

Lake Wales Charter Schools

Lake Wales Senior High School



2017-18 Schoolwide Improvement Plan

Lake Wales Senior High School

1 HIGHLANDER WAY, Lake Wales, FL 33853

<http://lwcharterschools.com/lwhigh>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	Yes	71%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	52%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	30

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Lake Wales Senior High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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.

c. 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. Discipline team consisting of four deans
3. Student developed Code of Civility
4. Living by the motto "On this day, on this ridge, you are your brothers' keeper"
5. Discipline training for all staff at the beginning of the year

d. 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Lake Wales High School has various Parent Involvement events planned for this school year, such as Annual Meeting-Open House; College Fair; College Admissions Seminar and an information session focused on technology. Our target is to increase the number of parents attending these events.

2. 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).

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Dunson, Donna	Principal

b. Duties

1. 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/Rtl; ensures that the schools based team is implementing MTSS/Rtl; conducts assessment of MTSS/Rtl skills of school staff; ensures implementations of support and documentation; ensures and participates in adequate professional learning to support MTSS/Rtl school-wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS/Rtl plans and activities.

Anna Barcenas/Anuj Saran - Assistant Principal/Director of Educational Operations & Assistant Principal. 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/Rtl, further assist Ms. Dunson in the assessment of MTSS/Rtl skills, assist with the implementation of intervention support and documentation, professional learning and communication with parents concerning MTSS/Rtl 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.

Tina Morrow- Instructional Coach. Mrs. Morrow 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Donna Dunson	Principal
Eugene Kendrick	Education Support Employee
June Ullman	Teacher
Elli Winfree	Student
Dee Coconato	Education Support Employee
Shelli Jacobs	Parent
Anuj Saran	Education Support Employee
John Guzetta	Parent
Antonette Meeks	Parent
Anna Barcenas	Education Support Employee
Jennifer Mueller	Parent
Julio Acevedo	Business/Community
Daniele Shick	Parent
Scott Thompson	Parent
Angela Wadsworth	Parent
Carl Fish	Parent
Jasmine Ansley	Teacher
Francine Parker	Parent
Victoria Edenfield	Parent
Melody McKenna	Business/Community
Holly Sharpless	Parent
Janelle Hilligoss	Parent
Jennifer Morris	Parent
Tabitha Powell	Parent
Lori Hall	Parent
Candace Howard	Parent
Jennifer Hiers	Parent
Marsha Mullis	Parent
Melissa Hamm	Parent
Shelley Batson	Parent
Lisa Heilman	Parent
Tammy Roberts	Parent
Maria Deary	Parent
Kyle Albritton	Teacher
Tanya Moreira	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. 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.

c. 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.

2. 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.

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

Yes

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

***What is 1001.452,F.S.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Barcnas, Anna	Assistant Principal
Coconato, Dee	Other
Dunson, Donna	Principal
Saran, Anuj	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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)
Support for new staff provided by Instructional Coach

2. 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. (Tina Morrow)
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.
6-Recruitment sites such as Teacher to Teacher, Carney Sandoe, and Teach for America.

3. 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.)

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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: 7,992

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

Barcnas, Anna, anna.barcnas@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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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.

b. College and Career Readiness

1. 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 2017-2018 school year, the Student Services Dept. (guidance) 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.

2. 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.

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

Seventy percent of Lake Wales High School graduates were enrolled in at least one AP, IB, Career Academy or Dual Enrollment course prior to graduation in 2016. 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.

4. 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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary


G1. Lake Wales High School will increase 10th grade FSA ELA scores by 3%.

G2. 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Lake Wales High School will increase 10th grade FSA ELA scores by 3%. 1a

 G094318

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	51.0

Targeted Barriers to Achieving the Goal 3

- Insufficient amount of time used daily for reading in subject areas school-wide

Resources Available to Help Reduce or Eliminate the Barriers 2

- Achieve3000
- Talk Read, Talk Write
- "Read to Read": Silent Sustained Reading two times a week for 30min, school-wide.
- Progress monitoring three times a year

Plan to Monitor Progress Toward G1. 8

Progress monitoring scores will be collected and reviewed to determine progress made.

Person Responsible

Dee Coconato

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

G2. Lake Wales High School will increase our graduation rate school-wide. 1a

G094319

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	88.0

Targeted Barriers to Achieving the Goal 3

- Attendance

Resources Available to Help Reduce or Eliminate the Barriers 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.
- **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
- Edgenuity is an online program 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.

Plan to Monitor Progress Toward G2. 8

Graduation Rates (4 year)

Person Responsible

Donna Dunson

Schedule

Annually, from 8/10/2017 to 5/24/2018

Evidence of Completion

Increased graduation rate by 3%

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 10th grade FSA ELA scores by 3%. **1**

 G094318

G1.B1 Insufficient amount of time used daily for reading in subject areas school-wide **2**

 B253271

G1.B1.S1 Lake Wales High School will be implementing Talk Read, Talk Write in all content area classes for the 2017-2018 school year. Content area teachers will be working through 1500 - 1800 word content articles twice a week. **4**

 S267377

Strategy Rationale

Teachers will be working with specific strategies from the Talk Read, Talk Write book to ensure that students are prepared for the Florida FSA ELA in the Spring of 2018. The goal is for our students to build their confidence and comprehension prior to taking the FSA.

Action Step 1 **5**

Ongoing professional development for all teachers on the Talk Read, Talk Write program.

Person Responsible

Anna Barcenas

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

Facilitators will regularly attend department meetings to ensure that Talk Read, Talk Write is being implemented correctly and consistently.

Person Responsible

Anna Barcenas

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Sign in sheets for department meetings.

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

Progress monitoring

Person Responsible

Dee Coconato

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Scores from progress monitoring.

G2. Lake Wales High School will increase our graduation rate school-wide. 1

 G094319

G2.B1 Attendance 2

 B253272

G2.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

 S267378

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 8/10/2017 to 5/24/2018

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 as well as schoology learning management system for all subject areas.

Person Responsible

Anuj Saran

Schedule

Annually, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.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 8/10/2017 to 5/24/2018

Evidence of Completion

Home visit log

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administrators will collect and monitor implementation data.

Person Responsible

Dee Coconato

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Classroom walkthroughs, lesson plan review, and usage reports as appropriate for Achieve 3000, & Discovery Techbooks.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Track academic coaches and student progress.

Person Responsible

Anna Barcenas

Schedule

Weekly, from 8/10/2017 to 5/24/2018

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 G2.B1.S1 7

Check to see if attendance rate has increased

Person Responsible

Charles Simpson












Schedule

On 5/24/2018

Evidence of Completion

Team meetings reviewing genesis generated truancy reports and tracking

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M379515	Progress monitoring scores will be collected and reviewed to determine progress made.	Coconato, Dee	8/10/2017		5/24/2018 quarterly
G2.MA1  M379520	Graduation Rates (4 year)	Dunson, Donna	8/10/2017	Increased graduation rate by 3%	5/24/2018 annually
G1.B1.S1.MA1  M379513	Progress monitoring	Coconato, Dee	8/10/2017	Scores from progress monitoring.	5/24/2018 quarterly
G1.B1.S1.MA1  M379514	Facilitators will regularly attend department meetings to ensure that Talk Read, Talk Write is...	Barcenas, Anna	8/10/2017	Sign in sheets for department meetings.	5/24/2018 monthly
G1.B1.S1.A1  A355543	Ongoing professional development for all teachers on the Talk Read, Talk Write program.	Barcenas, Anna	8/10/2017		5/24/2018 quarterly
G2.B1.S1.MA1  M379516	Check to see if attendance rate has increased	Simpson, Charles	8/10/2017	Team meetings reviewing genesis generated truancy reports and tracking	5/24/2018 one-time
G2.B1.S1.MA1  M379517	Report showing home visits made and the number of students who started attending school post visit.	Saran, Anuj	8/10/2017	Home visit log	5/24/2018 monthly
G2.B1.S1.MA3  M379518	Administrators will collect and monitor implementation data.	Coconato, Dee	8/10/2017	Classroom walkthroughs, lesson plan review, and usage reports as appropriate for Achieve 3000, & Discovery Techbooks.	5/24/2018 quarterly
G2.B1.S1.MA4  M379519	Track academic coaches and student progress.	Barcenas, Anna	8/10/2017	Sign in log, student-coach roster, correspondence with subject area teachers, and student progress monitoring results.	5/24/2018 weekly
G2.B1.S1.A1  A355544	The administrative team makes home visits and analyzes the truancy report trends frequently. The...	Simpson, Charles	8/10/2017	Percentage increase in attendance rates of all students.	5/24/2018 monthly
G2.B1.S1.A2  A355545	To engage students once they are in attendance and to prevent absenteeism, offer more engaging...	Saran, Anuj	8/10/2017	1. Student and teacher logins and usage reports. 2. Academic tutors sign in sheets	5/24/2018 annually

V. 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 10th grade FSA ELA scores by 3%.

G1.B1 Insufficient amount of time used daily for reading in subject areas school-wide

G1.B1.S1 Lake Wales High School will be implementing Talk Read, Talk Write in all content area classes for the 2017-2018 school year. Content area teachers will be working through 1500 - 1800 word content articles twice a week.

PD Opportunity 1

Ongoing professional development for all teachers on the Talk Read, Talk Write program.

Facilitator

Tina Morrow, Anna Barcenas

Participants

Teachers and staff

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

G2. Lake Wales High School will increase our graduation rate school-wide.

G2.B1 Attendance

G2.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 as well as schoology learning management system for all subject areas.

Facilitator

Various vendors/content providers

Participants

Teachers and administrators - discipline specific as appropriate.

Schedule

Annually, from 8/10/2017 to 5/24/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Ongoing professional development for all teachers on the Talk Read, Talk Write program.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1721 - Lake Wales Senior High School	Other		\$20,000.00
			Notes: Private Donation			
2	G2.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	2017-18
			District-Wide	General Fund		\$3,000.00
			Notes: Mileage for school staff to make home visits			
3	G2.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 as well as schoology learning management system for all subject areas.				\$124,439.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1721 - Lake Wales Senior High School	General Fund		\$21,000.00
			Notes: Achieve 3000 & Talk Read Talk Write			
			1721 - Lake Wales Senior High School	General Fund		\$6,372.00
			Notes: Discovery Techbooks			
			1721 - Lake Wales Senior High School	Other		\$75,000.00
			Notes: Academic Coaches			
			1721 - Lake Wales Senior High School	Other		\$9,067.00
			Notes: Naviance			
			1721 - Lake Wales Senior High School	Title I, Part A		\$13,000.00
			Notes: Schoology			
Total:						\$147,439.00