

Collier County Public Schools

Lorenzo Walker Technical High School



2020-21 Schoolwide Improvement Plan

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Lorenzo Walker Technical High School

3702 ESTEY AVE, Naples, FL 34104

<https://www.collierschools.com/lwtc>

Demographics

Principal: Valerie Hernandez

Start Date for this Principal: 7/23/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Career and Technical Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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 Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (77%) 2017-18: A (81%) 2016-17: A (72%) 2015-16: A (66%)
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

This plan is pending approval by the Collier County School Board.

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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Lorenzo Walker Technical High School

3702 ESTEY AVE, Naples, FL 34104

<https://www.collierschools.com/lwtc>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Career and Technical Education	No	83%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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SIP Authority

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<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.

The mission of Lorenzo Walker Technical High School is to create the ultimate career and college preparatory education program for all students to acquire skills for life.

Provide the school's vision statement.

All students will graduate from high school fully prepared to be successful in the workplace and to pursue post- secondary education.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Rexford, Jeff	Principal	<p>Instructional Leader and Collaborator- classroom observations, professional development training's, monitors all school data daily, over site of all PLC's</p> <p>Engage Stakeholders- Campus Connection-weekly newsletter to staff, mustang message monthly newsletter to parents and staff, marque weekly updates with important information, Facebook posts, Twitter and school website, robocalls, emails and texts home. Tours of facility for interested community members and parents. SAC member and participates in monthly meetings.</p>
Wennlund, Christina	Assistant Principal	<p>Instructional Leader and Collaborator- classroom observations, professional development training's, monitors all school data, participation in all PLC's</p> <p>Engage Stakeholders- Campus Connection-a weekly newsletter to staff, mustang message monthly newsletter to parents and staff, marque weekly updates with important information, Facebook, Twitter and school website, robocalls, emails and texts home. Tours of facility for interested community members and parents. Over site of the Parent Volunteer Support Club to support student academic and SIP. Attendance and participation in Monthly SAC meetings. Community group round table discussions and presentations. Monthly SAC meetings and community leadership groups</p>
Elliott, Lianne	Instructional Coach	<p>School Leadership- Leads the English department and PLC's. Peer observer for the FTEM observation model. Collaborates with teachers on standard-based lesson planning. Attends monthly district Reading Coach meetings to learn new strategies and updated training.</p> <p>Engaging Stakeholders- Works with individual students on success strategies, models lessons for teachers, communicates with the parents through multiple modes (emails, phone calls, conferences) and provides training to all staff regarding reading strategies. Coordinates and facilitates the SAT boot camps on Saturday's.</p>
Caplan, Lauren	Instructional Coach	<p>School Leadership- Leads the math department and PLC's. Peer observer for the FTEM observation model. Collaborates with teachers on standard-based lesson planning. Attends monthly district Math Coach meetings to learn new strategies and updated training.</p> <p>Engaging Stakeholders- Works with individual students on success strategies, models lessons for teachers, communicates with the parents through multiple modes (emails, phone calls, conferences) and provides training to all staff regarding math strategies. Assists with the SAT boot camps on Saturday's.</p>

Demographic Information

Principal start date

Thursday 7/23/2020, Valerie Hernandez

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

26

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Career and Technical Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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 Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (77%) 2017-18: A (81%) 2016-17: A (72%) 2015-16: A (66%)
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 .	

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	147	152	149	143	591
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	2	0	0	4	6
One or more suspensions	0	0	0	0	0	0	0	0	0	3	0	2	1	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	3	4	3	10
Course failure in Math	0	0	0	0	0	0	0	0	0	2	3	4	2	11
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	2	1	2	5
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	3	10	13

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	2	2

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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/18/2020

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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	153	150	152	142	597	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	3	2	4	1	10	
One or more suspensions	0	0	0	0	0	0	0	0	0	8	1	4	3	16	
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	2	3	13	1	19	

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	2	0	2

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	0	0	0	0	
Students retained two or more times	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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	153	150	152	142	597
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	3	2	4	1	10
One or more suspensions	0	0	0	0	0	0	0	0	0	0	8	1	4	3	16
Course failure in ELA or Math	0	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	2	3	13	1	19

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	2	0	2

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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	86%	59%	56%	83%	58%	53%
ELA Learning Gains	72%	52%	51%	65%	51%	49%
ELA Lowest 25th Percentile	71%	41%	42%	64%	43%	41%
Math Achievement	76%	58%	51%	71%	59%	49%
Math Learning Gains	34%	44%	48%	52%	47%	44%
Math Lowest 25th Percentile	41%	46%	45%	45%	43%	39%
Science Achievement	97%	72%	68%	83%	69%	65%
Social Studies Achievement	95%	76%	73%	91%	71%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	88%	56%	32%	55%	33%
	2018	89%	56%	33%	53%	36%
Same Grade Comparison		-1%				
Cohort Comparison						
10	2019	84%	53%	31%	53%	31%
	2018	91%	59%	32%	53%	38%
Same Grade Comparison		-7%				
Cohort Comparison		-5%				

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	97%	68%	29%	67%	30%
2018	90%	72%	18%	65%	25%
Compare		7%			
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	95%	72%	23%	70%	25%
2018	96%	72%	24%	68%	28%
Compare		-1%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	87%	67%	20%	61%	26%
2018	86%	67%	19%	62%	24%
Compare		1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	59%	16%	57%	18%
2018	72%	67%	5%	56%	16%
Compare		3%			

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	46	54	59	53	35		92	80		100	80
ELL	93	67									
BLK	84	73	77	79	13		96	96		100	91
HSP	85	70	66	77	37	53	96	94		100	95

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
WHT	89	76	85	70	41		100	95		100	93
FRL	85	72	71	78	37	48	97	94		100	95
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	52	62	60	59	48		60	62		100	92
BLK	92	75	89	68	46		82	92		100	93
HSP	89	77	84	74	54	50	90	88		100	89
WHT	89	64		86	61		100	90		97	90
FRL	89	75	81	75	53	67	91	90		99	91
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
SWD	55	50	40	48	57	58		57		90	
BLK	75	70	63	68	44	45	82			100	76
HSP	83	63	58	74	55	47	81	90		98	72
WHT	92	65		65	56		92	90		94	63
FRL	83	66	65	71	52	48	84	89		96	69

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	77
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	
Total Points Earned for the Federal Index	766
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	67
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	80
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	79
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	77
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	83
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	78
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

Math Learning Gains fell the most in the past year, from 54 percent in 2018 to 34 percent in 2019. This has been a trend.

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

Math Learning Gains of the lowest 25 percent showed the greatest decline, from 63 percent in 2018 to 41 percent in 2019. This goes along with the trend we have seen in the overall math learning gains decline.

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.

Math Learning Gains had the greatest gap when compared to the state average.

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

Biology showed the most improvement this past year. Biology (Science) achievement in 2018 was 90 % and in 2019 rose to 97 %. Throughout the 2018-2019, and also the 2019-2020 school year, a new teacher was paired with a science certified co-teacher.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Possible area of concern may be increased number of suspensions for incoming 9th grade students.

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

1. Standards-Based instruction
2. Math overall Learning Gains and Learning Gains of Lowest 25 percent
3. ELA learning gains of Lowest 25 percent
4. Parent Involvement

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

Ensuring that we are teaching within the content limits of the standards, providing the foundation for students to meet achievement levels and make learning gains, is the greatest area of concern for overall student achievement. Standards-based planning and learning is the area of focus that needs expanded across all subject areas. Based upon our 2019-2020 Marzano Teacher Evaluation Model, 90% of our instructional staff scored at the Effective level in both Domains 1 and 2. Since the overall student learning gains are foundational to standards-based planning and learning, our goal is to increase the expertise of our instructional staff from Effective to Innovating, inclusive of at least 75% of teachers. This will be monitored through the Marzano iObservation tool, along with specific feedback provided to teachers through electronic lesson planning, benchmark assessments, professional development trainings.

Measurable Outcome:

Instructors embed Marzano's instructional, research based teaching strategies into their lesson. This will be observed by administration, through lesson plans and formative assessments uploaded to MS Teams, and also through the class in Canvas, for review with department chairs.

Person responsible for monitoring outcome:

Jeff Rexford (rexforje@collierschools.com)

Evidence-based Strategy:

1. Utilize the pacing guides, lesson plan template and researched based teaching strategies of Marzano's instructional model.
2. Frequent progress monitoring within the classroom
3. Common Formative Assessments
4. Weekly, Standards based, Common/Collaborative Planning
5. Classroom Modeling
6. Flipped Classroom

Rationale for Evidence-based Strategy:

Activities and formative assessments must align to standards in order to increase the learning gains for all students, and this will be monitored closely each week. Frequent, progress monitoring will be conducted by teachers and will be detailed in their monitored lesson plans through Canvas. Teachers will utilize common, formative assessments and analyze data with the academic coaches to adjust instruction as needed.

Action Steps to Implement

Common, collaborative planning focused on Florida State Standards

Person Responsible

Jeff Rexford (rexforje@collierschools.com)

Instructional coaches/department chairs plan with teachers, planning for standards based instruction, utilizing evidence based strategies and model lessons. Teacher observations will be conducted by academic coaches and administration to offer support.

Person Responsible

Jeff Rexford (rexforje@collierschools.com)

Data dialogues with individual teachers regarding student performance on district quarterly benchmark exams and formative assessments provided in class. Academic coaches will assist teachers through coaching cycles who need additional support.

Person Responsible

Christina Wennlund (wennlc@collierschools.com)

Weekly review of lesson plans and "classrooms" within Canvas, with lesson plans monitored for rigor appropriate for standards and high-quality, standards-aligned student work.

Person Responsible Christina Wennlund (wennlc@collierschools.com)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Increase overall student learning gains in math by focusing on standards based planning within lesson plans. Overall, specifically math learning gains decreased by 20% from 2018-2019, so this is a critical need. Also, increase overall learning gains and learning gains of the Lowest 25 percent subgroup with a focus on instructional practices in math. This was identified as a critical need based on the fact that 63% of students in the lowest 25 percent in 2018 made learning gains in math, and only 41% of students in 2019 in the Lowest 25 percent made learning gains in math.

Measurable Outcome: The goal would be to increase by 22% the students in the Lowest 25 percent making learning gains in math, and increase by 20 percent the students making overall learning gains in Math.

Person responsible for monitoring outcome: Jeff Rexford (rexforje@collierschools.com)

Evidence-based Strategy:

1. Online math programs- Aleks, Delta Math, Reveal and Math Excel, utilizing TEI style questions
2. Student data binders to track data
3. Spiral review
4. Common formative assessments
5. Frequent progress monitoring
6. Use of achievement level descriptors embedded in math curriculum guides in planning
7. Use of scales within the classroom
8. Common/Collaborative Planning

Rationale for Evidence-based Strategy: By using research-based Marzano strategies, the instructors will ensure the students understand the content as evidenced by district quarterly benchmark exams and formative assessments provided in class. In addition, the Math coach will push into classrooms with high levels of Lowest 25 percent students.

Action Steps to Implement

Ongoing professional development for all math teachers on Marzano instructional strategies within the FTEM model.

Person Responsible Jeff Rexford (rexforje@collierschools.com)

Weekly academic coach check in with Algebra and Geometry students to check grades and Aleks progress , and tracking of Aleks progress for each student utilizing a digital tracker/tracking system

Person Responsible Lauren Caplan (capla1@collierschools.com)

Data dialogues with individual teachers regarding student performance on district quarterly benchmarks. Address teaching if there is a decrease in scores and assign math coach to work closely with the teacher and conduct a coaching cycle.

Person Responsible Jeff Rexford (rexforje@collierschools.com)

Weekly review of lesson plans, with lesson plans monitored for rigor appropriate for standards and high-quality, standards-aligned student work.

Person Responsible Christina Wennlund (wennlc@collierschools.com)

Incorporate achievement level descriptors into planning and Canvas lessons

Person Responsible Lauren Caplan (capla1@collierschools.com)

Plan for TEI style questions (Math Reveal, Aleks) and incorporate achievement level descriptors through common, collaborative planning

Person Responsible Lauren Caplan (capla1@collierschools.com)

Utilize flipped classroom model to allow for student reference of notes and videos

Person Responsible Lauren Caplan (capla1@collierschools.com)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Increase overall learning gains and learning gains of the Lowest 25 percent subgroup with a focus on instructional practices in ELA. This was identified as a critical need based on the fact that 82 percent of students made gains in 2017-2018, and only 71 percent of students made gains in ELA in 2018-2019.

Measurable Outcome: The goal would be to get back to 82 percent of students in the lowest 25 percent making learning gains in the 2020-2021 school year.

Person responsible for monitoring outcome: Christina Wennlund (wennlc@collierschools.com)

Evidence-based Strategy:

1. Online program- Read 180
2. Student data binders to track data
3. Spiral review
4. Common formative assessments
5. Frequent progress monitoring
6. Students processing new content (FTEM Deliberate Practice Element)/ Identifying Critical Content
7. Use of scales within the classroom
8. Common/Collaborative Planning

Rationale for Evidence-based Strategy: By using research-based Marzano strategies, the instructors will ensure the students understand the content as evidenced by district quarterly benchmark exams and formative assessments provided in class. In addition, the reading coach will push into classrooms with high levels of Lowest 25 percent students.

Action Steps to Implement

Ongoing professional development for all ELA teachers on Marzano instructional strategies within the FTEM model.

Person Responsible: Lianne Elliott (elliottli@collierschools.com)

Data dialogues with individual teachers regarding student performance on district quarterly benchmarks. Address teaching if there is a decrease in scores and assign reading coach to work closely with the teacher and conduct a coaching cycle.

Person Responsible: Christina Wennlund (wennlc@collierschools.com)

Reading coach will meet weekly with each ELA teacher, plan standards-based lessons utilizing evidence based strategies and model lessons and teacher observations will be conducted by reading coach and administration.

Person Responsible: Lianne Elliott (elliottli@collierschools.com)

Weekly review of lesson plans and lessons within Canvas, with lesson plans monitored for rigor appropriate for standards and high-quality, standards-aligned student work.

Person Responsible: Christina Wennlund (wennlc@collierschools.com)

Students meet twice quarterly with reading coach regarding reading goals and monitoring of Read 180 application for each student

Person Responsible Lianne Elliott (elliottli@collierschools.com)

Students will utilize Khan Academy, starting in 10th grade, and teachers will be trained on incorporating this into their lesson plans through collaborative planning time.

Person Responsible Lianne Elliott (elliottli@collierschools.com)

Common, formative assessments through Quizizz, adopted from HMH, with time for teacher analysis of data

Person Responsible Lianne Elliott (elliottli@collierschools.com)

Utilize student binder with goals and scales, and electronic standards for grades 11-12, to help students track their progress on each standard.

Person Responsible Lianne Elliott (elliottli@collierschools.com)

In science, students will use annotations to help narrow down the main idea and supporting points. Notecards and socratives will be used to target main ideas in reading, to support these standards for ELA.

Person Responsible Tara Barr (barrt@collierschools.com)

#4. Culture & Environment specifically relating to Parent Involvement**Area of Focus
Description
and
Rationale:**

Increasing our level of parent involvement is an essential focus for overall student academic success. Having increased parent involvement means more students are likely to have higher grades, gains in test scores, consistent attendance, positive behaviors and parental guidance in supporting goal setting. Evidence from the 2019-2020 school year, shows less than 76% parent involvement.

We would like to increase the level of parent involvement for all students, at all grade levels at our school.

Measurable Outcome:

Increase parent involvement in the 2020-2021 school year by having 100 percent of parents/guardians participate in at least one parent involvement event (virtually or in person) during the 2020-2021 school year.

Person responsible for monitoring outcome:

Christina Wennlund (wennlc@collierschools.com)

Evidence-based Strategy:

1. Provide meaningful parent involvement training, provided by academic coaches and administration.
2. Provide synchronous and asynchronous options for parents to engage in meaningful parent involvement training, by creating videos and in-person options for parents.
3. Utilize surveys
4. Track parent communication (phone calls, e-mails, Canvas communications)
5. Collaborative grade level team meetings to discuss student concerns and track student progress
6. Provide translation of all materials and in-person/virtual training
7. Monthly update newsletter

Rationale for Evidence-based Strategy:

By implementing consistent communication with the parents in their native language and in a timely manner, we will ensure shared goal setting.

Action Steps to Implement

Welcome phone calls to all students and parents within each grade level, tracked through the grade-level team spreadsheet in Teams.

Person Responsible

Christina Wennlund (wennlc@collierschools.com)

Provide meaningful parent involvement training, provided by academic coaches and administration, both synchronously and asynchronously (when possible),

Person Responsible

Jeff Rexford (rexforje@collierschools.com)

Monthly newsletter- Mustang Message- to offer updates to parents, and opportunities to be involved with their student's academic endeavors. Create monthly virtual "tip" section to help parents navigate virtual learning, for both students at home and in-person.

Person Responsible

Jeff Rexford (rexforje@collierschools.com)

Utilize parent communication log for each grade level, updated weekly, to log all parent contact and communication regarding students, and use to discuss student concerns and solutions to assist parents and students.

Person Responsible Christina Wennlund (wennlc@collierschools.com)

Utilize surveys and sign in sheets at all parent involvement training, to track participation and gather feedback to create future meaningful and relevant trainings for parents.

Person Responsible Christina Wennlund (wennlc@collierschools.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The Parent and Families Engagement Plan (PFEP) will be presented during our SAC meetings, which will be held on the third Tuesday of each month. Parents will be given the opportunity to review the plan and give feedback and other input as documented in agenda and in meeting minutes from designated SAC meetings. SAC will be consulted on the appropriate use of parent involvement funds and other Title 1 information will be shared at the Annual Title 1 Meeting/Meet the Teacher Day and throughout the year.

Information will be shared in a PowerPoint/technology format with newsletters/flyers also distributed. The policy will be made available to parents using multiple methods including but not limited to distribution via backpack, parent meetings/trainings, the school's website, and via the principal's monthly newsletter.

Also, parents gave input via e-mail/virtual meeting on July 28, 2020 to determine how effective the current plan has been and to give input for the 2019-2020 plan. The input was analyzed and used to prepare the parent involvement plan for the 2020-2021 school year.

In addition, when the annual Title 1 Parent Survey and other District surveys are administered throughout the school year, they will be done at drop-in sessions held at LWTHS where breakfast, lunch and dinner will

be served. This will increase the percentage of returned surveys and increase parent involvement.

This school year we are establishing our first Family Volunteer Support Club. The goal of the club will be to support our annual SIP, through academically supporting our teachers and students through volunteer hours and through in-kind giving.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$102,536.01
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	0282 - Lorenzo Walker Technical High School	Title, I Part A	1.0	\$101,142.70
			<i>Notes: Reading Coach- Lianne Elliot</i>			
	6400	130-Other Certified Instructional Personnel	0282 - Lorenzo Walker Technical High School	Title, I Part A		\$1,393.31
			<i>Notes: Staff (2 coaches and 2 teachers) contract will be pre-extended by 1 day to work on Professional Development and planning for the year</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$69,388.44
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	0282 - Lorenzo Walker Technical High School	Title, I Part A	0.4	\$30,839.31
			<i>Notes: Math Resource Teacher- Lauren Caplan</i>			
	6400	130-Other Certified Instructional Personnel	0282 - Lorenzo Walker Technical High School	Title, I Part A	0.5	\$38,549.13
			<i>Notes: Academic math coach- Lauren Caplan</i>			
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$102,321.39
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0282 - Lorenzo Walker Technical High School	Title, I Part A		\$1,178.69
			<i>Notes: Whole School Read Novels: To enhance collaborative school-wide, standards-based literacy, inclusive of Social Emotional Learning, for all students in all grade levels. Please note, a portion of Whole School Read Novels will be paid for by a Grant that our Reading Coach and Media Specialist were awarded.</i>			
	6400	130-Other Certified Instructional Personnel	0282 - Lorenzo Walker Technical High School	Title, I Part A	1.0	\$101,142.70
			<i>Notes: Reading Coach- Lianne Elliot</i>			
4	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$1,675.75
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	6150	510-Supplies	0282 - Lorenzo Walker Technical High School	Title, I Part A		\$1,675.75
			<i>Notes: Parent involvement materials such as; meals for parent trainings, printing of flyers and parent communication, paper for copying, color paper for flyers, pencils, pens and highlighters for note-taking.</i>			
Total:						\$275,921.59