

Lake Wales Charter Schools

Lake Wales Senior High School



2019-20 Schoolwide Improvement Plan

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Lake Wales Senior High School

1 HIGHLANDER WAY, Lake Wales, FL 33853

<http://lwcharterschools.com/lwhigh>

Demographics

Principal: Anuj Saran

Start Date for this Principal: 7/1/2011

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | High School PK, 9-12 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 69% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: B (58%) 2017-18: B (55%) 2016-17: C (49%) 2015-16: C (46%) 2014-15: B (54%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southwest |
| Regional Executive Director | |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |

| | |
|--|-----|
| ESSA Status | N/A |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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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) | 2018-19 Title I School | 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| High School PK, 9-12 | Yes | 64% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | Yes | 54% |

School Grades History

| Year | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|-------|---------|---------|---------|---------|
| Grade | B | B | C | C |

School Board Approval

N/A

SIP Authority

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>.

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. 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: School Information

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 Leadership Team

Membership

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

| Name | Title | Job Duties and Responsibilities |
|----------------|---------------------|--|
| Dunson, Donna | Principal | 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 inadequate 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. |
| Saran, Anuj | Assistant Principal | Anuj Saran - Assistant Principal. 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. |
| Barcenas, Anna | Assistant Principal | Mrs. Barcenas 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. |

Early Warning Systems

Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|-----|-----|-----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 444 | 405 | 379 | 352 | 1580 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 23 | 28 | 16 | 93 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 7 | 9 | 1 | 21 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 131 | 118 | 103 | 87 | 439 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33 | 25 | 21 | 12 | 91 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 42 | 48 | 5 | 130 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 113 | 65 | 47 | 36 | 261 |

FTE units allocated to school (total number of teacher units)

78

Date this data was collected or last updated

Tuesday 8/27/2019

Prior Year - As Reported**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 with two or more early warning indicators:

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

Prior Year - Updated**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 | 52 | 57 | 69 | 90 | 268 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 84 | 82 | 78 | 69 | 313 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50 | 35 | 43 | 31 | 159 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 120 | 106 | 107 | 96 | 429 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 78 | 69 | 85 | 74 | 306 |

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 52% | 0% | 56% | 48% | 0% | 53% |
| ELA Learning Gains | 53% | 0% | 51% | 47% | 0% | 49% |
| ELA Lowest 25th Percentile | 48% | 0% | 42% | 34% | 0% | 41% |
| Math Achievement | 54% | 0% | 51% | 39% | 0% | 49% |
| Math Learning Gains | 54% | 0% | 48% | 37% | 0% | 44% |
| Math Lowest 25th Percentile | 61% | 0% | 45% | 32% | 0% | 39% |
| Science Achievement | 61% | 0% | 68% | 65% | 0% | 65% |
| Social Studies Achievement | 58% | 0% | 73% | 60% | 0% | 70% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | Total |
|---------------------------------|-----------------------------------|---------|---------|---------|----------|
| | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 444 (0) | 405 (0) | 379 (0) | 352 (0) | 1580 (0) |
| Attendance below 90 percent | 26 (0) | 23 (0) | 28 (0) | 16 (0) | 93 (0) |
| One or more suspensions | 4 (0) | 7 (0) | 9 (0) | 1 (0) | 21 (0) |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 0 (0) | 1 (0) | 1 (0) |
| Level 1 on statewide assessment | 131 (0) | 118 (0) | 103 (0) | 87 (0) | 439 (0) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 09 | 2019 | 51% | | | 55% | -4% |
| | 2018 | 56% | | | 53% | 3% |
| Same Grade Comparison | | -5% | | | | |
| Cohort Comparison | | | | | | |
| 10 | 2019 | 53% | | | 53% | 0% |
| | 2018 | 52% | | | 53% | -1% |
| Same Grade Comparison | | 1% | | | | |
| Cohort Comparison | | -3% | | | | |

| MATH | | | | | | |
|-------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| SCIENCE | | | | | | |
|---------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 60% | 0% | 0% | | |
| 2018 | 59% | 0% | 0% | | |
| Compare | | 1% | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 56% | 0% | 0% | | |
| 2018 | 62% | 0% | 0% | | |
| Compare | | -6% | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 47% | 0% | 0% | | |
| 2018 | 60% | 0% | 0% | | |
| Compare | | -13% | | | |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 58% | 0% | 0% | | |
| 2018 | 49% | 0% | 0% | | |
| Compare | | 9% | | | |

Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 20 | 49 | 50 | 28 | 43 | 50 | 16 | 35 | | 95 | 30 |
| ELL | 13 | 46 | 50 | 28 | 60 | 62 | 29 | 50 | | 61 | 29 |
| ASN | 93 | 62 | | | | | | | | | |
| BLK | 34 | 51 | 49 | 41 | 52 | 47 | 45 | 46 | | 95 | 31 |
| HSP | 43 | 49 | 48 | 45 | 53 | 74 | 54 | 61 | | 88 | 51 |
| MUL | 48 | 52 | | 52 | 44 | | 55 | | | | |
| WHT | 66 | 56 | 50 | 67 | 57 | 63 | 73 | 64 | | 93 | 58 |
| FRL | 41 | 49 | 45 | 48 | 55 | 62 | 52 | 55 | | 91 | 44 |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 11 | 36 | 39 | 31 | 39 | 45 | 34 | 56 | | 76 | 7 |
| ELL | 19 | 31 | 26 | 26 | 26 | 27 | 45 | 30 | | 79 | 11 |
| ASN | 92 | 69 | | | | | | | | | |
| BLK | 33 | 47 | 43 | 41 | 46 | 45 | 35 | 41 | | 86 | 21 |
| HSP | 52 | 52 | 42 | 46 | 37 | 38 | 54 | 65 | | 84 | 36 |
| MUL | 46 | 27 | | 59 | 23 | | 47 | | | 85 | 36 |
| WHT | 64 | 57 | 58 | 67 | 47 | 50 | 72 | 72 | | 90 | 49 |
| FRL | 45 | 49 | 45 | 51 | 46 | 44 | 51 | 56 | | 85 | 31 |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index – All Students | 59 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | 62 |

| ESSA Federal Index | |
|--|-----|
| Total Points Earned for the Federal Index | 646 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 98% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 42 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 45 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | 78 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 49 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 57 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | 50 |

| Multiracial Students | |
|--|-----|
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | 65 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 55 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA achievement level for ELL students is at 13%. An influx of students from the region impacted by hurricane Irma. English is not their first language and many had to sit for the test within weeks of being here.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

There was a 16 point decline in the science scores for ELL students. Same reason as above.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The Social studies achievement at 58% was 15% lower than the state average of 73%. The scores have fluctuated over the years and we had new teachers. Moving forward more PD and focus on progress monitoring should resolve the issue.

Which data component showed the most improvement? What new actions did your school take in this area?

There was a 16% increase in the Math lowest 25%. This component increased from 45% to 61% and was the highest in Polk County. Hiring academic coaches (college students) to work with the lowest group and splitting the algebra 1 class for the lowest group in to Algebra 1a and Algebra 1b.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

We have 131 level 1 students in the 9th grade and 55 with two or more indicators; this appears to be the weakest in coming cohort.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Maintain the B grade
2. Increase science achievement
3. Increase FSA ELL score for ELL students
4. Continue to increase the learning gains for ELA and Math
- 5.

Part III: Planning for Improvement

Areas of Focus:

| #1 | |
|---|---|
| Title | Increase AL 3+ for Biology EOC |
| Rationale | We are ranked #71 out of 171 Title 1 High Schools in Florida with a pass rate of 61%. The highest in Polk County is 78% and the state average is 68%. |
| State the measurable outcome the school plans to achieve | The Biology EOC pass rate will increase by at least 3% and go from 61% to 64%. |
| Person responsible for monitoring outcome | Anuj Saran (anuj.saran@lwcharterschools.com) |
| Evidence-based Strategy | <p>Mastery Learning and Marzano's work.</p> <p>Strategy:</p> <p>Tracking Student Progress - LWHS staff will examine individual assessment category assignment grades. We will then make a list of all D's and F's on a daily basis.</p> <p>Setting goals/Objectives - LWHS staff will then electronically communicate with students to set a goal to relearn and retake the assessment within a two week period during the 60 minute H2H time built into the daily schedule and 45 minute Academic H2H time built into the bell schedule twice a week.</p> |
| Rationale for Evidence-based Strategy | Marzano Haystead (2009): Meta Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies. We looked at the effect size of different strategies and the two highest effect sizes are for "Tracking Student Progress (34% Gain) and Setting goals/Objectives (25% Gain). Based on his research, these two strategies have the highest impact on student success. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Identify assessment category assignments eligible for retake under mastery learning 2. Filter out students with D's and F's from Schoology grade book export 3. Use Email/Merge software to set a goal to relearn and retake the assessment within a two week period during the 60 minute H2H time built into the daily schedule and 45 minute Academic H2H time built into the bell schedule twice a week. 4. Teachers will hold reteach and retest sessions during H2H and academic H2H blocks 5. Monitor student data to ensure progress towards goal |
| Person Responsible | Anuj Saran (anuj.saran@lwcharterschools.com) |

| #2 | |
|---|---|
| Title | ELL ELA Achievement Level |
| Rationale | The data shows that the AL for ELL students on the FSA ELA test declined from 19% to 13% between 2018 and 2019. |
| State the measurable outcome the school plans to achieve | Increase FSA ELA test scores for ELL students or learning gains. |
| Person responsible for monitoring outcome | Anuj Saran (anuj.saran@lwcharterschools.com) |
| Evidence-based Strategy | <p>Mastery Learning and Marzano's work.</p> <p>Strategy:</p> <ol style="list-style-type: none"> 1. Building Vocabulary - Hired an ESOL Para to run pull out sessions with the identified LY student list focused on building vocabulary and implementing the two additional strategies below. 2. Tracking Student Progress - ESOL Para will track student progress on Reading Plus, work with the ELA teacher and help students meet learning goals set by the teacher in conjunction with the student. 3. Setting goals/Objectives - The ELL teacher and the ESOL para will set goals and objectives with the ELL students to improve their FSA ELA achievement level or make learning goals. |
| Rationale for Evidence-based Strategy | <p>Marzano Haystead (2009): Meta Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies. We looked at the effect size of different strategies and the three highest effect sizes are for "Tracking Student Progress (34% Gain) and Setting goals/Objectives (25% Gain) and Building Vocabulary (20% gain) Based on his research, these two strategies have the highest impact on student success.</p> |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Hire ESOL Para and share student data with her 2. Provide time and a space for pull out sessions 3. Provide collaborative planning time to design and implement the plan 4. Track student progress using the progress monitoring tools for FSA ELA 5. |
| Person Responsible | Anuj Saran (anuj.saran@lwcharterschools.com) |

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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 necessary requirements for each grade level. Our target is to increase the number of parents attending these events.

PFEP Link

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

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.

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.

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.

Professional development resources are available to Title I schools through Title II funds.

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.

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 2019-2020 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.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

| 1 | III.A. | Areas of Focus: Increase AL 3+ for Biology EOC | | | | \$38,000.00 |
|---|----------|--|--------------------------------------|----------------|-----|-------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 150-Aides | 1721 - Lake Wales Senior High School | Other | | \$38,000.00 |

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|---------------|---------------|--|---|----------------|-----|--------------------|
| | | | <i>Notes: Private donation to fund a data secretary to drive mastery learning and provide data to students and staff on a weekly basis.</i> | | | |
| 2 | III.A. | Areas of Focus: ELL ELA Achievement Level | | | | \$27,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 150-Aides | 1721 - Lake Wales Senior High School | General Fund | | \$27,000.00 |
| | | | <i>Notes: ESOL Para</i> | | | |
| Total: | | | | | | \$65,000.00 |