

Worthing High School



Area Superintendent: Yolanda Rodriguez
School Support Officer: Dr. Rhonda Johnson

School Turnaround Plan

October, 5th 2017

Root Cause

Lack of:

Effective professional development, ongoing coaching support, resources, community partnerships, intervention supports, effective teachers, systems to monitor effective practices, support for new teachers, incentives to retain effective teachers, teachers specifically for End-of-Course re-testers.

1

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Problem Statements

English Language Arts ELA I – 22% ELA 2 – 24%

The ELA scores at WHS were 22% for ELA I and 24% for ELA II on the 2017 EOC STAAR Exam for Index 1. This occurred due to lack of ongoing, appropriate professional development and supports for teachers. This included, but is not limited to targeted coaching and development which was either non-existent or occurred at a foundational level. As a result, teaching was ineffective and there was no specific/targeted plan for student growth. Furthermore, students entering 9th grade come to WHS multiple reading levels below. (our feeder campus is IR as well). They were not provided with appropriate supports, interventions and strategies to make adequate growth.

Math Algebra – 34% passing

The algebra scores at WHS were 34% on the 2017 EOC STAAR Exam for Index 1. This occurred due to lack of ongoing, appropriate professional development and supports for teachers. This included, but is not limited to targeted coaching and development which was either non-existent or occurred at a foundational level. As a result, teaching was ineffective and there was no specific/targeted plan for student growth. 9th graders entering WHS are multiple levels below in math (our feeder campus is IR as well). They were not provided with appropriate supports, interventions and strategies to make adequate growth.

Social /Emotional Learning

At WHS, students with severe behavioral and emotional needs have not been properly supported allowing room for those issues to manifest themselves in the learning environment on a recurring basis. This thwarts the learning of the majority of the class and places Worthing at a greater risk of being an IR campus.

Supports Received by Achieve 180

New for 2017-2018

- Demonstration School that models, supports and encourages teachers and administration:
 - Bellaire HS
 - Wisdom HS
- Recruitment Incentive(s)
- New positions (Nurse, Counselor, New Teacher Coach, Wrap Around Services Coach, Two Dedicated Subs)
- Stipends for Instructional and Administration Staff
- Additional support from Central Office Staff
- Customized PD Sessions
- Feeder Pattern Alignment

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Impact on Students

Our intensive instructional plan will address the following:

Effective PLCs	Attendance-85.6%	College Readiness – 2.7%	Effective Teachers
<ul style="list-style-type: none">• Campus leadership attended training during the 2017-2018 summer on effective PLCs,• All Campus leaders attend PLCs for their perspective subject,• Every Tuesday teachers receive professional development on needed subjects based on campus and student data,• Writing across the curriculum and data disaggregation are consistent themes in PLCs,• Planning is done and at-bats are practiced in PLCs,• PLC protocol is followed for all PLCs,• Building teacher capacity-studying, understanding and teaching from the TEKS (focusing on the verbiage).	<ul style="list-style-type: none">• Monitor attendance systematically – daily and initiate immediate connection with student and/or parent,• Support and train attendance case workers to effectively increase the attendance rate through identification of frequently absent students and providing consistent support for those in need,• Provide incentives for both staff and scholars to be at school through the TTIPs grant and HAUL,• Instructional excellence will maintain our scholars engagement and interested in lessons encouraging attendance,• Attendance Agreements,• Parent conferences and Home Visits for those who are absent.	<ul style="list-style-type: none">• Tutorials for PSAT,• Increasing student vocabulary through ELA I and ELA II,• TSI tutorials to increase students who can participate in dual credit courses to help further their college career,• 2 College Access Coordinators to assist in FASFA, college tours, college events on campus, scholarships and admittance applications.	<ul style="list-style-type: none">• Set a tone for a laser like focus on effective instruction, student learning and data disaggregation,• Frequent support, walk-thrus and feedback so that teachers will reflect and master their craft,• Provide professional development for all teachers,• Provide TDS support for core teachers,• Enhance instruction through the use of technology and effective strategies,• Maximize and protect teachers instructional time,• Monitor student success by monitoring data such as EXIT tickets, warm-up's, formative and summative assessments,• Developing rapport with students and having effective classroom management.

Wraparound Services offered at our campus:

- Houston Area Urban League
- The Lighthouse
- Comprehend
- Communities in School
- Worthing Alumni
- Baylor College of Medicine
- DOPE
- Eyes on ME
- No More Victims
- Kathy Taylor
- City Of Houston
- Attendance Works
- TTIPS Grant
- Parent Engagement Representative
- FACE partnership

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Our intensive instructional plan will address the following:

Solutions

	ELA	Math	Social / Emotional
	<p>List Solutions</p> <ul style="list-style-type: none"> *Establishing professional developments as reflected by the needs assessment of the students, *Recruiting highly qualified teachers (teacher stipend), *Rallying for resources, *Establishing interventions within the school day that reflects the individualized student needs, *Designing systems approach to professional coaching and development to address student needs, *Effective PLC meetings twice weekly for data disaggregation, lesson planning and professional development, *AVID courses to develop students' organizational ability, *Wednesday professional development for core teachers professional development. *Intense structured writing *Establishing a positive culture (ongoing) *Use of TDS to assist with feedback, development and pull outs *Implementation of literacy in the middle for secondary 	<p>List Solutions</p> <ul style="list-style-type: none"> *Establishing professional developments as reflected by the needs assessment of the students, *Recruiting highly qualified teachers (teacher stipend), *Rallying for resources, *Establishing interventions within the school day that reflects the individualized student needs, *Designing systems approach to professional coaching and development to address student needs, *Effective PLC meetings twice weekly for data disaggregation, lesson planning and professional development, *AVID courses to develop students' organizational ability, *Wednesday professional development for core teachers professional development. *Use of TDS to assist with feedback, development and pull outs *Campus Math Specialist 	<p>List Solutions</p> <ul style="list-style-type: none"> *Counselor/student meetings regularly, *Wrap-around services *CIS, *Behavior incentives, *Alternatives to removal from classroom.