Lake Wales Senior High School

2015-16 School Improvement Plan

Lake Wales Senior High School

1 HIGHLANDER WAY, Lake Wales, FL 33853

http://lwcharterschools.com/lwhigh

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	0%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	0%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	C	B

School Board Approval

N/A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Creating a vibrant internationally minded community where students are encouraged to seek a life of inquiry, reflection, and merit.

Provide the school's vision statement

Lake Wales High School will become a school of excellence where students of all backgrounds will achieve their full potential in a wide range of academic, cultural, and personal development that will enable them to become contributing members of society.

School Environment

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

LWHS takes cultural differences into consideration and strives to build connections through these differences.
We conduct climate surveys to understand how the students are feeling on our campus. LWHS uses this information to grow a positive climate for our students. We facilitate round table discussions to resolve conflicts between students and teachers when the need arises.

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

LWHS has a zero tolerance policy for harassment; we address cultural and other differences in our Morning Meeting - held once or twice a week - with the entire student body.
We have a social worker and a team of social-emotional support staff members that have an open door policy. Students are encouraged to come speak with a member of this team when issues arise with themselves or others. Our team works to create an open environment for students to express these needs.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

1. School wide behavior policy
2. Student developed code of civility
3. Living up to "On this day, on this ridge, you are your brothers' keeper"
4. An online tool - Kickboard for positive and negative academic as well as behavioral tracking
5. Discipline training for all staff at the beginning of the year

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

LWHS has a social worker and a team of social emotional supports to assist students when needs arise. We provide therapeutic groups for students to assist them with self-esteem, family related issues, self harming issues. Also individual therapeutic services are available for students with social-emotional needs.

Students have the ability to speak with a member of our social emotional support staff team at any time during the school day. We also provide case management support when needed, such as food, clothing, housing assistance, and health needs.
LWHS has a mentoring program for at risk students that is comprised of community members and leaders.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Lake Wales High School has many systems in place to detect early warning signals. We have faculty in place who help detect students at risk for poor attendance, grades, and behavior. The items below are systems we feel help alert the appropriate staff to various issues:
At Risk Student List
Home Visits
Highlander Bridges
H2H
Credit recovery class
Mentoring Program

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	21	25	26	21	93
One or more suspensions	54	62	51	24	191
Course failure in ELA or Math	19	39	25	13	96
Level 1 on statewide assessment	56	64	0	0	120
	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	20	108	93	49	270

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

1) At Risk Students (GPA lower than 2.0) - Student Services personnel, teachers, and administrative team members frequently monitor the academic progress of students in their courses and their overall GPA. An "at risk" list is created and students are closely monitored and conferences are held to discuss ways to help students improve.
2) Attendance Issues/Home Visits - Teachers monitor daily attendance and report issues to the appropriate administrative team members who conduct home visits.
3) Highlander Bridges - Students who are considered at risk for behavior, academics, and attendance are selected to participate in a program which allows teachers to give daily feedback on a "Bridges"

form that is monitored by the staff mentor.

4) H2H - Highlander to Highlander is an hour of time given to students in which they may eat, receive tutoring, make up missing work, and attend club meetings. By building this time into the school day, students who do not have transportation after school are provided the opportunity to focus on academics.

5) Credit Recovery Program - Students are provided the opportunity to recover courses in which they previously earned a D or F, thus causing their GPA to be low. By retaking the course, students are able to replace the D/F, earn credit in the course, and boost their GPA.

6) Mentoring Program - Community members volunteer to mentor high school students who are at risk. Mentors meet with their students once per week to encourage them to attend school regularly and check their progress.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/191583.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

LWHS creates partnerships with local community agencies to support students needs. Lake Wales Care Center assists our staff to meet student needs. Our local churches also work to provide food, clothing and other personal items for students in need and students in transition (homeless).

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Dunson, Donna	Principal

Duties

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

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.

Anna Barcenas/Anuj Saran - Assistant Principal/Director of Educational Operations. Mrs. Barcenas 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.

Krista Thompson- Dean of Guidance. Mrs. Thompson 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.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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.

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.

Title I Part A, funds school-wide services to LWHS. Title I, Part A, provides 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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Donna Dunson	Principal
Eugene Kendrick	Education Support Employee
Eugene Smith	Student
June Ullman	Teacher
Rebecca Sikes	Student
Elli Winfree	Student
Dee Coconato	Education Support Employee
Shelli Jacobs	Parent
Anuj Saran	Education Support Employee
Chandrea Bickers	Parent
Felicia Borders	Parent
Mary Margaret Cain	Parent
Mike Campbell	Teacher
Christine Daly	Parent
Denise Hinds	Parent
John Guzetta	Parent
Melissa McCall-Chandler	Parent
Angela Pulido	Parent
Debbie Reichart	Parent
Elana Thompson	Parent
Tracey Thompson	Parent
Lisa Vaughn	Parent
Leon Weech	Parent
David Young	Parent
Jennifer Heirs	Parent
Durinda Wells	Business/Community
Kyle Ford	Teacher
Jessica Hignight	Student
Kat Nickell	Teacher
Meghan Balliett	Education Support Employee
Heather Cain	Parent
Jonathan Hodach	Education Support Employee
Antonette Meeks	Parent
Sandy Altamirano	Parent
Dianne Burress	Parent
Anna Barcenas	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

The SAC committee met as a group in May and administration presented the student achievement data showing a favorable trend as well as data from the climate surveys to meet the stated goals for culture and climate.

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

School administration and the SAC members discussed the schools overarching plans and goals and made recommendations to align the budgetary resources with the schools academic, climate, and cultural priorities.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A We are not aware of this funding source or amount.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

***What is 1001.452,F.S.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Barcenas, Anna	Assistant Principal
Coconato, Dee	Other
Dunson, Donna	Principal
Nichols, Cheryl	Instructional Coach
Saran, Anuj	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Through professional development and staff collaborative planning time, the following items are promoted:
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.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Early release professional development days
Instructional Rounds (Peer Observations)
Instructional Coach - Professional Development
Department collaborative planning sessions during early release Fridays
Departmental Planning days (subs cover classes)
Collaborative planning through OnCourse Lesson Planner
Support for new staff provided by Instructional Coach

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

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)
5-Academic Coaching program introduces quality candidates to the classroom as tutors, allowing them to determine if classroom teaching is an option they would like to consider. (Five coaches have been hired as teachers.)
6-Recruitment sites such as Teacher to Teacher, Carney Sandoe, and Teach for America.

Describe the school's teacher mentoring program, including the rationale for pairings and 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.
4. On-going professional development opportunities both on and off campus. (Includes opportunities to observe other staff members, practice effective instructional techniques and to walk through the lesson planning process.)

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

LWHS follows state regulations regarding course descriptions, course standards, and aligned resources. The use of FLDOE's site, including CPalms, serves as the main resource when ensuring core instructional programs and materials are aligned to Florida's standards.
Staff use a multitude of resources to develop instruction that is in line with the state standards.

Assessments, textbooks, progress monitoring, etc. are all state approved or verified by staff members who teach the course.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

LWHS uses progress monitoring data in each of the areas tested through state assessments. Progress monitoring data is used to inform instruction and differentiate to meet the needs of all students.
LWHS also uses tutoring programs, such as Academic Coaches during H2H, to provide differentiated instruction to meet the needs of students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Year

Minutes added to school year: 9,390

School tutoring will be provided to students in the tested areas of Reading, Algebra I, Geometry, and Biology, as well as SAT/ACT prep during the school's hour long lunch period, H2H. Students in need of credit recovery will be given the opportunity to take courses during the H2H time through EdOptions, a credit recovery web-based program.

Strategy Rationale

LWHS provides time during the school day, H2H, for students to receive additional assistance in needed areas. This enables students who are not able to come before school or stay after school to get the help they need during the extra 30 minutes of lunch built into the schedule.

Strategy Purpose(s)

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Barcenas, Anna, anna.barcenas@lwcharterschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Staff members work in the Spring to meet with 8th grade students to inform them of course opportunities and extracurricular activities. The high school hosts an 8th grade visit where all 8th grade students are able to come to the high school for the day, meet LWHS students and staff, tour the campus, and learn about program offerings. An 8th grade parent meeting is also held where staff share information about the high school.

In working with seniors prior to graduation, student services personnel counsel students towards post-secondary options through exposure (college rep sessions, college visits, college fair, vocational school visits, guest speakers from various careers, etc.). Student services personnel also work one on one with students to ensure they understand what is required of them for entrance as well as skills they should possess to thrive in their post-secondary placement.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

For the 2015-2016 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.

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

Lake Wales High School currently offers courses for students to explore several different career fields. These include the areas of Culinary Arts, Early Childhood Education, Agriculture, Medicine, and Sports Science & Management. 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.

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

Based on the High School Feedback Report, 46.6% of Lake Wales High School graduates completed at least one AP, IB , AICE or Dual Enrollment courses prior to graduation in 2015. 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.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Lake Wales High School plans to increase the percentage of graduates who:
1) score 3 or better on 10th grade FCAT reading - Remedial tools are in place to support improvement in reading including intensive reading courses, Achieve3000, and increasing rigor in English courses.
2) who complete a college prep curriculum - By offering IB, AP and Dual Enrollment, student services personnel encourage students to access and complete a college curriculum
3) are eligible for maximum Bright Futures FL academic scholars award - Student Services personnel strive to inform students and parents of the requirements necessary to achieve the FL Academic Scholars award. Opportunities for students to improve SAT/ACT scores are offered through courses as well as tutoring sessions. Community services are advertised. Junior and senior conferences are held with individual students to encourage them to work towards these goals.
4) complete at least one level 3 science course and/or complete one dual enrollment science course - The school will work to staff science courses that are in addition to the required three credits for graduation. The school currently offers Anatomy and Physiology, AP Chemistry, and IB Biology and has plans to increase the amount of science elective offerings. Student services personnel will also encourage students looking for additional courses to take science courses through dual enrollment.
5) take ACT, SAT, and PERT - Staff will continue to promote the importance of taking post-secondary readiness tests as well as work with students to complete registration. LWHS recently obtained a significant amount of testing waivers which will allow access to these tests for many of our low socioeconomic students.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Lake Wales High School will increase our graduation rate school-wide.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Lake Wales High School will increase our graduation rate school-wide. `1a`

🔍 G074615

Targets Supported `1b`

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	72.0
5-Year Grad Rate	74.0

Resources Available to Support the Goal `2`

- Keystone Design Approach: LWHS has developed an approach to serving its at-risk population that we are calling the "Keystone Approach" for improving high school graduation rates. Project Keystone is designed to support achievement of educationally disadvantaged students in grades 9-12, focusing specifically on students whose previous academic achievement has left them without the necessary credits, grade point average and academic skills to meet state graduation requirements. Though the use of an Individualized Graduation Plan (IGP), students will have access to remedial courses, credit recovery opportunities, as well as tutoring during and after school. The IGPs include a monitoring system to identify achievement barriers such as social, emotional issues, and attendance issues, along with a professional staff, available to provide students with needed services. Engaging instruction that includes one to one computing and blended learning opportunities are also provided through the project. Using a multi-pronged approach, Project Keystone uses a unique focus on architecture and its companion, design thinking, to provide a common learning language and framework for critical thinking that connects the critical content areas of math, science and language arts. The Keystone approach is layered in implementation.

- Mastery Learning Approach: LWHS teachers are using a 1-2 year timeline towards implementing a mastery learning approach. The goal of mastery learning is to have all students learn instructional material at roughly equivalent, high levels and increase the use of formative tests for students to take on each of the units. LWHS students will increasingly have the option to relearn concepts they missed the first time around and retake quizzes etc to achieve demonstrated mastery.

- 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 graduation rates.

- Mentors to motivate students to work towards graduation requirements.

- AC Goal Setting and use of Agendas: will help students to set goals and work towards meeting graduation requirements. The english department has taken ownership of implementing and following up with students to help them achieve their goals.

- H2H (Highlander to Highlander) hour long lunch: LWHS modified the bell schedule to allow for an hour long lunch period; students have 30-40 minutes within this hour to seek assistance from another highlander (teacher, academic coach, volunteer or student)

- Academic Coaches: We have six academic coaches who provide academic support in the math classroom and provide tutoring during the H2H hour mentioned above.

- TenMarks: an online math curriculum that allows teachers to offer standards based differentiated instruction and online resources to reinforce classroom instruction and build deep conceptual understanding and procedural fluency.

- Discovery Science TechBooks: offers a web-based teaching and learning resource that saves teachers time and provides on-going support as students transition to digital tools. Real-time

assessments also enhance a teacher's ability to individualize instruction. Students can visualize the cause and effect relationship between key variables by manipulating, displaying and analyzing data, enabling them to practice the scientific method and to learn to read, write, and think like scientists.

- LWHS is using Achieve 3000 to improve our high-stakes test performance that meets the more rigorous Florida state standards to Increasing graduation rates. This will help ensure that your our students have the critical literacy skills to compete and succeed post-graduation.

- ESOL Para to assist students in class and work towards graduation requirements of hispanic students

- Edmentum is an online program system created by Plato allowing students to earn first time credit and meet their online requirement for graduation, and/or use for credit recovery to help our students graduate on time.

Targeted Barriers to Achieving the Goal 3

- Attendance

Plan to Monitor Progress Toward G1. 8

Graduation Rates (4 year and 5 year rates)

Person Responsible
Donna Dunson

Schedule
Annually, from 8/24/2015 to 6/9/2016

Evidence of Completion
Increased graduation rate by 2%

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔍 S123456 = Quick Key

G1. Lake Wales High School will increase our graduation rate school-wide. `1`

🔍 G074615

G1.B1 Attendance `2`

🔍 B194862

G1.B1.S1 Increase contact with students on the truancy list and provide targeted personnel to work directly with students to increase attendance rates. Concurrently, offer more engaging digital tools and academic resources including academic tutors and administrative support to struggling students. `4`

🔍 S206464

Strategy Rationale

GPA's of students who are frequently absent drop because they have a lot of missing assignments and fair poorly on quizzes etc due to missing instruction. Eventually they fall below the 2.0 or don't have the seat time needed to earn a credit resulting in lower graduation rates.

Offering more engaging digital tools and support structures will entice students to attend school and work towards meeting graduation requirements. The plethora of resources outlined in the resources and barriers section makes the process more approachable.

Using a 1-2 year timeline towards implementing a mastery learning approach combined with increased attendance, students will have more time on task to achieve mastery and thus increase the graduation rate.

Action Step 1 `5`

The administrative team makes home visits and analyzes the truancy report trends frequently. The admin team and ROTC instructors go home and get the students to come to school.

Person Responsible

Charles Simpson

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Percentage increase in attendance rates of all students.

Action Step 2 `5`

To engage students once they are in attendance and to prevent absenteeism, offer more engaging digital tools and academic resources including academic tutors and administrative support to struggling students. Specifically: Achieve 3000 for literacy, Discovery Techbooks for science, and academic tutors for struggling students in math.

Person Responsible

Anuj Saran

Schedule

Annually, from 8/24/2015 to 6/9/2016

Evidence of Completion

1. Student and teacher logins and usage reports. 2. Academic tutors sign in sheets

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

Report showing home visits made and the number of students who started attending school post visit.

Person Responsible

Anuj Saran

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Home visit log

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

Administrators will collect and monitor implementation data.

Person Responsible

Dee Coconato

Schedule

Quarterly, from 8/24/2016 to 8/24/2016

Evidence of Completion

Classroom walkthroughs, lesson plan review, and usage reports as appropriate for Achieve 3000, Discovery Techbooks, and ERB writing program

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

Track academic coaches and student progress.

Person Responsible

Cheryl Nichols

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Sign in log, student-coach roster, correspondence with subject area teachers, and student progress monitoring results.

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

Check to see if attendance rate has increased

Person Responsible

Charles Simpson

Schedule

On 6/5/2015

Evidence of Completion

Team meetings reviewing genesis generated truancy reports and tracking

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The administrative team makes home visits and analyzes the truancy report trends frequently. The admin team and ROTC instructors go home and get the students to come to school.	Simpson, Charles	8/24/2015	Percentage increase in attendance rates of all students.	6/9/2016 monthly
G1.B1.S1.A2	To engage students once they are in attendance and to prevent absenteeism, offer more engaging digital tools and academic resources including academic tutors and administrative support to struggling students. Specifically: Achieve 3000 for literacy, Discovery Techbooks for science, and academic tutors for struggling students in math.	Saran, Anuj	8/24/2015	1. Student and teacher logins and usage reports. 2. Academic tutors sign in sheets	6/9/2016 annually
G1.MA1	Graduation Rates (4 year and 5 year rates)	Dunson, Donna	8/24/2015	Increased graduation rate by 2%	6/9/2016 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Check to see if attendance rate has increased	Simpson, Charles	9/1/2014	Team meetings reviewing genesis generated truancy reports and tracking	6/5/2015 one-time
G1.B1.S1.MA1	Report showing home visits made and the number of students who started attending school post visit.	Saran, Anuj	8/24/2015	Home visit log	6/9/2016 monthly
G1.B1.S1.MA3	Administrators will collect and monitor implementation data.	Coconato, Dee	8/24/2016	Classroom walkthroughs, lesson plan review, and usage reports as appropriate for Achieve 3000, Discovery Techbooks, and ERB writing program	8/24/2016 quarterly
G1.B1.S1.MA4	Track academic coaches and student progress.	Nichols, Cheryl	8/24/2015	Sign in log, student-coach roster, correspondence with subject area teachers, and student progress monitoring results.	6/9/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Lake Wales High School will increase our graduation rate school-wide.

G1.B1 Attendance

G1.B1.S1 Increase contact with students on the truancy list and provide targeted personnel to work directly with students to increase attendance rates. Concurrently, offer more engaging digital tools and academic resources including academic tutors and administrative support to struggling students.

PD Opportunity 1

To engage students once they are in attendance and to prevent absenteeism, offer more engaging digital tools and academic resources including academic tutors and administrative support to struggling students. Specifically: Achieve 3000 for literacy, Discovery Techbooks for science, and academic tutors for struggling students in math.

Facilitator

Various vendors/content providers

Participants

Teachers and administrators - discipline specific as appropriate.

Schedule

Annually, from 8/24/2015 to 6/9/2016

Budget

Budget Data

1	G1.B1.S1.A1	The administrative team makes home visits and analyzes the truancy report trends frequently. The admin team and ROTC instructors go home and get the students to come to school.				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		$3,000.00
			Notes: Mileage for school staff to make home visits			
2	G1.B1.S1.A2	To engage students once they are in attendance and to prevent absenteeism, offer more engaging digital tools and academic resources including academic tutors and administrative support to struggling students. Specifically: Achieve 3000 for literacy, Discovery Techbooks for science, and academic tutors for struggling students in math.				$109,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data

			1721 - Lake Wales Senior High School	General Fund		$26,000.00
			Notes: Achieve 3000			
			1721 - Lake Wales Senior High School	General Fund		$17,000.00
			Notes: Discovery Techbooks			
			1721 - Lake Wales Senior High School	Other		$58,000.00
			Notes: Academic Coaches			
			1721 - Lake Wales Senior High School	Other		$8,000.00
			Notes: ERB Writing Program			
					Total:	**$112,000.00**