



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Lake Wales Senior High School

1 HIGHLANDER WAY

Lake Wales, FL 33853

863-678-4222

<http://lwcharterschools.com/lwhigh>

School Demographics

School Type

High School

Title I

Yes

Free and Reduced Lunch Rate*[Data Not Available]***Alternative/ESE Center**

No

Charter School

Yes

Minority Rate*[Data Not Available]*

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Lake Wales Senior High School

Principal

Donna Dunson

School Advisory Council chair

Melody McKenna

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Donna Duson	Principal
Daniele Shick	Asst. Principal
Rebecca Thomas	Dean of Guidance
Dee Coconato	Title I Facilitator
Cheryl Nichols	Instructional Coach
Beverly Riley	ESE Facilitator/Mentor Coordinator
Anuj Saran	Director of Educational Operations

District-Level Information

District

Polk

Superintendent

Dr. Kathryn Leroy

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

President - Leadership position of the SAC. In connection with the Principal, the President chooses topics that will be placed on the agenda and discussed at SAC meetings. The President shall also act as a liaison between the parents and administration, and also serve as the contact person for the parents who serve on the committee.

Vice President - Assist the President in their duties. The Vice President must fulfill the duties of the President at all meetings in their absence and be prepared to fulfill the duties of the President if they are no longer able. Assist other board members and committee chairs as needed. The Vice President shall attend all monthly SAC meetings.

Members - Parents, community members, and students serve as representatives who offer a different perspective when discussing topics that impact the school. They attend monthly SAC meetings and

provide feedback to the school.

Membership includes 70% white, 20% black, and 10% hispanic. Of these members, 7% are employed by the school district.

Involvement of the SAC in the development of the SIP

Information was provided to our SAC including school performance data and plans for academic and behavioral improvement. Input was gathered and adjustments made relating to current data and improvement plans.

Activities of the SAC for the upcoming school year

Lake Wales High School SAC members will meet on a monthly basis to discuss current topics relating to the school and provide parent, community, and student perspectives.

Projected use of school improvement funds, including the amount allocated to each project

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Donna Dunson		
Principal	Years as Administrator: 20	Years at Current School: 2
Credentials	BS English and Journalism MA English and Journalism	
Performance Record	2004-2008 Principal; Polk Avenue Elementary 2004-2005 Grade C, 87% AYP 2005-2006 Grade B, 97% AYP 2006-2007 Grade A, 97% AYP 2007-2008 Grade B, 95% AYP 2008-2010 Principal; Bok Academy 2008-2009 Grade A, 82% AYP 2009-2010 Grade A, 100% AYP 2010-2011 Grade A, 92% AYP 2011-present Principal; Lake Wales High School 2011-2012 Grade C 2012-2013 Pending	
Eugene Kendrick		
Asst Principal	Years as Administrator: 8	Years at Current School: 8
Credentials	BS Education MED Educational Leadership	
Performance Record	2004-Present APA Lake Wales High School 2007-2008 Grade C, 69% AYP 2008-2009 Grade D, 67% AYP 2009-2010 Grade C, 77% AYP 2010-2011 Grade B 2011-2012 Grade C 2012-2013 Pending	
Daniele Shick		
Asst Principal	Years as Administrator: 7	Years at Current School: 11
Credentials	BA English MED Educational Leadership	
Performance Record	2004-Present APA Lake Wales High School 2007-2008 Grade C, 69% AYP 2008-2009 Grade D, 67% AYP 2009-2010 Grade C, 77% AYP 2010-2011 Grade B 2011-2012 Grade C 2012-2013 Pending	

Chris Reams		
Asst Principal	Years as Administrator: 10	Years at Current School: 10

Credentials BS Mathematics
MED Educational Leadership

Performance Record 2004-Present APA Lake Wales High School
2007-2008 Grade C, 69% AYP
2008-2009 Grade D, 67% AYP
2009-2010 Grade C, 77% AYP
2010-2011 Grade B
2011-2012 Grade C
2012-2013 Pending

Anuj Saran		
Asst Principal	Years as Administrator: 6	Years at Current School: 2

Credentials BS Economics
MBA
MS Economics

Performance Record 2008-2010 Director of Educational Operations; Bok Academy
2008-2009 Grade A, 82% AYP
2009-2010 Grade A, 100% AYP
2010-2011 Grade A, 92% AYP
2011-present Director of Educational Operations; Lake Wales High School
2011-2012 Grade C
2012-2013 Pending

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Cheryl Nichols		
Full-time / School-based	Years as Coach: 1	Years at Current School: 7
Areas	Other	
Credentials	BA Elementary Education MSED Instructional Design and Technology	
Performance Record	NA	

Classroom Teachers**# of classroom teachers**

66

receiving effective rating or higher

0, 0%

Highly Qualified Teachers

77%

certified in-field

62, 94%

ESOL endorsed

16, 24%

reading endorsed

5, 8%

with advanced degrees

7, 11%

National Board Certified

0, 0%

first-year teachers

5, 8%

with 1-5 years of experience

18, 27%

with 6-14 years of experience

30, 45%

with 15 or more years of experience

13, 20%

Education Paraprofessionals**# of paraprofessionals**

9

Highly Qualified

9, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

7

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

- 1-Regular meetings of new teachers with mentor teacher. (Cheryl Nichols)
- 2-Partnering new teachers with veteran staff as needed. (Dept. Chairs)
- 3-College campus job fairs and e-recruiting at Universities (Lake Wales Charter School personnel)
- 4-Monthly trainings in research based effective teaching strategies - Teach Like a Champion and Marzano(Administration)

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Lake Wales High School staff members are supported through various positions and mentoring opportunities including:

1. Teacher Induction Program (TIPS) for new teachers who need support and guidance as they begin their teaching career;
2. mentorship by our Instructional Coach who supports new teachers as well as teachers who have an identified weakness by the administrative team or who seek support on their own; and
3. direction and guidance by the departmental deans who are steeped in their content and can provide support in their specific area as well as coaching through application.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

LWHS uses the MTSS process to identify students who do not respond to school wide interventions. Teachers should implement tier 2 and tier 3 interventions for students who are at risk behaviorally and academically. Students who still need further support are referred to the ESE Facilitator for additional services.

Teachers meet monthly to discuss the progress of students through a "Roundtable" meeting. Teachers discuss specific students whom they all teach in small group chats, sharing strategies that work well for each specific student.

The leadership team which consists of the principal, assistant principals, discipline deans, student services department, Title I Facilitator and the Instructional coach meets weekly to discuss the effectiveness of school-wide strategies, resource allocation, teacher support systems, and student needs.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Donna Dunson-Principal. Ms. Dunson will provide a common vision for the use of the data based decision making while modeling the problem solving process; supervises the development of a strong infrastructure for implementation of our MTSS/RtI; ensures that the schools based team is implementing MTSS/RtI; conducts assessment of MTSS/RtI skills of school staff; ensures implementations of support and documentation; ensures and participates in adequate professional learning to support MTSS/RtI school-wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS/RtI plans and activities.

Daniele Shick/Anuj Saran - Assistant Principal/Director of Educational Operations. Mrs. Shick and Mr. Saran will assist Ms. Dunson in providing a community vision for the use of data-based decision making, assist in the development of a strong infrastructure of resources for the implementation of MTSS/RtI, further assist Ms. Dunson in the assessment of MTSS/RtI skills, assist with the implementation of intervention support and documentation, professional learning and communication with parents concerning MTSS/RtI plans and activities.

Dee Coconato - Title I Facilitator. Mrs. Coconato will collect and disseminate student data, collaborate with other staff to implement tier II/III interventions; and integrate materials/instruction with tier II/III activities. Assist in the design and implementation for progress monitoring data collection and data analysis, participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Tammy Shields - Reading/English Teacher. Will develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. She will identify systematic patterns of student needs while working with the instructional coach and/or Title I Facilitator to identify appropriate, evidence based intervention strategies; assist with whole school screening programs that provide early intervention services for students to be considered at risk.

Beverly Riley - ESE Facilitator. Mrs. Riley will participate in student data collection, support teachers with the integration of instructional activities/ materials/instruction in tiered interventions, and collaborate with general education teachers.

Rebecca Thomas- Dean of Guidance. Mrs. Thomas will provide quality services and expertise on issues to include intervention with individual students. She will also communicate with child serving agencies to support the students academic, emotional, behavioral, and social success.

Cheryl Nichols- Instructional Coach. Mrs. Nichols will provide information including instructional strategies and interventions to reach at risk students. She will also assist in student data collection and collaborate with other staff to implement tier II/III interventions.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Teachers will be responsible for identifying students who need tier II/III interventions and communicating with the ESE Facilitator and AP of Discipline. Teachers will also provide updates regarding the progress of identified students. The leadership team will meet quarterly to discuss the effectiveness of the school's fidelity regarding MTSS.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data is gathered through August and September using the Achieve3000 program for reading, Acaletics for math, Discovery for science, and department created mock exams for writing. Each program generates data which entered into an excel spread sheet and then analyzed by the leadership team. Ninth and tenth grade instructional data, which is gathered from the previous years' FCAT scores, is also analyzed.

Other progress monitoring data is collected as needed for classroom or student progress using Achieve3000, PSAT, and the FCAT.

Our science department is using Biology EOC data as well as other resources for student achievement. End of year data is gathered through Achieve3000 program for reading, Acaletics for math, Discovery for science, and department created mock exams for writing.

Data is discussed and analyzed annually or as needed.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Staff will be supported by a network of colleagues who will provide current data and discuss implementation of strategies to increase achievement. The MTSS support network consists of the Principal, Assistant Principals, Title I Facilitator, Academic Deans and Professional School Counselors. Information explaining MTSS and tier II/III interventions will be provided to staff and parents, as needed, throughout the year.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 0

After school tutoring will be provided to students in the tested areas of Reading, Algebra I, Geometry, and Biology, as well as SAT/ACT prep. Students in need of credit recovery will be given the opportunity to take courses after school through EdOptions, a credit recovery web-based program.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Participation, progress monitoring, and student performance data on statewide assessments are used to analyze the effectiveness of after school tutoring. Course completion rates and graduation data are used to determine the effectiveness of offering credit recovery, after school.

Who is responsible for monitoring implementation of this strategy?

The Title I Facilitator will monitor the implementation of an after school tutoring program. Professional School Counselors will monitor the implementation of an after school credit recovery program.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Donna Dunson	Principal
Daniele Shick	Assistant Principal
Cheryl Nichols	Instructional Coach
Dee Coconato	Title I Facilitator
Anna Barcnas	Dean of English
Tammy Shields	Dean of Reading

How the school-based LLT functions

The LLT will meet monthly to disaggregate data and make decision regarding the implementation of strategies to improve achievement.

Major initiatives of the LLT

1. Increase the level of rigor in each course.
2. Infuse more complex text in each subject area.
3. Strengthen the focus on writing school-wide.
4. Train staff on "questioning strategies" to access the deeper levels of Web's depth of knowledge.

Every Teacher Contributes to Reading Instruction**How the school ensures every teacher contributes to the reading improvement of every student**

Teachers at Lake Wales High School teach reading across the content areas in the following ways:

1. Creating background when introducing new material, to activate prior knowledge
2. Introducing vocabulary, prior to covering new material/text, to increase student comprehension
3. Collaborating with other teachers, to enhance lessons
4. Scaffolding instruction, to assist struggling students
5. Using text structure, to aid in recall
6. Implementing the summarization strategy
7. Facilitating student collaboration
8. Using 'Word Walls' in classrooms
9. Using graphic organizers

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Lake Wales High School currently offers courses for students to explore seven different career fields. These include the areas of Culinary Arts, Early Childhood Education, Agriculture, Medicine, Sports Science & Management, and Automation & Production Technology. Many of these programs introduce students to basic knowledge of the field, as well as provide instruction to help students pass certification exams related to that particular industry.

In addition to the career related courses, many college prep programs (including International Baccalaureate) are also offered. These courses include college prep courses in English and Mathematics, three AP courses, access to dual enrollment courses as well as offerings during and after school for SAT/ACT prep.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

For the 2013-2014 school year, the students services will be introducing each student to "Big Future" through College Board. This tool allows each student to explore career paths that are meaningful for them. It also allows for students to create an individualized plan for what college or post-secondary education is best suited for them and steps to take toward reaching those goals. This program will also be presented to parents during parent meetings to allow them to be involved with their child's plan. Further emphasis is being given to career and personal planning through Academic Coaching times where the academic coach is working with students to set and monitor short and long term goals.

Strategies for improving student readiness for the public postsecondary level

Based on the High School Feedback Report, between thirty and forty percent of Lake Wales High School graduates completed at least one AP, IB , AICE or Dual Enrollment courses prior to graduation between the years 2009 and 2011. The student services department will continue to present information on dual enrollment, AP, IB and college preparatory classes to all students through student conferences and registration meetings. This information will also continue to be shared with parents to ensure all stakeholders are aware of these opportunities.

The student services department will also devote a staff member to assisting students with finding an appropriate college match and assistance with completing the admissions process so as to increase the number of students not only accessing post-secondary opportunities, but being successful in successfully completing these programs. According to the Feedback Report, students who are accessing post secondary education are finding success at completing these programs at a decreasing rate (going from 75% to 67% from the years 2009 to 2011).

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	41%	No	55%
American Indian				
Asian				
Black/African American	34%	25%	No	41%
Hispanic	49%	37%	No	54%
White	58%	50%	No	63%
English language learners				
Students with disabilities	37%	23%	No	43%
Economically disadvantaged	45%	33%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	152	21%	24%
Students scoring at or above Achievement Level 4	128	18%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	423	59%	60%
Students in lowest 25% making learning gains (FCAT 2.0)		71%	72%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	12	42%	44%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	12	42%	44%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	42%	44%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			78%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	177	53%	56%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	55%	No	66%
American Indian				
Asian				
Black/African American	57%	41%	No	61%
Hispanic	67%	62%	No	70%
White	63%	61%	No	67%
English language learners				
Students with disabilities	44%	36%	No	50%
Economically disadvantaged	60%	51%	No	64%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		47%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		53%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	358	60%	62%
Students in lowest 25% making learning gains (EOC)	103	62%	65%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			78%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	145	32%	35%
Students scoring at or above Achievement Level 4	39	9%	12%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	160	53%	56%
Students scoring at or above Achievement Level 4	59	20%	23%

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	32%	35%
Students scoring at or above Achievement Level 4	43	15%	18%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	92	7%	10%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	139	11%	14%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		86%	88%
Students taking one or more advanced placement exams for STEM-related courses	84	6%	9%
CTE-STEM program concentrators	0		3
Students taking CTE-STEM industry certification exams	18	1%	2%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	593	46%	50%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			30%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			30%
Students taking CTE industry certification exams	154	12%	15%
Passing rate (%) for students who take CTE industry certification exams		75%	78%
CTE program concentrators	35	3%	6%
CTE teachers holding appropriate industry certifications	4	80%	67%

Area 8: Early Warning Systems**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	161	12%	9%
Students in ninth grade with one or more absences within the first 20 days	14	3%	1%
Students in ninth grade who fail two or more courses in any subject	17	4%	1%
Students with grade point average less than 2.0	152	12%	9%
Students who fail to progress on-time to tenth grade	43	3%	1%
Students who receive two or more behavior referrals	480	37%	34%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	413	32%	29%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.		3%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)		71%	73%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.		59%	61%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)		74%	76%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Lake Wales High School has various Parent Involvement events planned for this school year, such as Annual Meeting-Open House; ACT/SAT, EOC, and FCAT testing strategies for students; and an information session focused on technology. Our target is to increase the number of parents attending these events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Attendance at Parent Involvement Events	495	38%	41%

Goals Summary

- G1.** Lake Wales High School will implement a school wide vocabulary system.
- G2.** Lake Wales High School will increase the percentage of students earning a passing score on EOCs.
- G3.** Lake Wales High School will increase our graduation rate school-wide with a focus on our Hispanic students.

Goals Detail

G1. Lake Wales High School will implement a school wide vocabulary system.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Prestwick House vocabulary Program "Power Plus Vocabulary for new SAT"
- 1:1 iPad in core classrooms
- targeted writing support

Targeted Barriers to Achieving the Goal

- Low levels of fluency

Plan to Monitor Progress Toward the Goal

Prestwick Progress Monitoring Tool

Person or Persons Responsible

English teachers

Target Dates or Schedule:

At designated intervals as determined by the online program

Evidence of Completion:

student participation in progress monitoring

G2. Lake Wales High School will increase the percentage of students earning a passing score on EOCs.

Targets Supported

- Algebra 1 EOC
- Geometry EOC
- U.S. History EOC
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Acaletics a resource for teachers teaching students in Algebra 1
- Math tutors are provided to students during the school day to target math deficiencies
- After school tutoring program including Bilingual Tutoring Program for students who speak Spanish as their native language
- Discovery is used as a progress monitoring tool for Biology and provides data to teachers related to students' current performance level.
- Progress monitoring through mock writing exams to provide teachers data related to student achievement in writing
- eBooks through History are used to provide teachers and students resources after school
- US History mock exams are used with students in US History to prepare them for the End of Course Exam
- Achieve 3000 is used as a progress monitoring tool for students in remedial reading; data is provided to teachers that assists them in providing support to targeted deficiencies
- Remedial reading courses are provided to students who need support in reading
- Remedial math courses are provided to students who need support in Algebra 1

Targeted Barriers to Achieving the Goal

- Attendance

Plan to Monitor Progress Toward the Goal

Review student attendance to analyze patterns of improvement

Person or Persons Responsible

Attendance Dean

Target Dates or Schedule:

Weekly

Evidence of Completion:

Attendance Reports

G3. Lake Wales High School will increase our graduation rate school-wide with a focus on our Hispanic students.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- LWHS recieved a grant that supports our at-risk students (IHSGR) aimed to increase graduation rate
- Ripple Effect: Ripple Effects provides social-emotional skill training and personal guidance software, assessment tools, web resources and live training, technical support and consultation to develop social-emotional competencies and remediate social emotional deficits that impact school and life success.
- ESOL Para to assist students in class and work towards graduation requirements of hispanic students
- Highlander Bridges program identifies the highest need at risk students and each administrative team member is assigned 8-10 students to track and help meet graduation requirements.
- Home visits to work with families and students to increase student attendance and in turn hispanic graduation rates.

- Mentors to motivate students to work towards graduation requirements.
- AC Goal Setting: will help hispanic students and other to set goals and work towards meeting graduation requirements.

Targeted Barriers to Achieving the Goal

- Attendance

Plan to Monitor Progress Toward the Goal

Track progress to ensure that the attendance rate for all, Hispanic students in particular, is increasing.

Person or Persons Responsible

Administrative team

Target Dates or Schedule:

End of each 9 weeks

Evidence of Completion:

Completed reports showing decline in truancy - all students and Hispanics subgroup.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Lake Wales High School will implement a school wide vocabulary system.

G1.B4 Low levels of fluency

G1.B4.S2 Implement school wide vocabulary that is consistently used in each class.

Action Step 1

A school wide vocabulary program will be selected and implemented to include Latin and Greek suffixes and prefixes, college board vocabulary, . (Preswick)

Person or Persons Responsible

All teachers

Target Dates or Schedule

Beginning December and continuing throughout the remainder of the year

Evidence of Completion

Progress monitoring through the online program

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Meet with teachers using Prestwick vocabulary to discuss implementation

Person or Persons Responsible

Principal, Assistant Principal, English Department Dean

Target Dates or Schedule

At the end of each grading period

Evidence of Completion

Meeting Notes

Plan to Monitor Effectiveness of G1.B4.S2

Analyze progress monitoring data through Prestwick cross-referenced with Achieve3000 reading data.

Person or Persons Responsible

Title I Facilitator

Target Dates or Schedule

At the end of each grading period

Evidence of Completion

Documentation of progress monitoring data

G2. Lake Wales High School will increase the percentage of students earning a passing score on EOCs.

G2.B1 Attendance

G2.B1.S2 Encourage students to attend school through home visits

Action Step 1

LWHS staff will follow a process by which students with high absenteeism are identified and homes are visited to determine the students' whereabouts.

Person or Persons Responsible

Attendance Dean, JROTC Instructors, School Resource Officer, School Social Worker, Student Services Para

Target Dates or Schedule

As needed

Evidence of Completion

Home Visit Log Sheet

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Attendance support staff will meet with Principal weekly to discuss student attendance

Person or Persons Responsible

Principal, Assistant Principal, Attendance Dean, School Social Worker, Student Services Para

Target Dates or Schedule

Weekly

Evidence of Completion

Meeting Notes

Plan to Monitor Effectiveness of G2.B1.S2

Monitor attendance of students with high absenteeism

Person or Persons Responsible

Attendance Dean

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance Reports

G3. Lake Wales High School will increase our graduation rate school-wide with a focus on our Hispanic students.

G3.B1 Attendance

G3.B1.S1 Increase contact with students on the truancy list and provide targeted personnel to work directly with students to increase attendance rates.

Action Step 1

The administrative team makes home visits and prints out the truancy report every week. The admin team and ROTC instructors go home and get the students to come to school.

Person or Persons Responsible

Principal, Assistant Principals, ROTC instructors, Deans,

Target Dates or Schedule

On going

Evidence of Completion

A percentage increase in attendance rates of all students and hispanics in particular.

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Monitor hispanic student attendance and measure increase

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

End of nine weeks

Evidence of Completion

Genesis Truancy report ATD-0004 showing decline in truancy.

Plan to Monitor Effectiveness of G3.B1.S1

Check to see if hispanic student attendance rate has increased

Person or Persons Responsible

Administrative team

Target Dates or Schedule

End of nine weeks

Evidence of Completion

Team meetings reviewing genesis generated truancy reports and tracking

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I Part A, funds school-wide services to LWHS. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, provides after school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Migrant students enrolled at LWHS will be assisted by LEA's Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP teacher advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide/or coordinate academic supplemental support. Migrant home-school liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Professional development resources are available to Title I schools through Title II funds. LWHS will provide training for the staff as outlined in the LW Charter Schools Title II application.

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff. LWHS will provide training for the staff as outlined in the Lake Wales Charter Schools Title III application.

The Homeless Outreach Maximizing Education (HOME) Program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the HOME program are carried out in cooperation with the MEP funded through Title I, Part C.

Title IV provides violence and drug prevention programs in school in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Appendix 2: Budget to Support School Improvement Goals