements. In addition, the school graduation committee ensure that students remain on track towards their goals. Career and College Fairs give students the chance to explore future interest in a more hands on manner and provides an opportunity for them to ask questions. SAT, ACT and ASVAB testing information will also ensure the students are prepared for the requirements of postsecondary choices. Sophomores have the opportunity to take the ACT Plan assessment which will give staff an indication of what the students at this level need as they strive towards college readiness. Based on this information all teachers will focus on creating college readiness skills through grade level assignments, asking higher order thinking questions. Using the data in the High School Feedback report, the school will provide opportunities for students to take dual enrollment classes. The English and reading teachers will focus on getting students ready to pass FCAT Reading by the 11th grade. The Career Coach will provide students with information on colleges and scholarships that best suit their needs and also create partnerships with local institutions of higher learning to plan tours and host guest speakers.

The school also reviews and provides assistance to specific students as needed by offering

- Afterschool/Saturday college readiness workshops for students
- Classroom guidance and individual counseling sessions with students
- Support for parents to provide assistance on their role in assisting students prepare for college

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. Improve parent engagement in the different school academic functions.

G2. Improve the academic rigor and relevance of instruction related to FSA.

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. Improve parent engagement in the different school academic functions. **1a**

 G044991

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	10.0
Algebra I EOC Pass Rate	10.0

Resources Available to Support the Goal **2**

- Title I
- FTE/Operating

Targeted Barriers to Achieving the Goal **3**

- Lack of parent participation: the nature of the program requires students who are at-risk and have experienced academic failures in the past.

G2. Improve the academic rigor and relevance of instruction related to FSA. 1a

G040822

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	10.0
ELA/Reading Lowest 25% Gains	10.0

Resources Available to Support the Goal 2

- 1) Utilize grade-level appropriate texts that include identifying author’s purpose for writing (including informing, telling a story, conveying a particular mood, entertaining and explaining). Reading teacher push-in and modeling of best reading strategies to support vocabulary, writing and reading comprehension through scope and sequence, enrichment and after school dosages (practice and drilling for in-depth-literary analysis through content). 2).Provide a variety of instructional strategies and activities that include vocabulary word maps, concept maps, word walls, dictionaries, instruction in meaning and context, affix or roots words, and reading from a wide variety of texts.
- Title I
- FTE/Operating
-

Targeted Barriers to Achieving the Goal 3

- The area of deficiency as noted on the 2014 administration of the FCAT Reading Test was Reporting Category 2 – Reading Application-Lack of background knowledge, attendance (truancy), student mobility and stable enrichment program.

Plan to Monitor Progress Toward G2. 8

Utilize reading strategies to increase student performance

Person Responsible

Schedule

On 5/29/2015

Evidence of Completion

Review results: District Diagnostics, FAIR, Reading Plus, APEX, Summative Results: EOC, FCAT Retakes results

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Improve parent engagement in the different school academic functions. **1**

 G044991

G1.B1 Lack of parent participation: the nature of the program requires students who are at-risk and have experienced academic failures in the past. **2**

 B110938

G1.B1.S1 Increase parent communication and parent trainings **4**

 S122383

Strategy Rationale

Parent involvement is vital in student achievement; attendance, credit retention and graduating

Action Step 1 **5**

Parent trainings

Person Responsible

Victor Frias

Schedule

Quarterly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Parent sign-in, agenda, evaluation, minutes of the meeting, hand-outs, school parent compact, PTC

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

Conduct the meeting, walk throughs and parent evaluation

Person Responsible

Victor Frias

Schedule

Quarterly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Agenda, sign-in minutes, evaluations, hand-outs, parent survey

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

Walk through and conference with parent and staff

Person Responsible

Victor Frias

Schedule

On 6/5/2015

Evidence of Completion

Parent training agenda, invitation, hand-out, sign-in, evaluation, and Title I parent survey

G2. Improve the academic rigor and relevance of instruction related to FSA. 1

G040822

G2.B1 The area of deficiency as noted on the 2014 administration of the FCAT Reading Test was Reporting Category 2 – Reading Application-Lack of background knowledge, attendance (truancy), student mobility and stable enrichment program. 2

B098882

G2.B1.S1 Utilize grade-level appropriate texts that include identifying author's purpose for writing (including informing, telling a story, conveying a particular mood, entertaining and explaining) and offer Saturday tutorials. 4

S110233

Strategy Rationale

Students' history of under performing; will give more opportunities to learn the concepts.

Action Step 1 5

Saturday Tutorials

Person Responsible

Victor Frias

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

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

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

Conduct walkthroughs and observations

Person Responsible

Victor Frias

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

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

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

Implementation of reading strategies and ongoing interventions to address individual needs of students (including targeted SIR students).

Person Responsible

Victor Frias

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Walkthroughs and observation reports and implementation of Reading Plus program, student data

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
G2.B1.S1.A1	Saturday Tutorials	Frias, Victor	9/15/2014	FCAT Scores, Diagnostic Results, Reading Plus, FAIR, and APEX course completions rates, lesson plan, student sign-in, and teacher sign -in	6/5/2015 weekly
G1.B1.S1.A1	Parent trainings	Frias, Victor	9/15/2014	Parent sign-in, agenda, evaluation, minutes of the meeting, hand-outs, school parent compact, PTC	6/5/2015 quarterly
G1.B1.S1.MA1	Walk through and conference with parent and staff	Frias, Victor	9/15/2014	Parent training agenda, invitation, hand-out, sign-in, evaluation, and Title I parent survey	6/5/2015 one-time
G1.B1.S1.MA1	Conduct the meeting, walk throughs and parent evaluation	Frias, Victor	9/15/2014	Agenda, sign-in minutes, evaluations, hand-outs, parent survey	6/5/2015 quarterly
G2.MA1	Utilize reading strategies to increase student performance		9/1/2014	Review results: District Diagnostics, FAIR, Reading Plus, APEX, Summative Results: EOC, FCAT Retakes results	5/29/2015 one-time
G2.B1.S1.MA1	Implementation of reading strategies and ongoing interventions to address individual needs of students (including targeted SIR students).	Frias, Victor	9/15/2014	Walkthroughs and observation reports and implementation of Reading Plus program, student data	6/5/2015 weekly
G2.B1.S1.MA1	Conduct walkthroughs and observations	Frias, Victor	9/15/2014	Observable interventions, student data chats, results from the assessments, and student growth	6/5/2015 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.

G2. Improve the academic rigor and relevance of instruction related to FSA.

G2.B1 The area of deficiency as noted on the 2014 administration of the FCAT Reading Test was Reporting Category 2 – Reading Application-Lack of background knowledge, attendance (truancy), student mobility and stable enrichment program.

G2.B1.S1 Utilize grade-level appropriate texts that include identifying author's purpose for writing (including informing, telling a story, conveying a particular mood, entertaining and explaining) and offer Saturday tutorials.

PD Opportunity 1

Saturday Tutorials

Facilitator

Ms. Lanessa Stokes, Reading Teacher

Participants

English and Reading teachers

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Budget Rollup

Summary

Description	Total
Goal 1: Improve parent engagement in the different school academic functions.	295
Goal 2: Improve the academic rigor and relevance of instruction related to FSA.	13,000
Grand Total	13,295

Goal 1: Improve parent engagement in the different school academic functions.

Description	Source	Total
B1.S1.A1 - Parent training and communication: paper, ink. stamps, snacks	Title I Part A	295
Total Goal 1		295

Goal 2: Improve the academic rigor and relevance of instruction related to FSA.

Description	Source	Total
B1.S1.A1 - Salary for part time in system	Title I Part A	13,000
Total Goal 2		13,000