

Lake Wales Charter Schools

Lake Wales Senior High School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	20
Positive Culture & Environment	24
Budget to Support Goals	25

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	69%
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* Asian Students Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2020-21: B (45%) 2018-19: B (58%) 2017-18: B (55%) 2016-17: C (49%)
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

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	25

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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	Yes	58%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	58%

School Grades History

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

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

Name	Position 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. Mr. Saran is also responsible for the school budget. FTE, IB Program, and Technology services.
McCoy, Kaleigh	Assistant Principal	Mrs. McCoy 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. Mrs. McCoy is the AP for curriculum and manages all of the career academies and guidance.

Demographic Information

Principal start date

Friday 7/1/2011, Anuj Saran

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.*

0

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.*

4

Total number of teacher positions allocated to the school

71

Total number of students enrolled at the school

1,565

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

12

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

12

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	514	414	377	255	1560
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	95	104	83	36	318
One or more suspensions	0	0	0	0	0	0	0	0	0	0	3	2	0	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	48	84	79	25	236
Course failure in Math	0	0	0	0	0	0	0	0	0	60	83	87	27	257
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	131	113	100	50	394
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	136	85	71	35	327
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	126	79	0	0	205

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	90	120	96	33	339

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	95	101	75	1	272
Students retained two or more times	0	0	0	0	0	0	0	0	0	38	40	39	9	126

Date this data was collected or last updated

Wednesday 8/18/2021

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	431	450	379	313	1573
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	17	18	14	7	56
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	119	103	87	76	385
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	115	94	40	42	291

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	20	16	7	6	49

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	22	35	31	1	89
Students retained two or more times	0	0	0	0	0	0	0	0	0	30	53	47	19	149

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	431	450	379	313	1573
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	144	101	108	37	390
One or more suspensions	0	0	0	0	0	0	0	0	0	61	40	30	9	140
Course failure in ELA	0	0	0	0	0	0	0	0	0	6	22	8	4	40
Course failure in Math	0	0	0	0	0	0	0	0	0	5	24	23	3	55
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	131	113	100	50	394
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	136	85	71	35	327

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	105	85	81	24	295

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	95	101	75	1	272
Students retained two or more times	0	0	0	0	0	0	0	0	0	38	40	39	9	126

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	46%			52%		56%	54%		56%
ELA Learning Gains	46%			53%		51%	53%		53%
ELA Lowest 25th Percentile	38%			48%		42%	46%		44%
Math Achievement	32%			54%		51%	56%		51%
Math Learning Gains	25%			54%		48%	43%		48%
Math Lowest 25th Percentile	20%			61%		45%	45%		45%
Science Achievement	54%			61%		68%	59%		67%
Social Studies Achievement	48%			58%		73%	62%		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	51%			55%	-4%
Cohort Comparison						
10	2021					
	2019	53%			53%	0%
Cohort Comparison		-51%				

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	60%	0%	0%		
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	56%	0%	0%		
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	47%	0%	0%		
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	58%	0%	0%		

Grade Level Data Review - Progress Monitoring Assessments

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

ELA- Reading Plus

Math - Schoology Assessment Management Platform Item Bank - item specs based school created test

Biology - Schoology Assessment Management Platform Item Bank - item specs based school created test

History - School created item bak/released test based exam

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32%	32%	38%
	Economically Disadvantaged	30%	30%	32%
	Students With Disabilities	7%	7%	27%
	English Language Learners	0%	14%	43%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	1%	8%	19%
	Economically Disadvantaged	0%	5%	10%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	20%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	5%	20%	46%
	Economically Disadvantaged	45%	17%	35%
	Students With Disabilities	0%	0%	2%
	English Language Learners	0%	0%	1%
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	35%	36%	35%
	Economically Disadvantaged	35%	37%	35
	Students With Disabilities	13%	21%	17%
	English Language Learners	11%	0%	11%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	3%	5%
	Economically Disadvantaged	0%	30%	20%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	1%	1%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	9%	39%	43%
	Economically Disadvantaged	4%	21%	25%
	Students With Disabilities	20%	0%	20%
	English Language Learners	0%	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 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	0%	0%	2%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	6%	35%	40%
	Economically Disadvantaged	6%	31%	22%
	Students With Disabilities	0%	23%	15%
	English Language Learners	N/A	N/A	N/A
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 12				
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	25%	21%	0%
	Economically Disadvantaged	0%	13%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	75%	67%
	Economically Disadvantaged	0%	0%	50%
	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	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

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	17	32	33	20	21	22	22	41		94	14
ELL	18	38	49	21	15		36			95	21
ASN	75										
BLK	32	40	34	15	18	14	37	26		96	31
HSP	37	43	41	25	19	15	51	45		94	37

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
MUL	41	48		29	25					100	40
WHT	58	51	41	49	33	32	64	63		93	53
FRL	33	39	36	26	24	24	41	41		93	35
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

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	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	500
Total Components for the Federal Index	11
Percent Tested	91%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	75
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	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	42
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	47
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	54
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	41
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?

The FSA ELA pass rate for ELL sub group is at 13% and SWD is at 20% as compared to a 51% overall achievement level. We are encouraged to see that the learning gains for ELL students at 46% is only slightly lower than other subgroups. Also encouraged by the 49% Learning Gains for the SWD group.

Math achievement level declined from 56% to 54% which is still amongst the highest in the school district. However, there was a significant improvement in leaning gains from 43% to 54%, and an even more significant improvement in the learning gains made by the lowest 25 percentile from 45% to 61%.

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

ELL FSA ELA achievement level went down from 19% to 13%.

SWD Science achievement level went down from 34% to 16%.

ELA achievement level declined from 54% to 52%.

Math achievement level declined from 56% to 54% which is still amongst the highest in the school district.

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

An influx of students with ELL needs; language is huge barrier when they enter high school and are expected to meet the same graduation requirements in English.

SWD - new staff and finding good high school teachers who can teach science.

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

SWD ELA went from 11% to 20% so the achievement level almost doubled.

Math learning gains for ELL increased from 26% to 60%; more than doubled

Social studies achievement level for ELL students increased from 30% to 50%

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

Academic coaches

Restructuring the school day - Academic H2H time, H2H time

Mastery learning - reteach and retest during the academic H2H and H2H time blocks

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

1. Hiring an ELL Support teacher to help the ELL students increase FSA ELA achievement level or show learning gains.
2. Hiring an additional ESE Teacher to support classroom teachers increase the FSA ELA SWD achievement level even further or maintain the gains made (11% to 20%).
3. Hiring an academic coach with a science background to support biology teacher with SWD students in addition to the ESE teacher support to increase the science achievement level for SWD students.

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.

ELL: "Reading Supports for Multi-language Learners" or another similar Pd from WIDA.

SWD: We will hire a consultant to do an in-depth review of our ESE program and identify PD based on the review.

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

Ongoing PD

Assuming the funding stays in place, retain the additional ESE teacher and ELL teacher. Our IDEA funding was reduced by \$80,000 but the intervention specialist funding has enabled us to keep this position for this year.

Analyze subgroup based progress monitoring and holding data and progress chats with all staff providing the support.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to English Language Learners**Area of Focus
Description and
Rationale:**

ELL FSA ELA achievement level went down from 19% to 13%.

**Measurable
Outcome:**

FSA ELA achievement level for ELL students will increase by 3 percentage points from 13% to 16% for the Spring 2022 assessments. Or,
The learning gains for ELL students on the FSA ELA assessment will increase by 3 percentage points from 46% to 49% for the Spring 2022 assessments.

Monitoring:

Analyze subgroup progress monitoring data and hold data and progress chats with individual staff providing the support.
Engaging students in monitoring their own progress using reading plus data.
Tracking vocabulary growth

**Person
responsible for
monitoring
outcome:**

Vanessa Revelo (vanessa.revelo@lwcharterschools.com)

ELL students will be given additional support in the area of vocabulary, reading comprehension, and read alouds using two ELL intervention specialists and tracking their usage of Reading Plus software.

**Evidence-based
Strategy:**

Evidence of past student outcomes suggest that completing 60 lessons, leads to an average increase of 1.3 grade levels and 120 lessons leads to an average increase of 2.1 grade levels.

Please review the outcomes here: https://f.hubspotusercontent00.net/hubfs/2086007/PDFs/Research/2018-2019_National-Results_English-Learners.pdf

**Rationale for
Evidence-based
Strategy:**

Please review the outcomes here: https://f.hubspotusercontent00.net/hubfs/2086007/PDFs/Research/2018-2019_National-Results_English-Learners.pdf

The outcomes above led us to select this specific strategy.

Action Steps to Implement

1. Set up reading plus accounts
2. Meet with intervention specialists to go over the evidence based strategy, review the research and facilitate implementation.
3. Identify time in schedule for implementation
4. Meet with students to motivate, and set goals
5. Intervention specialists to provide vocabulary instruction, conduct read alouds, and assist with reaching 60 - 120 lessons in Reading Plus.

**Person
Responsible**

Anuj Saran (anuj.saran@lwcharterschools.com)

Provide a climate of warmth and caring which nurtures a sense of comfort.

Seat the student close to the front of the room.

Act out vocabulary words and key concepts.

Use visuals (pictures, videos, drawings, maps) to aid comprehension.

Provide ESOL students guidelines for written work and homework assignments.

Identify content and language goals and write them

Provide alternative instruction whenever the class lessons are extremely difficult for the student.

Simplify your language: repeat, restate, reword.

Keep directions short and simple.

Arrange for students to work in groups.
Explicitly teach vocabulary and provide students with word walls.
Provide multiple opportunities to practice new vocabulary.
Give verbal information and explanations along with a visual presentation.
Add a word bank
Give both written and oral instructions.
Teach ELLs to underline or highlight main ideas in text.
Allow the students ample time to complete assignments.
Assign a buddy to ELLs and arrange for tutoring.
Modify instruction so that ELLs can participate in content area lessons.
Tailor assignments to ELLs' levels of English language acquisition.
Clearly explain homework assignments since the LEP student lacks the English language support at home.
Allow ELLs to show what they know in multiple ways (e.g., through oral responses, drawing, labeling, acting out answers).

Allow LEP students to use bilingual dictionaries

Person Responsible Olga Gonzalez-Sierra (olga.gonzalez-sierra@lwcharterschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	SWD Science achievement level went down from 34% to 16%. Simultaneously, the FSA ELA achievement level for SWD students went up from 11% to 20%, learning gains from 36 to 49% and learning gains for lowest 25 percentile of SWD students from 39% to 50%.
Measurable Outcome:	Science achievement level for SWD students will increase from 16% to 19% for the spring 2022 assessment.
Monitoring:	ESE director and school administration will work with a dedicated ESE support teacher for science.
Person responsible for monitoring outcome:	Beverly Riley (beverly.riley@lwcharterschools.com)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. ESE teacher will collaborate with Biology teachers to identify and implement 2. One ESE Support teacher will focus only on SWD students enrolled in Biology. 3. ESE teacher will document accommodations provided for students. 4. ESE will provide small group interactive sessions to focus on biology standards
Rationale for Evidence-based Strategy:	https://myvanderbilt.edu/spedteacherresources/implementing-evidence-based-practices-in-the-classroom https://www.cast.org/products-services/resources/2012/universal-design-learning-classroom-practical-applications-hall

Action Steps to Implement

Provide a Positive Learning Environment
 Read and Follow Student Accommodations
 Present Learning in Multiple Ways
 *Use visuals (pictures, videos, drawings, maps) to aid comprehension of content
 *Small interactive groups
 Extended Practice and Application of Skills/Concepts
 Repeat, Clarify, and Review Directions and Concepts
 Assess Learning in Multiple Ways
 *All ESE students to show what they know in multiple ways
 Provide Specific, Immediate, and Positive Feedback

Person Responsible Beverly Riley (beverly.riley@lwcharterschools.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.

In 2021-22, we have added an additional Dean to help with developing a program that will work with our students who tend to generate a high number of referrals. We will be providing Design Your Life workshops for these students; a small group of students who tend to churn discipline issues will attend different workshops that will help them regulate their behavior and help them navigate the classroom setting. These workshops will be taught by LWSH Deans and Mental Health Counselors. We will also use the resources provided by Edgeunity which we purchased for this coming year. After the student finishes the course, the Deans will follow up with these students weekly and a refresher class will be held for the students as the year progresses. As soon as Covid subsides, LWSH will restart the Restorative Justice program with our partner, LW Care Center.

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.

Working with the culture and climate at LWSH has been a key component of the increase in graduation rate. LWSH continues to use surveys of staff, parents, and students to guide the direction of the school. We are quick to adjust our direction, if we see that the staff has an idea that will improve our atmosphere. We have a principal's council who meets quarterly or more and their primary purpose is to give feedback from the student's point of view. We also use the SAC committee to help shape the work on the culture. Our Morning Meetings help, in part, to disseminate information, but more importantly, they are designed to celebrate student and staff success and to celebrate the arts and academics as well as the sports program. We also hold groups to help our most fragile students; these groups are led by our Mental Health Counselors and other staff members.

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

We have a partnership with LW Care Center, Bok Tower and Mountain Lake; these partnerships have proved vital to the improvement in the culture. This year we are adding a low ropes course to conduct leadership training and just to reward students who are adding value to our culture. We are also starting a biking program with Bok Tower and Lake Aurora. We have recently contracted with Dr. Whitney Allgood

who was the CEO for the National School Climate Center; she will be conducting focus groups with all stakeholders and will be helping us take this work to a high level of performance.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				\$95,799.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	1721 - Lake Wales Senior High School	Other Federal		\$68,779.00
			<i>Notes: Salary and benefits of an intervention specialist paid by the ESSER funds.</i>			
	5100	150-Aides	1721 - Lake Wales Senior High School	General Fund		\$27,020.00
			<i>Notes: ELL Support Personnel</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$77,767.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5200	120-Classroom Teachers	1721 - Lake Wales Senior High School	General Fund		\$77,767.00
			<i>Notes: ESE teacher for working with science department.</i>			
Total:						\$173,566.00