

Lake Wales Charter Schools

Lake Wales Senior High School



2023-24

Schoolwide Improvement Plan (SIP)

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Lake Wales Senior High School

1 HIGHLANDER WAY, Lake Wales, FL 33853

<http://lwcharterschools.com/lwhigh>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Saran, Anuj	Principal	Overall school management, budget allocations, goal setting and follow up.
Ansley, Jasmine	Assistant Principal	Assist Principal with overall school management, goal setting and follow up. The goal is to increase teacher retention and simultaneously increase student achievement to ensure that LWHS goes back to a B school and eventually becomes an A school (5 years) and also ensure that all areas in the federal index remain above 41%.
Cook, Chance	Assistant Principal	Assist Principal with overall school management, goal setting and follow up. The goal is to increase teacher retention and simultaneously increase student achievement to ensure that LWHS goes back to a B school and eventually becomes an A school (5 years) and also ensure that all areas in the federal index remain above 41%.
Huggins, Julie	Instructional Coach	Work with school administration to provide instructional coaching to all new teachers and those in need of additional coaching. The goal is to increase teacher retention and simultaneously increase student achievement to ensure that LWHS goes back to a B school and eventually becomes an A school (5 years) and also ensure that all areas in the federal index remain above 41%.
Quam, Amanda	Instructional Coach	Work with school administration to provide instructional coaching to Algebra 1, Geometry and Biology teachers. The goal is to increase teacher retention and simultaneously increase student achievement to ensure that LWHS goes back to a B school and eventually becomes an A school (5 years) and also ensure that all areas in the federal index remain above 41%.
Riley, Beverly	Other	Work with school administration to ensure that all students with IEP's are being serviced and to work towards increasing the SWD federal index to above 41%.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We use the SAC committee which includes all required stakeholders. In addition, we got input from all staff at the beginning of the school year, and from students at the end of last year.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

School administration will review the SIP after each progress monitoring test and make adjustments to instructional practices, instructional coaching and lesson planning as needed.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	57%
2022-23 Economically Disadvantaged (FRL) Rate	69%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2020-21: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	529	
One or more suspensions	0	0	0	0	0	0	0	0	0	307	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	190	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	185	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	196
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	46		50	48		51	46		
ELA Learning Gains				51			46		
ELA Lowest 25th Percentile				41			38		
Math Achievement*	34		38	44		38	32		
Math Learning Gains				48			25		
Math Lowest 25th Percentile				45			20		
Science Achievement*	54		64	59		40	54		
Social Studies Achievement*	49		66	61		48	48		
Middle School Acceleration						44			
Graduation Rate	82		89	91		61	94		
College and Career Acceleration	44		65	44		67	43		
ELP Progress	51		45	59			54		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	360
Total Components for the Federal Index	7

2021-22 ESSA Federal Index

Percent Tested	97
Graduation Rate	82

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	591
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	91

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	2	1
ELL	36	Yes	1	
AMI				
ASN	80			
BLK	36	Yes	2	
HSP	50			
MUL	26	Yes	2	2
PAC				
WHT	62			
FRL	46			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL	48			
AMI				
ASN	85			
BLK	39	Yes	1	
HSP	54			
MUL	29	Yes	1	1
PAC				
WHT	60			
FRL	47			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	46			34			54	49		82	44	51
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	48	51	41	44	48	45	59	61		91	44	59
SWD	17	37	30	20	41	39	25	40		95	29	
ELL	18	45	55	40	63		39	55		96	8	59
AMI												
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	59
MUL	30	12		31			42					
PAC												
WHT	62	54	34	53	51	57	71	72		92	56	
FRL	37	46	35	34	42	40	50	53		89	32	54

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	46	46	38	32	25	20	54	48		94	43	54
SWD	17	32	33	20	21	22	22	41		94	14	
ELL	18	38	49	21	15	0	36			95	21	54
AMI												
ASN	75											
BLK	32	40	34	15	18	14	37	26		96	31	
HSP	37	43	41	25	19	15	51	45		94	37	54
MUL	41	48		29	25					100	40	
PAC												
WHT	58	51	41	49	33	32	64	63		93	53	
FRL	33	39	36	26	24	24	41	41		93	35	58

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The lowest performance was in Mathematics (39%). Algebra 1 and Geometry are both new tests and scores are lower across the board at least in Polk County. We were still 7% above the state average and the highest in Polk County for all 9-12 high schools.

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

The greatest decline was in Biology EOC which dropped from 59% to 49%. We are still recovering from the post covid learning loss and are adjusting our curriculum and instructional practices for better test scores in 2023-24.

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

In Mathematics, we were 7% above the state average. For 10th grade ELA, we were 3% below the state average of 50%; two 10th grade ELA teachers left mid year and we were not able to find a replacement due to teacher shortages which impacted test scores for 10th grade. Biology Stat average was 63% and LWHS was 53%; we are revamping the

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

Unfortunately, we did not see gains in any of the tested subjects as compared to 2021-22.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Many students who are Level 1 or 2 in ELA are also level 1 or 2 in Algebra 1/Geometry (two or more EWS).

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

Increase ELA student achievement.
 Increase Algebra 1 student achievement.
 Increase the SWD Federal Index from 37% to 41% or more
 Increase the Black Federal Index from 39% to 41% or more
 Increase the Multi racial Federal Index from 29% to 41% or more

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

To create a positive culture and environment for Black, Multiracial, and Students with Disabilities, we will need to foster an environment where students of these subgroups are valued and feel safe in an inclusive environment to reduce the number of disciplinary referrals. We have adopted the Florida Positive Behavioral Interventions and Supports Project (FLPBIS) to increase positive, appropriate behavior, increase academic achievement, and build positive teacher-student-family relationships. This project will be used as a guide to implement PBIS in and out of classrooms.

Measurable Outcome:

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

In gathering data for the FLPBIS Project, we noticed that Black and Multiracial students were approximately twice as likely to receive a referral. With the use of PBIS, we plan to achieve a reduction in the identified subgroups' risk ratio from 1.95 and 1.83 to 1. This information was generated based on the discipline data housed in Focus to create the school's FLPBIS Student Outcomes Profile.

Monitoring:

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

Monthly, we will monitor the number of referrals and the discipline codes written for each subgroup. By monitoring the referrals, we will be able to identify early warnings to which tiered support should be implemented. We will have insight into the location of the incidents and develop a plan of action to address the discipline infractions.

Person responsible for monitoring outcome:

Jasmine Ansley (jasmine.ansley@lwcharterschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented is the use of a Positive Behavioral Interventions and Supports system. According to the Center on PBIS (2023), "PBIS is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social-emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable, and safe learning environments where everyone thrives."

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Center of PBIS (2023) states, "Schools implementing PBIS with fidelity have greater equity in school discipline, specifically for Black or African American students. However, most PBIS teams will need to include equity-centered strategies in their action plans to achieve equitable outcomes for all student groups." The rationale for selecting the specific strategy is the impact it will have on promoting a positive culture and environment for the identified student subgroups.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Attend Districtwide PBIS training opportunities.

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

By When: Ongoing

Create a school-based PBIS team to develop tiered classroom interventions.

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

By When: September 2023

Schedule school-based PBIS team meetings.

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

By When: Ongoing, monthly.

#2. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The Black Federal index is at 39% and is below the 41% threshold. An area of focus is to increase dual enrollment opportunities available for TSI subgroups. Black students are less likely to seek assistance in enrolling in courses, virtually or in person due to the lack of transportation and access to technology.

Measurable Outcome:

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

To increase the federal index to 41% or higher for the black population by providing additional support in reading and math classes, along with access to Chromebooks.

Monitoring:

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

With progress monitoring and classroom data, we will be able to measure outcomes in math and reading. Increased access to Chromebooks will allow student subgroups identified under TSI to keep pace with all students in completing assignments and connecting to supplemental programs while at home.

Person responsible for monitoring outcome:

Anuj Saran (anuj.saran@lwcharterschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

An evidence-based intervention being implemented is setting high expectations for all student subgroups. In math, we no longer offer Algebra 1-A as a part of our course progressions. In English I and II, the sections are mixed ability with students are of all achievement levels.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Changing the course progression sets high expectations for all students. When students of the identified groups, have high expectations it prepares them for success in college without the need for remedial classes. Students will meet the expectations set before them, therefore the need to set high expectations imperative to increase student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Change progressions in math and English courses.

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

By When: August 2023

Increase student access to Chromebooks.

Person Responsible: [no one identified]

By When: September 30, 2023

Review progress monitoring data for reading and math.

Person Responsible: [no one identified]

By When: Ongoing

#3. ESSA Subgroup specifically relating to Multi-Racial

Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The multiracial Federal index is at at 29% and is below the 41% threshold.

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

Anuj Saran (anuj.saran@lwcharterschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#4. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The SWD Federal index is at 37% and is below the 41% threshold.

Measurable Outcome:

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

Increase the federal index to 41% or higher for the SWD population by providing additional support in reading and math classes.

Monitoring:

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

Weekly Logs to establish a plan of support based on academic data

Progress Monitoring data to measure students' growth and progress (FST ELA, Algebra 1, Geometry)

Meet with students to review and discuss data, grades, progress

Person responsible for monitoring outcome:

Beverly Riley (beverly.riley@lwcharterschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Structured literacy approach, which is inclusive of data-driven small group instruction, modeling, repeating/clarifying of instruction/expectations, demonstrating understanding through practice/questioning, use of graphic organizers, and self-monitoring.

Implement Orton Gillingham Reading Program for all students in learning strategies class.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This intervention allows for the implementation of various strategies and interventions that are data-driven and geared toward student progress with progress monitoring.

Orton Gillingham has a scientific-based reading program to increase student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Meet with ESE team/teachers and General Education Teachers

Identify SWD IEPs, Test History Results, and Scheduled Services

Create a daily calendar to implement support and skills training through support facilitation in the ELA, reading, and math classes.

Orton Gillingham professional development for learning strategy teacher and administration.

Person Responsible: Beverly Riley (beverly.riley@lwcharterschools.com)

By When: August 28, 2023 December 2023.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

LWHS will identify the resources needed to bring the federal index for each area to 41% or higher. Currently, we are below 41% in three areas - Black students, Multiracial students, and SWD. We hired two instructional coaches, and MTSS coordinator, and are implementing a PBIS program. We also changed how we scheduled students in ELA classes to increase peer-to-peer support and feedback. As the year goes on, we will look at all metrics after each progress monitoring and look for patterns. If there is improvement, we will continue with the plan. If not, we will brainstorm using the 5 Why's method for root cause analysis and make changes to our practice. Some of these changed may impact the funding allocations for school improvement and the same will be updated.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

We will share the SIP to stakeholders in our School Advisory Committee (SAC) meeting, go over it in faculty meetings, simplify the language for students to understand and share it in morning meetings and with individual groups as needed. In addition, we will also post our SIP on our school website. Lastly, we will share information about SIP during open house and other parent meetings, like our design your life nights.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our school will build positive relationship with parents, families and community members by conducting building capacity events with focus on academics. We are setting up a portal to email and communicate student grades and benchmarks to both parents and athletic coaches for our student athletes to increase

accountability and support for them. At the high school level, parents often struggle with how to support their child's education and in line with this feedback, we will offer family engagement events- Design your life nights - focuses on their SSR, college planning and FAFSA. We will also host a college fair with over 35 colleges and universities for our students and parents, a career fair and then we will look into offering subject specific parent nights.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

This summer, we looked at the new BEST standards and the FAST assessments. The ELA department met several days in the summer and revamped the entire curriculum, and pacing guide. The vast majority of ELA and Reading teachers, as well as school admin attended the BEST standards PD offered by FLDOE. We also had DOE come in for a 2 hour session on FAST assessments during our first early release day 8.25.23.

Likewise for Math, the majority of Algebra 1 and Geometry teachers as well as administrators attended the BEST standards PD (2.5 days) in the summer and we are now using the BIG M's document to make lesson plans. We also hired a math instructional coach and intervention specialist who will focus specifically on algebra 1, geometry, and biology.

The other instructional coach will focus on all new teachers, reading across the curriculum, and US History.

We are expanding the IB course offerings and reaching a wider audience, have added new CTE programs, and are promoting more dual enrollment by offering on-site DE starting the spring semester to offer accelerated programs to all students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

For the 2023-2024 school year, Lake Wales Charter Schools has enacted the Community Eligibility Provision (CEP). This provision authorizes all LWHS students, including the TSI student subgroups to be served lunch and breakfast at no charge. This change allows all students to have equal access to the National School Lunch and School Breakfast Programs, providing nutritionally balanced meals to support student learning.

In addition to the lunch and breakfast programs, we continue to support our homeless students and families with the Students in Transition (SIT) program. This program provides students with school uniforms, food, and basic hygiene essentials. The SIT program assists homeless students in the Career Technical Education programs with fees, uniforms, and materials. The SIT program reduces the barriers for our homeless students to participate in school programs such as band, CTE programs, JROTC; curricular and extracurricular activities.

As we have expanded our IB course offerings, we have increased the number of CTE tracks and academies for all students, encompassing the student groups identified for targeted support based on student feedback. With an increase in academy offerings, we plan to ensure TSI students have access to career programs. We will continue to sponsor an annual career fair, incorporate the Great American Teach-In, and virtual Lunch and Learn offered by Polk State College to introduce students to career pathways.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

We have a full time mental health counselor, a full time mental health facilitator, and a full time MTSS coordinator.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Annually, LWHS hosts a college fair with over 50 local and national colleges and universities attending. The colleges and universities provide students with admissions requirements and insights into their postsecondary offerings. In the spring, the career fair is open to all students to learn more about the workforce. During the career fair, students can interact with local and national employers to gain insight into entry-level workforce opportunities. Both events help to broaden student awareness of postsecondary and workforce possibilities beyond LWHS.

In conjunction with Polk State College, LWHS hosts the college's virtual career exploration sessions for postsecondary, workforce, and career and technical education programs. The lunch and learn sessions are open to all students interested in careers such as manufacturing, health sciences, education, business, and technology. The students hear about programs at local colleges and the skills that employers seek in career candidates.

While at LWHS, students can dual enroll at local colleges through articulation agreements. Students have the option to attend dual enrollment classes, virtually or in person on the campus of the colleges. In partnership with a local college, we anticipate being able to offer dual enrollment courses on campus and during the school day, at the start of the 2024 Spring semester.

This year, we expanded our career pathways to include Digital Design, Personal Trainer, Unmanned Aircrafts, and Certified Nursing Assisting. The new expansions are in addition to our long-standing programs in Early Childhood Education, Culinary, Applied Engineering, Health Science, and Agriscience programs. Through the CTE programs, students have access to earn postsecondary credits with industry certification exams. Each program consists of, at minimum one industry certification. As an example, in the Early Childhood Education program, as a program completer, students can earn the Child Development Associate (CDA) credential. With this industry certification, students can acquire up to 12 articulated postsecondary credits through statewide articulated agreements.

We will continue to strive to prepare students to seek postsecondary and workforce opportunities while at LWHS. Students are made aware of dual enrollment, colleges and universities, and careers throughout the school year.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We have a full time ESE coordinator and ESE support teachers who serve students and work with teachers to provide services to all students. An MTSS coordinator works with the team and all teachers

to provide tier 1 to tier 3 MTSS interventions and works with the ESE coordinator to ensure all students receive early intervention.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

ELA, Reading, Algebra 1 and Geometry teachers went for the standards PD by FLDOE over the summer. We are also working with our teachers to earn their reading endorsement and ESOL endorsements.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA - High School

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	360	1721 - Lake Wales Senior High School	General Fund		\$8,000.00
			<i>Notes: Purchase Minga for PBIS implementation.</i>			
2	III.B.	Area of Focus: ESSA Subgroup: Black/African-American				\$212,366.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	121	1721 - Lake Wales Senior High School	Title, I Part A		\$72,422.00
			<i>Notes: Math Instructional coach and intervention specialist to assist teachers with increasing student achievement.</i>			
	5100	121	1721 - Lake Wales Senior High School	General Fund		\$69,367.00
			<i>Notes: Instructional coach to assist teachers with increasing student achievement.</i>			
	5200	121	1721 - Lake Wales Senior High School	General Fund		\$70,577.00
			<i>Notes: MTSS coordinator to assist teachers with school wide Tier 1 support and woking with students and staff for Tier 2 and 3 support.</i>			
3	III.B.	Area of Focus: ESSA Subgroup: Multi-Racial				\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$107,041.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5200	131	1721 - Lake Wales Senior High School	IDEA		\$99,041.00

			<i>Notes: ESE coordinator salary and benefits</i>			
	5100	360	1721 - Lake Wales Senior High School	Other Federal		\$8,000.00
Total:						\$327,407.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes