
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	20
Positive Culture & Environment	25
Budget to Support Goals	26

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: 7/12/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	26

Lorenzo Walker Technical High School

3702 ESTEY AVE, Naples, FL 34104

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>77%</p>
<p>Primary Service Type (per MSID File)</p> <p>Career and Technical Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>83%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade	A	A	A	A

School Board Approval

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SIP Authority

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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.

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	Position Title	Job Duties and Responsibilities
		Instructional Leader and Collaborator- classroom observations, professional development training's, monitors all school data daily, over site of all PLC's
Hernandez, Valerie	Principal	Engage Stakeholders- marquee 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
Wennlund, Christina	Assistant Principal	Instructional Leader and Collaborator- classroom observations, professional development training's, monitors all school data, participation in all PLC's Engage Stakeholders- parent meetings and communication via robocall, social media (Facebook and Twitter) and e-mail blasts. Attendance and participation in Monthly SAC meetings and community leadership groups
Elliott, Lianne	Instructional Coach	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. 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.
Werner, Cynthia	Instructional Coach	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. 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.

Demographic Information

Principal start date

Monday 7/12/2021, 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

Total number of students enrolled at the school

591

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

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	150	150	150	141	591
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	9	6	7	9	31
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	5	2	7	4	18
Course failure in Math	0	0	0	0	0	0	0	0	0	2	1	1	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	5	5	1	3	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	3	2	0	6
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	2	2	1	0	5

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

Date this data was collected or last updated

Wednesday 9/1/2021

2020-21 - 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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - 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	147	152	149	143	591
Attendance below 90 percent	0	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	0	3	0	2	1	6
Course failure in ELA	0	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	0	2	3	4	2	11
Level 1 on 2019 statewide ELA assessment	0	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	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	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	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				86%	59%	56%	90%	62%	56%
ELA Learning Gains				72%	52%	51%	75%	57%	53%
ELA Lowest 25th Percentile				71%	41%	42%	82%	46%	44%
Math Achievement				76%	58%	51%	76%	63%	51%
Math Learning Gains				34%	44%	48%	54%	56%	48%
Math Lowest 25th Percentile				41%	46%	45%	63%	50%	45%
Science Achievement				97%	72%	68%	90%	70%	67%
Social Studies Achievement				95%	76%	73%	89%	76%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	88%	56%	32%	55%	33%
Cohort Comparison						
10	2021					
	2019	84%	53%	31%	53%	31%
Cohort Comparison		-88%				

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	
2021						
2019	97%	68%	29%	67%	30%	

CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019						

HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	95%	72%	23%	70%	25%	

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	87%	67%	20%	61%	26%	

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	59%	16%	57%	18%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools used were the Quarter 1 District Benchmark Assessment, Quarter 2 District Benchmark Assessment (midterm) and Quarter 3 District Benchmark Assessment.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	75	82	88
	Economically Disadvantaged	67	76	84
	Students With Disabilities	56	67	56
	English Language Learners	50	67	60
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	79	88	84
	Economically Disadvantaged	79	87	82
	Students With Disabilities	67	100	100
	English Language Learners	100	100	100
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	100	100	100
	Economically Disadvantaged	100	100	100
	Students With Disabilities	100	100	100
	English Language Learners	100	100	100
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	80	87	69
	Economically Disadvantaged	77	83	64
	Students With Disabilities	63	75	56
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	83	89	96
	Economically Disadvantaged	83	89	96
	Students With Disabilities	70	90	91
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	87	91	92
	Economically Disadvantaged	89	94	93
	Students With Disabilities	70	80	80
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	92	96	95
	Economically Disadvantaged	88	93	93
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	100	100	N/A
	Economically Disadvantaged	100	100	N/A
	Students With Disabilities	100	100	N/A
	English Language Learners	N/A	N/A	N/A

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		N/A	N/A	N/A
	Economically Disadvantaged		N/A	N/A	N/A
	Students With Disabilities		N/A	N/A	N/A
	English Language Learners		N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		N/A	N/A	N/A
	Economically Disadvantaged		N/A	N/A	N/A
	Students With Disabilities		N/A	N/A	N/A
	English Language Learners		N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		N/A	N/A	N/A
	Economically Disadvantaged		N/A	N/A	N/A
	Students With Disabilities		N/A	N/A	N/A
	English Language Learners		N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students		N/A	N/A	N/A
	Economically Disadvantaged		N/A	N/A	N/A
	Students With Disabilities		N/A	N/A	N/A
	English Language Learners		N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	67	83	79	75	53		77	53		100	100
ELL	87	87									
BLK	88	76	55	93	44		96	91		100	100
HSP	87	75	79	89	63	72	96	85		100	99
WHT	93	77		96	72	67	100	91		100	100

2021 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 2019-20	C & C Accel 2019-20
FRL	86	77	74	88	55	61	96	86		100	99
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
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	84
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	844
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	76
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	87
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	83
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	85
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	88
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	82
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Decrease in overall achievement on the US History EOC. Overall learning gains in math increased, however it is still our lowest scored school grade component. We saw an increase in ELA Lowest 25 percent learning gains, however, we have yet to reach the level of 82 percent from the 2017-2018 school year.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The areas with the greatest need for improvement are US History learning gains, overall math learning gains, learning gains of the lowest 25 percent in ELA.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors included 11th grade students on a block schedule format, where students had significant Covid-related absences/close contact absences, and changing between virtual instruction and in-person instruction. Due to this continuing to be a concern this year, work on flipped classroom strategies to allow students at home on extended absences to continue with the curriculum in a meaningful way.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math gains for the lowest 25 percent increased from 41 to 68 percent.

What were the contributing factors to this improvement? What new actions did your school take in this area?

In terms of math, the contributing factors were significant instructional model changes due to the ever-changing school formats (blended, in person, virtual). The Geometry instructor created a classroom model that allowed students to take notes through pre-recorded videos and examples, and was able to work individually with students who were in a virtual school format. These videos also allowed the students to review concepts they struggled with, and students had to master these standards before moving on.

What strategies will need to be implemented in order to accelerate learning?

Utilize flipped classroom strategies, with teacher support, in other content areas.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Geometry teacher will offer professional development/present to staff the strategies she utilizes within her Geometry classroom in order to expand these strategies and practices to other classrooms and content areas.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will utilize individual, one on one coaching sessions for teachers, as well as opportunities for instructional rounds to see best practices within other classrooms.

Part III: Planning for Improvement

Areas of Focus:

#1. 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, 72 percent of students made gains in ELA in 2018-2019, and 76 percent of students in the Lowest 25 percent subgroup made gains in the 2020-2021 school year. While this is an increase, it is not to the level of 82 percent that we were at in 2017-2018.

Measurable Outcome: Increase by 6% the lowest 25 percent of students showing gains in English Language Arts during the 2021-2022 school year on the Spring 2022 Florida Standards Assessment in Reading.

Monitoring: Monitoring will occur through use of the district Quarter Benchmark Assessment 1 (Quarter 1), Quarter Benchmark Assessment 2 (Midterm/Quarter 2), and ongoing progress monitoring/formative assessments within the classroom done weekly.

Person responsible for monitoring outcome: Lianne Elliott (elliottli@collierschools.com)

Evidence-based Strategy:

1. Common/Collaborative Planning
2. Frequent progress monitoring
3. Online Program- Read 180

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

Literacy coach will meet weekly with each ELA teacher, plan standards-based lessons utilizing evidence based strategies and model lessons; teacher observations will be conducted by literacy coach and administration. 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 Lianne Elliott (elliottli@collierschools.com)

Teachers use formative assessments within the classroom weekly to monitor student progress; Data chats with individual teachers regarding student performance on district quarterly benchmarks. Address teaching if there is a decrease in scores and assign literacy coach to work closely with the teacher and conduct a coaching cycle.

Person Responsible Lianne Elliott (elliottli@collierschools.com)

Teachers review Read 180 data weekly to formulate a plan to address deficiencies; students meet twice quarterly with literacy coach regarding reading goals and monitoring of Read 180 application for each student

Person Responsible Lianne Elliott (elliottli@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. While we made significant progress in math learning gains, going from 34 percent in the 2018-2019 school year, to 62 percent in the 2020-2021 school year.

Measurable Outcome: Increase by 3 percent the number of students making learning gains in math during the 2021-2022 school year on the Spring 2022 Florida Standards Assessment.

Monitoring: Monitoring will occur through use of the district Quarter Benchmark Assessment 1 (Quarter 1), Quarter Benchmark Assessment 2 (Midterm/Quarter 2), and ongoing progress monitoring/formative assessments within the classroom weekly.

Person responsible for monitoring outcome: Cynthia Werner (wernec@collierschools.com)

Evidence-based Strategy: 1. Online math programs- Aleks
 3. Spiral review and frequent progress monitoring
 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

Twice quarterly academic coach check in with Algebra and Geometry students to check grades and Aleks progress, and tracking of Aleks progress for each student; teachers review Read 180 data weekly to formulate a plan to address deficiencies

Person Responsible: Cynthia Werner (wernec@collierschools.com)

Teachers use formative assessments within the classroom weekly to monitor student progress; data chats 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: Cynthia Werner (wernec@collierschools.com)

Math coach will meet weekly with each math teacher, plan standards-based lessons utilizing evidence based strategies and model lessons; teacher observations will be conducted by literacy coach and administration. 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: Cynthia Werner (wernec@collierschools.com)

#3. 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. In 2020-2021, with so many events virtual, parent attendance and involvement was low, however, we worked to create opportunities for parents to stay involved in their student's academic career.

We would like to increase the level of parent involvement for all students, at all grade levels at our school, to have 100% parent involvement, where a parent/guardian of each student is involved in one parent event throughout the 2021-2022 school year.

Measurable Outcome:

Increase parent involvement in the 2021-2022 school year by having 100 percent of parents/guardians participate in at least one parent involvement event during the school year.

Monitoring:

Monitoring will be through parent sign in sheets and follow up surveys

Person responsible for monitoring outcome:

Christina Wennlund (wennlc@collierschools.com)

Evidence-based Strategy:

1. Require teachers to make contact with parents/guardians of struggling students
2. Utilize surveys and incorporate feedback from these surveys into parent involvement activities
3. Monthly update newsletter/newspaper to parents/guardians

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 in addition to calls/contact home for struggling 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)

Create and send monthly Mustang Message (newsletter), track number of parents/guardians who open and/or read publication

Person Responsible

Valerie Hernandez (hernav1@collierschools.com)

#4. Instructional Practice specifically relating to Social Studies

Area of Focus	
Description and Rationale:	The achievement level (students scoring 3 and higher) in the 2018-2019 school year was at 95 percent, but dropped to 87 percent in the 2020-2021 school year.
Measurable Outcome:	Increase by 8 percent the number of students earning a level 3 or higher on the Spring 2022 US History End of Course exam, showing a mastery of the content standards during the 2021-2022 school year.
Monitoring:	Monitoring will occur through use of the district Quarter Benchmark Assessment 1 (Quarter 1), Quarter Benchmark Assessment 2 (Midterm/Quarter 2), and ongoing progress monitoring/formative assessments within the classroom weekly.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Use of End of Course exam connection cards (each student receives a set) 2. Frequent Progress Monitoring 3. Standards based planning and collaborative planning among two U.S. History instructors
Rationale for Evidence-based Strategy:	The majority of the students in US History are scheduled as juniors in a block class format, meaning they complete the course in half a year. The need for ongoing review and collaboration in small groups is crucial to helping students gain mastery of the standards.

Action Steps to Implement

Create flash cards that connect to the standards covered on the end of course US History exam (vocabulary and concepts) for each student

Person Responsible Christina Wennlund (wennlc@collierschools.com)

Ongoing, formative assessment to identify students struggling to master standards, and small group instruction to help these students (re-teaching of standards). Data chats with individual teachers regarding student performance on district quarterly benchmarks. Address teaching if there is a decrease in scores and assign literacy coach to work closely with the teacher and conduct a coaching cycle.

Person Responsible Christina Wennlund (wennlc@collierschools.com)

Common, collaborative planning weekly between two US History teachers; teacher observations will be conducted by administration. 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)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

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.

Within our school, we have a positive behavioral support system and plan. Students earn Mustang Bucks for meeting or exceeding school wide expectations (Learn Actively, Welcome Responsibility, Treat Others with Consideration, Have a Positive Attitude, Stay Strong and Persevere). These can be used to purchase items from our school store (spirit wear, school supplies, etc.), to enter quarterly prize drawings, and to purchase tickets to events throughout the year. At LWTHS, we promote a culture of positivity and inclusiveness, by ensuring all stakeholders have a voice. We celebrate Culture and Diversity week each semester, where our theme is "Many Cultures, One Community, Mustang Pride." We plan great activities, such as cultural food menus and a Choice Board that students are already working on and creating cultural submissions for in Canvas (poetry, dance, diversity logo competition, etc.).

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Parents and Families:

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 Night 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 (folder on the first day of school), parent meetings/trainings, the school's website, and shared via social media (link to website).

Also, parents gave input during our May SAC meeting to determine how effective the current plan has been and to give input for the 2021-2022 plan. The input was analyzed and used to prepare the parent involvement plan for the 2021-2022 school year.

In addition, when the annual Title 1 Parent Survey and other District surveys are administered throughout the school year to gather parent feedback, we will review the results and adjust accordingly.

Teachers/Staff Members/School Administrators

Teachers and all staff members (including non-instructional) hand out Mustang Bucks when they see students meeting/exceeding school-wide expectations on a daily basis. Teachers participate in the school-wide Culture and Diversity weeks, and help facilitate activities within their classrooms. Furthermore, almost every teacher on our staff sponsors an activity or club to help engage students outside of the classroom and promote the positive, family-like feel we have at LWTHS.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$36,856.77
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	0282 - Lorenzo Walker Technical High School	Title, I Part A		\$3,500.00
			<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>			
	5100	160-Other Support Personnel	0282 - Lorenzo Walker Technical High School	Title, I Part A	1.0	\$33,356.77
			<i>Notes: Paraprofessional assigned to push-in classroom support and small group interventions within Intensive ELA classrooms.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$86,500.60
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0282 - Lorenzo Walker Technical High School	Title, I Part A	0.5	\$43,250.30
			<i>Notes: Cynthia Werner- .5 Math Coach</i>			
	5100	130-Other Certified Instructional Personnel	0282 - Lorenzo Walker Technical High School	Title, I Part A	0.5	\$43,250.30
			<i>Notes: Cynthia Werner- Resource Teacher</i>			
3	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$4,047.23
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	510-Supplies	0282 - Lorenzo Walker Technical High School	Title, I Part A		\$4,047.23
			<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>			
4	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$33,356.77
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	5100	160-Other Support Personnel	0282 - Lorenzo Walker Technical High School	Title, I Part A	1.0	\$33,356.77
			<i>Notes: Paraprofessional assigned to push-in classroom support and small group interventions within Social Studies classrooms.</i>			
					Total:	\$160,761.37