
Title I Comprehensive Schoolwide Plan
WORTHINGTON HIGH SCHOOL (3421)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

2. List the root causes for the needs assessment statements you prioritized.

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support ELA?

How will school strengthen the PFEP to support ELA?

• How will school strengthen the PFEP to support ELA?

This school has chosen to be exempt from this area.

• Communication

This school has chosen to be exempt from this area.

• Parent Training

This school has chosen to be exempt from this area.

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- How will each stakeholder group strengthen the School-Parent Compact to support ELA?

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

2. List the root causes for the needs assessment statements you prioritized.

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support Math?

How will school strengthen the PFEP to support Math?

• How will school strengthen the PFEP to support Math?

This school has chosen to be exempt from this area.

• Communication

This school has chosen to be exempt from this area.

• Parent Training

This school has chosen to be exempt from this area.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

How will each stakeholder group strengthen the School-Parent Compact to support Math?

• How will each stakeholder group strengthen the School-Parent Compact to support Math?

This school has chosen to be exempt from this area.

- **School**

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- **Parents**

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- **Accessibility**

This school has chosen to be exempt from this area.

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

2. List the root causes for the needs assessment statements you prioritized.

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support Science?

How will school strengthen the PFEP to support Science?

- How will school strengthen the PFEP to support Science?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

How will each stakeholder group strengthen the School-Parent Compact to support Science?

- How will each stakeholder group strengthen the School-Parent Compact to support Science?

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- **Parents**

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- **Accessibility**

This school has chosen to be exempt from this area.

Social Studies

Using your recording templates from your CNA discussions respond to each item in detailed.

1. **List prioritized needs statements.**

This school has chosen to be exempt from this area.

2. **List the root causes for the needs assessment statements you prioritized.**

This school has chosen to be exempt from this area.

3. **Share possible solutions that address the root causes.**

This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support Social Studies?

How will school strengthen the PFEP to support Social Studies?

- How will school strengthen the PFEP to support Social Studies?

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

- How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- **Accessibility**

This school has chosen to be exempt from this area.

Acceleration Success

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

2. List the root causes for the needs assessment statements you prioritized.

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support Acceleration Success?

How will school strengthen the PFEP to support Acceleration Success?

- **How will school strengthen the PFEP to support Acceleration Success?**

This school has chosen to be exempt from this area.

- Communication

This school has chosen to be exempt from this area.

- Parent Training

This school has chosen to be exempt from this area.

5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

- How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

This school has chosen to be exempt from this area.

- School

This school has chosen to be exempt from this area.

- Students

This school has chosen to be exempt from this area.

- Parents

This school has chosen to be exempt from this area.

- Staff Training

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Graduation Rate

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Less than 50% of our students graduate with their cohort. According to PM2 only 30 % are proficient in ELA According to BEST only 3 % are proficient in Math

2. List the root causes for the needs assessment statements you prioritized.

Most students come in lacking foundational skills in multiple subjects. Students are coming in behind in credits required for graduation. Teachers lack classroom control. Parents aren't involved with school.

3. Share possible solutions that address the root causes.

Students need more intensive support and small-group instruction for remediation. To provide students with additional guidance and resources for classes that make up graduation requirements. Students need extra practice and test prep Continue with professional development. Increase parent communication.

4. How will school strengthen the PFEP to support Graduation Rate?

- Communication

Provide trainings for parents to understand graduation requirements and track their students progress. Parents will receive communication in multiple languages through printed letters and online communication.

- **Parent Training**

Parents and students will be trained to understand student portal to help track student progress in terms of graduation and regarding concordant scores needed for state tests.

5. How will each stakeholder group strengthen the School-Parent Compact to support Graduation Rate?

- **School**

School will support teachers through continued professional development, PLCs and instructional support.

- **Students**

Agree to attend school regularly, be on time, prepared and dressed appropriately.

- **Parents**

Monitor academic progress and notify teacher if problems with completion arise.

- **Staff Training**

Staff will be cross-trained to assist students and families with understanding graduation requirements and utilizing edmentum course tracking.

- **Accessibility**

Language interpretations, translation devices, tiered in interventions for students, accessible for those with physical disabilities, ESE and ESOL supports, flexible scheduling.

Action Step: Classroom Instruction

Ensure students have access to rigorous coursework, differentiated instruction, social-emotional, and career readiness skills that will lead to post-secondary success.

Budget Total: \$64,591.00

Acct Description	Description								
Grad Coach - Non-Tch	Graduation Coach to work with students and assist with test coordination. They will build graduation plans and help students conduct self-progress monitoring.								
Educational consultants	Item	Quantity	Rate	Type	Total				
	Non-certified tutor that provides direct instruction in all academic areas in small groups.	1	\$18,372.00	Original	\$18,372.00				
	Amendment 26 / BT #1 Dissolving line * Review notes for information	1	-\$18,372.00	Amendment	-\$18,372.00				
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Grad coach will work individually with students about requirements needed for graduation and assist them to overcome obstacles to ensure timely graduation. Work on post school transition and job skills. This takes place after contracted hours to ensure both sessions of students get the individualized attention that they need.	1	\$40.00	2	2	31	Non-Certified	Amendment	\$4,960.00
	Grad coach will work individually with students about requirements needed for graduation and assist them to	1	\$40.00	1	1	1	Non-Certified	Amendment	\$40.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	overcome obstacles to ensure timely graduation. Work on post school transition and job skills. This takes place after contracted hours to ensure both sessions of students get the individualized attention that they need.								

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: **\$8,711.00**

Acct Description	Description								
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Same as Below	1	\$40.00	4	1	1	Non-Certified	Amendment	\$160.00
	Bilingual Temp Parent Support will be provided by after hours to ensure graduation requirements are met and work with families to meet their needs. This will include personalized review of	1	\$40.00	2	3	33	Non-Certified	Amendment	\$7,920.00

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	their student's progress, as well as referrals to agencies as needed. Absenteeism and tardiness will be addressed on an as need basis.									
Supplies	Item				Quantity	Rate	Supply Type		Type	Total
	Supplies for parent trainings (paper, pens, folders, chart paper, card stock, paper clips, etc)				1	\$1,105.00	General Supplies		Original	\$1,105.00
	Amendment 26 / B #1 reducing line, only keeping pencils				1	-\$1,092.00	General Supplies		Amendment	-\$1,092.00

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

Worthington High School strives to be an inclusive and productive place for students and families. We consider it an honor to work with our families to ensure students have the option to graduate high school and prepare for life after high school. We are open in our communication and honest in all dialogues with the end goal being every student graduating. To this end, we will take every step to ensure all student, parents and stakeholders are apart of our school today, tomorrow and forever.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Ashley Gambrill	Principal
Adrianna Kimbrel	Regional Director

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

People that are aware of all context concerning the school and can speak to the needs and blind spots of the school.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Monthly meetings will track progress towards goals. Achievement data and outcomes will help us determine if our efforts are working.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Through our meetings and feedback, stakeholders were able to see the data and make suggestions based on what is best for the student body.

Name	Title
Ashley Gambrill	Principal
Adrianna Kimbrel	Regional Director

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

September 20th in the parent resource room at Worthington High School at 4:30pm-5:30pm.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

School website, blackboard call, text messages from classroom teacher

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Refreshments Agenda Survey forms

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Progress Monitoring/AP Updates

- What specific strategy, skill or program will staff learn to implement with families?

Teacher will be able to progress monitor and communicate with families. This training will help teachers take the data and help them communicate it to the parents. This will let them know where their student's stand academically.

- What is the expected impact of this training on family engagement?

Families will understand their students' progress towards graduation.

- What will teachers submit as evidence of implementation?

Bi-monthly progress monitoring. Graduation plans in MIS.

- Month of Training

August

- Responsible Person(s)

Mercedes Diaz

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

Able to utilize MIS to progress monitor.

- How do you know?

Bi-monthly teacher meetings to review progress monitoring. Administration checks MIS data weekly.

- What went well with the training

Tutorial on how to use MIS.

- What improvements would be made and what steps will you implement to make the training more effective

Additional time for staff to practice and role play progress monitoring.

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Edmentum Training

- What specific strategy, skill or program will staff learn to implement with families?

Edmentum program will be used to progress monitor course completions.

- What is the expected impact of this training on family engagement?

Staff will be able to use program to review course completions with families and progress monitor towards graduation.

- What will teachers submit as evidence of implementation?

Bi-monthly progress monitoring.

- Month of Training

August

- Responsible Person(s)

Tim Tanner/ALS Trainer

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

Teachers are able to use Edmentum program to progress monitor and track courses for students.

- How do you know?

Bi-monthly teacher meetings to review progress monitoring.

- What went well with the training

Tutorial and hands on training using Edmentum program.

- What improvements would be made and what steps will you implement to make the training more effective

Additional time to practice and role play using program.

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- **Name of Training**

Parent Portal Training

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Navigating the parent portal to check student progress. This will give a real-time look at their student's current progress.

- **Describe the interactive hands-on component of the training.**

Parents will be given a sign on and they will navigate their student's online portal to check their student's progress.

- **What is the expected impact of this training on student achievement?**

Parent involvement increases student engagement and success. They will be aware of their graduation status.

- **Date of Training**

December 20th, 2024

- **Responsible Person(s)**

Reynaldo Perez

- **Resources and Materials**

Navigation, online instructions.

- **Amount (e.g. \$10.00)**

N/A

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Progress Monitor/Graduation Evaluation

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Graduation Planning and meeting state graduation requirements.

- **Describe the interactive hands-on component of the training.**

Logging in and reviewing their student's plan on school MIS.

- **What is the expected impact of this training on student achievement?**

Students are placed on the correct graduation track and are motivated to earn a HS diploma. Parents will be communicating at home about their student's progress.

- **Date of Training**

September 26, 2024

- Responsible Person(s)

Reynaldo Perez/Grad Coaches

- Resources and Materials

Handouts, sign in sheets

- Amount (e.g. \$10.00)

N/A

5. Parent and Family Capacity Building Training #3

- Name of Training

24 vs 18 credit graduation option

- What specific strategy, skill or program will parents learn to implement with their children at home?

Able to read graduation plan on MIS with online portal and understand credits need for graduation. They will know the difference between the 2 graduation options available to their student.

- Describe the interactive hands-on component of the training.

Logging in and reviewing their students plan on MIS.

- What is the expected impact of this training on student achievement?

Students are placed on the correct graduation track and are motivated to earn a HS diploma.

- Date of Training

February 21, 2025

- Responsible Person(s)

Reynaldo Perez

- Resources and Materials

TBD

- Amount (e.g. \$10.00)

N/A

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

McKinney-Vento

- Describe how agency/organization supports families.

Refer to agencies and provide support for families that qualify and are experiencing homelessness.

- Based on the description list the documentation you will provide to showcase this partnership.

Student housing questionnaires and emails to family support specialists and McKinney-Vento brochures.

- Frequency

As Needed

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Vita Nova

- Describe how agency/organization supports families.

Provide housing assistance for students and families as needed.

- Based on the description list the documentation you will provide to showcase this partnership.

Brochures, sign-in sheets and student housing questionnaires

- Frequency

As needed

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Career Source

- Describe how agency/organization supports families.

Provide students with information on careers after high school. Assists with finding jobs and creating resumes.

- Based on the description list the documentation you will provide to showcase this partnership.

Brochures, flyers and emails with career coach.

- Frequency

Monthly

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

We will discuss our Title 1 programs during our Annual Meeting, parent conferences, parent orientation, blackboard connect and flyers.

- List evidence that you will upload based on your description.

flyers, conference notes, sign in sheets.

- Description

Parents will be informed via parent trainings and grad review meetings.

- List evidence that you will upload based on your description.

conference notes, flyers, sign in sheet.

- Description

Parents will be informed via parent trainings and grad review meetings.

- List evidence that you will upload based on your description.

conference notes, flyers

- Description

We will widely announce opportunities for parents to provide input. At our Open house, Graduation Night, Parent Trainings, we will explain the purpose of the SWP and let parents know everyone is welcome. We will announce meetings via blackboard call outs, flyers and our school's website. We will encourage parents to participate in conferences, the Annual Stakeholders meeting and our parent input to solicit their input indecision making.

- List evidence that you will upload based on your description.

Agendas, minutes, flyers

- Description

We provide trainings at various points during the day. If parents are unable to attend, they will schedule alternate times that will accommodate their schedules.

- List evidence that you will upload based on your description.

email invites, calendars, conference notes

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- Description

During meetings, we have translators available to communicate in multiple languages. Additionally, we provide letters, flyers, and call outs in multiple languages..

- List evidence that you will upload based on your description.

Evidences will include copies of the flyers and agendas and evaluations in multiple languages.

- Description

When we send out information to parents, we ask that they let us know if they need hearing or vision accommodations. If so, we will utilize resources to accommodate.

- List evidence that you will upload based on your description.

Evidences will include, pictures of handicapped parking, ramps, restrooms with railings, email to ESE department requesting services if we end up with parents that need hearing interpreters.

- Description

Currently we have none, however we will utilize the Title 1 Migrant dept and our Family Support Specialist for support for the student.

- List evidence that you will upload based on your description.

Evidences may included email correspondence with the Migrant Department , fliers for migrant department, SIS migrant report

- Description

We will utilize our McKenny-Vento as well as our Family Support Specialist . We will provide printed materials and communication via writing.

- List evidence that you will upload based on your description.

Evidence will include email correspondence with District McKenny Vento Department, SIS report listing McKenny Vento students, sample student residency questionnaires.

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- **Activity #3**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or

- Promote healthy habits;
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

At WHS, we are fortunate to have a Family Support Specialist on site. Our Family Support Specialist is responsible for working in collaboration with professional social/educational services and agencies to obtain health, financial, vocational, and social services for students and families. They work collaboratively with the entire staff, students, and their families to address, mitigate, and/or remove the personal, social, and behavioral barriers that prevent students from being successful. They use counseling strategies or ensure that on-site providers use counseling strategies to help students so they can be emotionally and socially prepared to maximize their instructional time. In addition, they build and maintain positive, cooperative, and effective relationships and conduct skill-building seminars with students, families, community, as well as with faculty and staff. They hold weekly workshops with students to teach and model expected behaviors needed for both academic and personal success. We also have 6 clubs on campus that students participate in on a weekly basis. We embedded SEL curriculum into the weekly schedule and are running groups with our family support specialist. We also have a senior wing of the school where students receive additional supports and career coaching services. We will also be providing Saturday school opportunities for students to complete additional course work pending available funding.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

Our SBT meets on a monthly basis to determine students who are in need of additional support. We move students based on instructional needs and formative assessment data. Because students enroll based on public school referrals, they have been identified for SBT. Therefore, we continue meeting with these students to ensure their academic success. We also conduct SBT meetings on all students who have been released from DJJ, are pregnant, have been Baker-Acted or are homeless. Tier 1 Implementation: All students utilize our academic platform, Edmentum. It is a computer-based program that provides instruction via videos, pictures, charts graphs labs and other activities. Students are able to work at their own pace and is a mastery based curriculum. Tier 2 Implementation: Students who are in need of additional support utilize translations, reading supports and additional assistance from their teachers. These students are also pulled out for additional instruction in reading and mathematics. These students are mostly a part of our school based team meetings where academic and behavior are the primary topics. Tier 3 Implementation: Students who are in need of extensive support are pulled out by our ESE and ESOL teachers and supported on specific assignments in a small group setting. This is occurs on a daily and weekly basis for a set period of time and based on the student's individual need.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

Students who attend Worthington High School not only receive a quality education, but also one that carries them through life. For example, we have a Family Support Specialist, a certified social worker, on our campus daily. Upon entering our school, all of our students are assessed to determine their levels of need. Our FSS makes the determination using a basic needs assessment to determine the number of "ACES" a student may have. This will determine if additional in-house, or secondary counseling services are needed. In summary, our Family Support Specialist works to alleviate any barriers students exemplify that is impeding their ability to be successful in school. Additionally, we have a Career Coach, whose primary job is the second half of our mission "To Prepare students for post-secondary success." The career coach works with our students to ensure they step out on a solid foundation after high school. The career coach also provides career and technical education programs, such as health science, medical skills and services and culinary arts which allow students to be certified prior graduating to give them a competitive edge in their respective fields post high school.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

WHS has a Career Coach that supports the school's mission to ensure that every student graduates high school with an appropriate post-secondary plan. This position is responsible for working with students in career exploration, research and planning; employment skills; interpretation of career and college assessments; and job placement. The Career Coach secures and disseminates resources that assist students through the process of post-secondary exploration, application, and selection. The Career Coach works closely with teachers, administrators, support staff, employers, and others to accomplish the goal of all students successfully transitioning to a post-secondary pathway. This include coordinating post-secondary readiness, preparation and transition activities such as ASVAB testing, internships, and developing job readiness skills. Our school will be providing a FAFSA night for parents and student to receive a tutorial on how to register. Students also are provided with ACT/SAT test prep and we provide ACT waivers to help students register. Students are also given the opportunity to return to our school to receive additional support for college prep. Career coach will also plan career fairs with guest speakers and information for post secondary opportunities. We also partner with Palm Beach State to provide information about enrollment and curriculum based on student's post secondary goals.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

All of our faculty and support staff have access to PBCSD professional development opportunities to enhance their ability to monthly reading and math interventionists' data chats. Staff members participate in company-wide professional development that includes, but are not limited to using data to develop lesson plans and provide interventions. Administrators participate in monthly curriculum calls and filter information down to teachers on a weekly basis. During these data chats faculty members are able to problem solve and strategize based on monthly data points. Our ESE and ESOL Coordinators both participate in monthly regional meetings through PBSO where they have an opportunity to stay up to breast with the current practices and trends. Staff members also have opportunities to take courses online through Beacon Educator.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

In order to recruit and retain effective teachers, we will attend job fairs and offer a salary that is competitive to the local markets. Teachers have the opportunity to earn additional pay via extended instructional hours. We look to retain teachers by providing them with a 3-day orientation where they shadow another teacher as well as support staff. Additionally, all new teachers are paired with an experienced certified mentor who will provide them with support throughout the school year. We have a standing open door policy and are always visible in classrooms as well as in the hallways.