

Lake Wales Charter Schools

# Lake Wales Senior High School



## 2022-23 Schoolwide Improvement Plan

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# Lake Wales Senior High School

1 HIGHLANDER WAY, Lake Wales, FL 33853

<http://lwcharterschools.com/lwhigh>

## Demographics

**Principal: Anuj Saran**

Start Date for this Principal: 7/1/2022

|  |  |
|--|--|
| <b>2019-20 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | High School<br>PK, 9-12  |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education   |
| <b>2021-22 Title I School</b>  | Yes  |
| <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 69%  |
| <b>2021-22 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Asian Students<br>Black/African American Students*<br>Hispanic Students<br>Multiracial Students*<br>White Students<br>Economically Disadvantaged Students |
| <b>School Grades History</b>   | 2021-22: C (53%)<br>2020-21: B (45%)<br>2018-19: B (58%)<br>2017-18: B (55%)   |
| <b>2019-20 School Improvement (SI) Information*</b>  |  |
| <b>SI Region</b>   | Southwest  |
| <b>Regional Executive Director</b>   |  |
| <b>Turnaround Option/Cycle</b>   | N/A  |
| <b>Year</b>  |  |
| <b>Support Tier</b>  |  |
| <b>ESSA Status</b>   | ATSI   |

\* 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](http://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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| <b>Title I Requirements</b>           | <b>0</b>  |
| <b>Budget to Support Goals</b>        | <b>0</b>  |

# Lake Wales Senior High School

1 HIGHLANDER WAY, Lake Wales, FL 33853

<http://lwcharterschools.com/lwhigh>

## School Demographics

| School Type and Grades Served<br>(per MSID File) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|--|
| High School<br>PK, 9-12                          | Yes                    | 69%  |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                           | Yes                    | 57%  |

## School Grades History

| Year  | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|-------|---------|---------|---------|---------|
| Grade | C       | 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

| Name            | Position Title      | Job Duties and Responsibilities |
|-----------------|---------------------|---------------------------------|
| Saran, Anuj     | Principal           |                                 |
| Ansley, Jasmine | Assistant Principal |                                 |
| Geils, Donna    | Instructional Media |                                 |

### Demographic Information

#### Principal start date

Friday 7/1/2022, Anuj Saran

**Number of teachers with a 2022 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.*

2

**Number of teachers with a 2022 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.*

12

**Total number of teacher positions allocated to the school**

71

**Total number of students enrolled at the school**

1,590

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

8

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

4

## Demographic Data

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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 | 458 | 432 | 366 | 332 | 1588  |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 117 | 146 | 133 | 133 | 529   |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 163 | 67  | 65  | 12  | 307   |
| 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 2022 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 96  | 94  | 0   | 0   | 190   |
| Level 1 on 2022 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 73  | 84  | 13  | 15  | 185   |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |

Using the table above, complete the table below with the number of students by current grade level who have 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  |       |

Using current year data, complete the table below with the number of students identified as being "retained.":

| 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 | 27 | 80 | 89 | 196   |
| 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

Monday 7/11/2022

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 | 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   |

**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 | 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   |

## 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      | 2022   |          |       | 2021   |          |       | 2019   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State | School | District | State |
| ELA Achievement             | 48%    |          | 51%   | 46%    |          |       | 52%    |          | 56%   |
| ELA Learning Gains          | 51%    |          |       | 46%    |          |       | 53%    |          | 51%   |
| ELA Lowest 25th Percentile  | 41%    |          |       | 38%    |          |       | 48%    |          | 42%   |
| Math Achievement            | 44%    |          | 38%   | 32%    |          |       | 54%    |          | 51%   |
| Math Learning Gains         | 48%    |          |       | 25%    |          |       | 54%    |          | 48%   |
| Math Lowest 25th Percentile | 45%    |          |       | 20%    |          |       | 61%    |          | 45%   |
| Science Achievement         | 59%    |          | 40%   | 54%    |          |       | 61%    |          | 68%   |
| Social Studies Achievement  | 61%    |          | 48%   | 48%    |          |       | 58%    |          | 73%   |

### 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 |

| 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 |
| 2022         |        |          |                       |       |                    |
| 2019         | 60%    | 0%       | 0%                    |       |                    |
| CIVICS EOC   |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         |        |          |                       |       |                    |
| HISTORY EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 56%    | 0%       | 0%                    |       |                    |
| ALGEBRA EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 47%    | 0%       | 0%                    |       |                    |
| GEOMETRY EOC |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 58%    | 0%       | 0%                    |       |                    |

### Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD                                       | 17       | 37     | 30          | 20        | 41      | 39           | 25       | 40      |           | 95                | 29                  |
| ELL                                       | 18       | 45     | 55          | 40        | 63      |              | 39       | 55      |           | 96                | 8                   |
| ASN                                       | 90       | 80     |             |           |         |              |          |         |           |                   |                     |
| BLK                                       | 26       | 40     | 34          | 23        | 39      | 36           | 31       | 41      |           | 90                | 25                  |
| HSP                                       | 43       | 54     | 54          | 45        | 49      | 45           | 61       | 57      |           | 92                | 37                  |
| MUL                                       | 30       | 12     |             | 31        |         |              | 42       |         |           |                   |                     |
| WHT                                       | 62       | 54     | 34          | 53        | 51      | 57           | 71       | 72      |           | 92                | 56                  |
| FRL                                       | 37       | 46     | 35          | 34        | 42      | 40           | 50       | 53      |           | 89                | 32                  |
| 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                  |

| 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 |
| ASN                                       | 75       |        |             |           |         |              |          |         |           |                   |                     |
| BLK                                       | 32       | 40     | 34          | 15        | 18      | 14           | 37       | 26      |           | 96                | 31                  |
| HSP                                       | 37       | 43     | 41          | 25        | 19      | 15           | 51       | 45      |           | 94                | 37                  |
| 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                  |

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index  |      |
|---|------|
| ESSA Category (TS&I or CS&I)  | ATSI |
| OVERALL Federal Index – All Students  | 54   |
| 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 | 59   |
| Total Points Earned for the Federal Index                                       | 591  |
| Total Components for the Federal Index  | 11   |
| Percent Tested  | 97%  |
| Subgroup Data   |      |
| Students With Disabilities  |      |
| Federal Index - Students With Disabilities                                      | 37   |
| Students With Disabilities Subgroup Below 41% in the Current Year?              | YES  |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32%       | 0    |

| English Language Learners  |     |
|--|-----|
| Federal Index - English Language Learners                                      | 48  |
| 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   | 85  |
| Asian Students Subgroup Below 41% in the Current Year?                         | NO  |
| Number of Consecutive Years Asian Students Subgroup Below 32%                  | 0   |
| Black/African American Students  |     |
| Federal Index - Black/African American Students                                | 39  |
| Black/African American Students Subgroup Below 41% in the Current Year?        | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0   |
| Hispanic Students  |     |
| Federal Index - Hispanic Students  | 54  |
| 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   | 29  |
| Multiracial Students Subgroup Below 41% in the Current Year?                   | YES |
| Number of Consecutive Years Multiracial Students Subgroup Below 32%            | 1   |
| 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   | 60  |
| 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                                | 47 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year?        | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0  |

## Part III: Planning for Improvement

### 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?

Students with Disabilities and English Language Learners have not fared as well as other subgroups in English Language Arts, math, and science.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

From the state assessments, the greatest need for improvement is in English Language Arts for SWD and ELL students.

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

The learning loss from Covid-19; many students were remote, hybrid, or just absent. Due to the economic hardships caused, many students had to work to support their families and while they were on the remote school model, there was learning loss associated with not being present in the class. Teachers were struggling to provide instruction to the face-to-face students and remote/online students simultaneously. While they were back for the 2021-22 school year, the learning loss was not completely made up in one year. We will offer after-school tutoring, summer school, and credit recovery opportunities. In addition, we will also have intervention specialists working with select students.

#### What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Social Science achievement levels for all student subgroups showed the most improvement. Students recovered from learning losses attributed to the Covid-19 Pandemic.

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

The contributing factors to improving social science achievement levels included data driven instruction, experienced teachers, professional development, and students returning on campus.

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

Classroom libraries - each Reading and English classroom will be equipped with libraries with a range of book titles and genres.

Read 20 Initiative - districtwide, students are encouraged to read 20 minutes daily at home. We also have a Read-to-Read block during the school day.

Quindew - supports students with explicit instruction and reading lessons that build vocabulary, fluency,

and comprehension.  
MTSS process for tiered supports  
Math academic coaches  
A new-teacher coach

**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.**

Reading in the content area for science and Social Sciences  
Best instructional practices for SWD and ELL students  
Application of B.E.S.T. standards in ELA, Algebra 1, and Geometry

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

To ensure the sustainability of improvement, educators will participate in ongoing professional development in the best instructional practices. The school will continue to seek supplemental programs to support literacy and math skills. We are purchasing the Albert.IO platform that will provide us with a database of assessment questions aligned to B.E.S.T Standards. We will offer after-school tutoring, summer school, and credit recovery opportunities. In addition, we will also have intervention specialists working with select students.

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus  
Description and  
Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The federal index for SWD was 37% and is below the required 41%

**Measurable  
Outcome:  
State the specific  
measurable  
outcome the school  
plans to achieve.  
This should be a  
data based,  
objective outcome.**

The federal index for SWD will increase to 41%

**Monitoring:  
Describe how this  
Area of Focus will  
be monitored for the  
desired outcome.**

The reading intervention program, Quindew, will provide teachers with weekly reading data and performance reports. The reading program provides Tier 2 support with 60 extra minutes of rigorous, differentiated reading practice and adaptive lessons to maximize growth. Algebra 1 and Geometry will use, Paper, the online tutoring platform, academic coaches, Albert.io platform and progress monitoring to track growth and increase student achievement.

**Person responsible  
for monitoring  
outcome:**

Anuj Saran (anuj.saran@lwcharterschools.com)

**Evidence-based  
Strategy:  
Describe the  
evidence-based  
strategy being  
implemented for this  
Area of Focus.**

Focus on reading comprehension and vocabulary; the software resources of Quindew and Membean will be utilized to increase reading comprehension and vocabulary.

Algebra 1 and Geometry:

Academic coaches and online tutoring via Paper.

The Albert.io assessment platform

Provide MTSS Tier 1-3 intervention to SWD subgroup

We will offer after-school tutoring, summer school, and credit recovery opportunities.

We will also have intervention specialists working with select students.

**Rationale for  
Evidence-based  
Strategy:  
Explain the rationale  
for selecting this  
specific strategy.  
Describe the  
resources/criteria  
used for selecting  
this strategy.**

By focusing on reading comprehension and vocabulary, students will be able to develop meaning faster and therefore be able to become fluent readers. The software resources of Quindew and Membean will be utilized to increase reading comprehension and vocabulary.

Membean is a vocabulary program that builds word consciousness. It offers personalized, differentiated instruction — automatically tailored to the student's skill level, and helps us achieve lasting outcomes by prioritizing higher order thinking over memorization.

Algebra 1 and Geometry:

Tutoring enables us to reteach students and differentiate instruction on an individual level. The Albert.io platform offers standards based assessment questions to ensure students are prepared to answer questions on the state



assessments.

Provide MTSS Tier 1-3 intervention to SWD subgroup

### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Purchase program software
2. Hire intervention specialists
3. Design and implement an after-school, and summer school program.
2. Provide training
3. Identify a time and schedule for implementation
4. Students will take the initial assessment.
5. Meet with students to set reading comprehension goals.
5. Ongoing progress monitoring.

**Person Responsible** Jasmine Ansley (jasmine.ansley@lwcharterschools.com)

**#2. Instructional Practice specifically relating to Science****Area of Focus Description****and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The Biology EOC exam pass rate has gone down from 65% in 2015-16 to 54% on 2020-21 and back up to 59% in 2021-22. We want to put in instructional practices that result in consistently increasing pass rates for Biology EOC and be in the top 10% in the state over the next five years.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

The Biology EOC pass rate will increase by 3% or more on the Spring 2023 assessment.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Albert.IO: Monitor the assessment data and reports within the platform. Vocabulary and key terms flyer: Teacher meetings, student interviews, classroom walkthroughs

**Person responsible for monitoring outcome:**

Anuj Saran (anuj.saran@lwcharterschools.com)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Implement the Albert.IO platform that gives teachers access to an assessment database with questions aligned to B.E.S.T standards. Paper - Online tutoring platform in both English and Spanish Teacher developed "Biology vocabulary and key terms flyer", use it as a review document at the end of class and in other classes if there is any down time (PE, Art etc)

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Albert.io platform: Albert.io offers thousands of rigorous, standards-aligned practice questions designed to help the staff maximize student learning. Paper: We are adding a 24/7 online tutoring for all students, in both English and Spanish for all subjects. This will help narrow the achievement gaps for our subgroups. The tutors can reteach and scaffold skills and concepts they are struggling with. Teacher developed "Biology vocabulary and key terms flyer": Research shows that repetition helps students retain key concepts.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Purchase and implement Albert.io

Purchase and implement Paper

Department heads to develop the front and back laminated flyer's for students.

**Person Responsible**

Anuj Saran (anuj.saran@lwcharterschools.com)

Schedule Albert.io PD for staff

Schedule Paper Platform PD for staff

**Person Responsible**

Jasmine Ansley (jasmine.ansley@lwcharterschools.com)

Monitor data for Albert.io

Monitor usage of Paper for biology tutoring

Monitor use of the front and back laminated flyer's for students.

**Person Responsible**

[no one identified]

### #3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

#### Area of Focus Description and

##### Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

We have five new teachers and two of them are new to the profession. They are both teaching tested subject areas.

##### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

On the Marzano model, the teachers should show growth from the beginning of the year to the end of the year.

##### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The effective educators platform will record the feedback from walkthroughs. Copies of emails with written feedback from the new teacher coach.

Person responsible for monitoring outcome:

Anuj Saran (anuj.saran@lwcharterschools.com)

##### Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Tina Morrow, the new teacher coach, will do frequent walkthroughs and provide written feedback to the teachers. In addition, the Assistant Principal and Principal will provide feedback to the new teachers.

##### Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Providing feedback and demonstrating best practices with new teachers is an effective way for them to model and implement best practices in their classrooms.

#### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Tina Morrow, the new teacher coach, will do frequent walkthroughs and provide written feedback to the teachers. In addition, the Assistant Principal and Principal will provide feedback to the new teachers.

Person Responsible

Anuj Saran (anuj.saran@lwcharterschools.com)

#### #4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

**Area of Focus Description and Rationale:**  
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Algebra 1 is a graduation requirement and the pass rate was 36%. We recognize that we had the 2nd highest pass rate in Polk County for a high school but we want to focus on it based on it being a graduation requirement.

**Measurable Outcome:**  
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Algebra 1 pass rate will increase by 3% on the Spring 2023 assessment.

**Monitoring:**  
Describe how this Area of Focus will be monitored for the desired outcome.

Test score results.

**Person responsible for monitoring outcome:**

Anuj Saran (anuj.saran@lwcharterschools.com)

**Evidence-based Strategy:**  
Describe the evidence-based strategy being implemented for this Area of Focus.

Tutoring via academic coaches and Paper online platform Albert.io assessment database.

**Rationale for Evidence-based Strategy:**  
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Tutoring enables us to reteach students and differentiate instruction on an individual level. The Albert.io platform offers standards based assessment questions to ensure students are prepared to answer questions on the state assessments.

#### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide tutoring and academic coaches to our students.  
Implement the Albert.io platform and provide PD to staff.

**Person Responsible**

Anuj Saran (anuj.saran@lwcharterschools.com)

### RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

NA; LWHS is a High School

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

NA; LWHS is a High School

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

NA; LWHS is a High School

**Grades 3-5: Measureable Outcome(s)**

NA; LWHS is a High School

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA; LWHS is a High School

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA; LWHS is a High School

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA; LWHS is a High School

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step****Person Responsible for Monitoring**

NA; LWHS is a High School

## **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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### **Describe how the school addresses building a positive school culture and environment.**

Culture and climate have been critical components of the increase in graduation rates for all student subgroups. LWHS continues using staff, parents, and students' surveys to guide the school's direction. The survey results are implemented to adjust the direction of the school's climate. The diverse student group on the Principal's Council meets quarterly to give feedback from the students' point of view. The SAC committee helps shape the work on the culture. Morning Meetings with the entire student body promote opportunities to celebrate student successes, the arts, academics, and sports programs.

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

Community stakeholders including the Lake Wales Care Center, Bok Tower, Lake Aurora, and the community of Mountain Lake are vital to the improvement of the culture of Lake Wales High School. Adding the low ropes course and the biking program creates the opportunity to conduct leadership training and reward students for the school's mantra of "You are your Brother's Keeper". Local businesses and organizations are invited to share opportunities with students during Morning Meetings, breakout sessions, and College and Career Fairs. Churches from the community provide support to the food pantry and the Students-in-Transition (SIT) program for our homeless students.