
Title I Comprehensive Schoolwide Plan
WORTHINGTON HIGH SCHOOL (3421)

ELA

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

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

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

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?

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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

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

1. List prioritized needs statements.

Less than 50% of our students graduate with their cohort. According to PM2 only 25 % are proficient in ELA According to BEST only 3.5 % 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. Students need individualized support in testing requirements. Teachers lack necessary resources to properly prepare students for graduation period. Technological such as laptops or online subscriptions are not readily available with students to assist them graduation. Teachers need professional development to improve their teaching methodologies. Additional staff are needed to assist with graduation requirements. 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. Testing coordinator/Graduation Coach will ensure students are prepared for assessments that impact graduation, including academic and testing support and intervention. Continue with professional development. Increase parent communication. Students need extra practice and test prep Providing additional technological support would assist students in acquiring the skills necessary for graduation.

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 and attendance 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. Supports for homeless and migrant families are also provided.

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: \$59,208.00

Acct Description	Description
Grad Coach - Non-Tch	Graduation Coach will work with students, assist in building graduation plans, and help students conduct self progress monitoring.

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: \$1,427.25

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Pencils	1	\$1.25	General Supplies	Original	\$1.25
	Printer Paper (5 reams per box)	46	\$31.00	General Supplies	Original	\$1,426.00

Action Step: Professional Learning

Provide teachers and instructional support personnel with job-embedded professional learning.

Budget Total: \$41,124.00

Acct Description	Description
LTF	Instructional Coach will work with staff and assist with professional learning, improving performance over a KPI's (enrollment, attendance, retention, credit earning, reading improvement, graduation rate).

Mission Statement

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

Name	Title
Mercedes Yacinthe	Principal
Danny Fernandez	Regional Director
Eveline Jean Baptiste	Assistant Principal
Darren Lefebvre	Reading Interventionist/Parent
Nathalee Medrano	Graduation Coach
Reynaldo Perez	Career Coach
Amelia Colon	Guidance Counselor
Andrea Salcedo	Graduation Coach
Ariana Aldana	Security Support Administrative Specialist

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

At Worthington High School, we aim to ensure that all stakeholder groups are meaningfully represented in the development and implementation of the PFEP. Parents are invited to participate through outreach during back-to-school events, Open House, and Title I parent meetings. Teachers and support staff are selected to ensure a range of grade levels and subject areas are represented. Students may be nominated by staff or chosen through leadership programs based on their ability to represent their peers and school experience.

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

At Worthington High School, we prioritize involving all stakeholders, including families, students, staff, and community partners, in the development and ongoing review of our Schoolwide Plan, which includes the CNA, SWP, and PFEP. To ensure all voices are heard, we distribute parent and student surveys twice a year. These surveys collect feedback on academics, school culture, communication, and available support services. The results directly inform updates to our goals and strategies. The planning process begins each August with a collaborative session that includes school leaders, teachers, and support staff. This meeting focuses on reviewing academic and engagement data, identifying areas for growth, and setting clear priorities for the year. In September, we host our Title I Annual Meeting, where families are informed about the Title I program and have the opportunity to provide input on the Schoolwide Plan and PFEP. A dedicated Parent Feedback Meeting was also held on January 15, 2025, at 12:30 PM. Parents received advance notice and were encouraged to participate. During this meeting, they discussed the school's progress, asked questions, and shared suggestions to strengthen student outcomes and family engagement. All meetings and engagement opportunities are widely promoted through email, flyers, our school website, and social media to encourage participation. We also maintain documentation, including sign-in sheets and survey results, to ensure stakeholder feedback is reflected in our planning process.

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

As a result of stakeholder feedback, a portion of Title I funds has been set aside to purchase materials that directly support parent and family engagement. This includes providing essential supplies such as paper and pencils used during parent meetings and events to help families stay informed and involved in their child's education.

Name	Title
Mercedes Yacinthe	Principal
Eveline Jean Baptiste	Assistant Principal
Danny Fernandez	Regional Director
Reynaldo Perez	Career Coach

Annual Parent Meeting

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

August 28,2025 3:30pm-4:30pm Parent Resource Room

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

Blackboard Message with Invitation Email Notification School Website

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

Refreshments Agenda Survey Forms Presentation Sign-ins Invitation Handouts (PFEP and Parent-compact)

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Progress Monitoring/Principal Updates

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

Teachers will be able to progress monitor with students 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 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

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?

Teachers will use Edmentum to progress monitor course completions and communicate with families on credit earning.

- 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

Parent Trainings

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?

Parents will be able to navigate the parent portal and 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 their student's sign on credentials and will navigate the parent 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

October 30, 2025

- **Responsible Person(s)**

Guidance Counselor/Grad Coaches/Career Coach

- **Resources and Materials**

Sign In Sheets Online Instructions Refreshments

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

N/A

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Progress Monitoring

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

Parents will be trained to implement goal-setting and data-tracking strategies with their children at home. Specifically, they will learn how to review their child's progress monitoring data (Reading Plus, FAST, and Course Progress), set achievable academic goals with their child, and use simple tracking tools like the graduation tracker to monitor progress over time.

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

Parents will engage in a hands-on activity using the school's graduation tracker templates for at-home progress monitoring. Facilitators will guide parents step-by-step, modeling how to use the parent portal to review student data, adjust goals, and celebrate progress with the graduation tracker. Additionally, parents will complete a scavenger-style activity that prompts them to locate and interpret specific information related to their child's academic progress such as GPA, attendance, graduation pathway, and test scores. This interactive experience ensures parents leave the training with both the tools and the confidence to actively support their child's graduation journey at home.

- 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

March 31, 2026

- Responsible Person(s)

Guidance Counselor/Graduation Coaches/Career Coach

- Resources and Materials

Handouts Sign In Sheets Refreshments Progress Tracking Sheets (graduation tracker) Requirements needed for graduation

- Amount (e.g. \$10.00)

N/A

5. Parent and Family Capacity Building Training #3

- Name of Training

Understanding Graduation Requirements

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

Parents will gain a clear understanding of high school graduation requirements, including how to access and interpret their child's personalized graduation plan through the online parent portal. They will learn how to track earned and remaining credits, identify required courses, and monitor progress toward graduation. The training will also explain the two graduation pathway options available, the 18-credit accelerated pathway and the traditional 24-credit pathway, including the key differences in eligibility, course load, and post-graduation outcomes. By the end of the session, parents will be equipped to support their child in selecting the best-fit pathway and staying on track for graduation.

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

Parents will gain a clear understanding of high school graduation requirements, including how to access and interpret their child's personalized graduation plan through the online parent portal. They will learn how to track earned and remaining credits, identify required courses, and monitor progress toward graduation. As part of the interactive component, parents will complete a scavenger-style activity that guides them to locate specific details about their child's academic status such as current graduation pathway, total credits earned, remaining course requirements, assessment completion, and whether the student is on track to graduate by the target date. Facilitators will walk families through each step, ensuring they can confidently navigate the system and interpret key information. The training will also explain the two graduation pathway options available, the 18-credit accelerated pathway and the traditional 24-credit pathway, highlighting the differences in eligibility, workload, and post-secondary impact. By the end of the session, parents will be equipped not only with knowledge, but with the practical skills to actively support their child's journey toward graduation.

- 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

January 05, 2026

- Responsible Person(s)

Guidance Counselor/Graduation Coaches

- Resources and Materials

Handouts Sign In Sheets Refreshments Graduation Tracker Parent Portal

- Amount (e.g. \$10.00)

N/A

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, 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 Email Correspondence Brochures

- Frequency

As Needed

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

- Name of Agency

ChildNet

- Describe how agency/organization supports families.

Provide housing assistance, lawyers, group homes for students and families as needed.

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

Staffing calls Email Correspondence Brochures

- Frequency

As needed

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

- Name of Agency

Teen Parenting Program

- Describe how agency/organization supports families.

Provide teen parents with information and assistance.

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

Vouchers Teen Parenting Course Email Correspondence

- Frequency

As needed

Communication

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.

Social Media Flyer Parent Letter Training Agenda

- Description

Parents will be informed via parent trainings and grad review meetings. Parents will be informed about the school's curriculum and the proficiency levels students are expected to meet through multiple channels, including Curriculum Nights, informational letters, and family engagement events.

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

Parent Letter for Upcoming Test including Proficiency Levels Curriculum Night Invitation Meeting Flyer with Two Time Options

- Description

Parents will be informed about the academic assessments used to measure student progress and mastery of State standards through structured parent trainings, grade-level review meetings, and the use of redacted academic records. These sessions will include hands-on walkthroughs of redacted progress reports, test results (e.g., Reading Plus, FAST), and report cards to help families understand what each assessment measures, how scores are reported, and what the results indicate about their child's academic standing. The training will also explain how these assessments align to state standards and graduation requirements, and how parents can use the information to support learning at home. All materials will be presented in a parent-friendly format with clear explanations and opportunities for Q&A.

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

Redacted Sample Assessment Packet Informational Letter Curriculum Newsletter – referencing assessment tools and how families can support at home

- 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.

Parent Survey Printout of Blackboard Message School Website Announcement

- 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 where parents select preferred times Parent Portal Announcement Parent Communication Tracker (Phone/Text Call Logs)

Accessibility

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

To support parents and families with limited English proficiency, Worthington High provides live translation services during meetings, including parent conferences, training sessions, and school events. Translators are available for commonly spoken languages in our community to ensure all families can fully participate and understand the content being shared. In addition, written communications such as letters, flyers, and automated call-outs are translated into multiple languages. For in-person meetings, conference notes and translator sign-in sheets are maintained as documentation of the language support provided.

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

Evidences will include copies of the flyers, agendas, conference notes with translator sign-ins, 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

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

1. Building Students' Non-Academic Skills

At Worthington HS, 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, the 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 the Skills for Life and Learning 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 support and career coaching services. We will also be providing Saturday school opportunities for students to complete additional coursework pending available funding.

SBT/MTSS Implementation

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

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 (FSS), 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 to graduating to give them a competitive edge in their respective fields post high school.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Worthington HS has a Career Coach who supports the school's mission to ensure that every student graduates from 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 includes 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 students to receive a tutorial on how to register. Students are also 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 students' post-secondary goals.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Learning

1. Professional Learning

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 chat,s 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 PBCSD, where they have an opportunity to stay up to date with the current practices and trends. Staff members also have opportunities to take courses online through Beacon Educator.

Recruitment and Retention of Effective Educators

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.