

# Lorenzo Walker Technical High School



2014-15 School Improvement Plan

## Lorenzo Walker Technical High School

3702 ESTEY AVE, Naples, FL 34104

[ no web address on file ]

### School Demographics

**School Type**

High

**Title I**

Yes

**Free/Reduced Price Lunch**

74%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

79%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	C

### School Board Approval

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

### SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

# Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

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

##### Provide the school's vision statement

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

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our teachers know our students as learners and as individuals and make every effort to take their learning styles and preferences into account during instruction, but they also get to know them on a personal level and take time to build a rapport and foundation of respect and trust with each student. The students feel comfortable taking risks at LWTHS because they know their teachers are their biggest advocates and will support them in every possible way. Without a doubt, this environment lends itself to high academic achievement for students.

Although we are not a neighborhood school and our students come from all over Collier County, there is a strong sense of community and belonging. Parents are engaged in the education of their children by trusting we are providing the best education possible to their children and supporting teachers by encouraging their children to take advantage of opportunities afforded to them such as tutoring during lunch/after school and our academic after school program. Students feel safe and want to come to school.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

The diverse student population gets along well, and looks out for one another- there are no "cliques", and students feel accepted no matter who they are or where they come from. They dare to be different because their differences are respected and embraced here. For the past two years, we have had the best attendance rate, 96.4% in the District and one of the lowest discipline referral rates as well.

We are a Positive Behavior Support (PBS) school. Our student Learn actively, Welcome responsibility, Treat others with respect, Have a positive attitude and Stay strong and persevere (LWTHS). They receive Mustang Bucks for meeting expectations that can be used to purchase, gift cards, pizza, LWTHS clothing, school supplies, etc. in our Mustang Store. The store is staffed and managed by student volunteers and overseen by one of our outstanding teachers.

Students and staff can easily quote the expectations embedded into the Lorenzo Walker PBS expectations. To maintain safety on campus, we have a Youth Relations Deputy that is visible and assists with arrival, lunch and dismissal. He is also available to do classroom and staff presentations relating to school and student safety. Our teachers, school counselors and leadership team work with students to set personal goals both academic and behavior, track the progress, and then celebrate progress.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

We utilize the Positive Behavior Support System to establish clear behavior expectations for the students which are reviewed daily and enforced by all faculty and staff members. The PBS/RTI team consists of the InSS, ESE staff, grade-level teachers and an administrator representative. The PBS meets monthly to analyze data and problem solve. The team shares out the data at team and faculty meetings. Students can earn positive reinforcement as a whole class and as individuals. Many classroom teachers also choose to offer classroom incentives in addition to using Mustang Bucks, which allows students to earn dollars for following LWTHS expectations. If disciplinary action is required, teachers input Infractions and Referrals into a Student Pass system to document negative behaviors and/or bring students to the attention of the Administrators. A three infraction process is used and input into Student Pass. During that phase re-teaching of the expectations occur, parent phone calls are made and school counselors become involved before a referral is issued. Student Pass is used to award Positive Referrals for exceptional behavior. Positive referrals are rewarded with a phone call home, Mustang Bucks and a healthy treat. Staff is trained annually on the use of Student Pass.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

School counseling services are provided for students, utilizing parents, staff and community resources in the area of personal and social development. Counseling services may include, but are not restricted to, targeted individual counseling, small group counseling, classroom presentations to support academic success, social skills, stress and anger management. The counselor plans, implements and delivers district adopted school counseling curriculum, based upon Florida's School Counseling Framework through the coordination of school – wide programs and grade specific classroom presentations, requiring articulation and consultation with administration, teachers, teams, families and/or students to assure all students' social-emotional needs are being met.

### **Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The Leadership Team meets weekly to analyze these factors utilizing the information from Data Warehouse. The team makes recommendations for next steps, including parent conferences, phone calls home, goal setting at grade levels, recommendation for Positive Behavior Support referral, change of placement and/or intervention, and Teacher Mentor.

Early Warning System:

Attendance below 90%

Course failure in English Language Arts or mathematics

Arriving late to school more than 5 times, or leaving school early more than 5 times

Level 1 on FCAT math, reading, or writing

Lowest 25% in Reading and Math

One or more suspensions

One or more office and/or guidance referrals

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	4	3	9	5	21
One or more suspensions	11	7	12	6	36
Course failure in ELA or Math	0	2	16	0	18
Level 1 on statewide assessment	6	1	5	0	12

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	1	2	9	1	13

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

We use a variety of research proved strategies to improve academic performance of at-risk students. They include, but are not limited to, creation of a Teacher-Student Mentor program, sending attendance letters and meetings with parents, positive reinforcement of good attendance, goal setting and data chats with students, parent-teacher conferences/Student-led conferences, utilizing the School Counselor for individuals, small groups, or parent conferences, analysis of intervention programs and formative assessments, and examining ways to motivate students and provide extra learning opportunities. A daily personal phone call is made for each student that is absent in addition to the robo-call. Grade level teams make phone calls to the parent of each student when a grade falls below a C average.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

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

**Description**

1. Parent surveys conducted to determine needs/opportunities for parents to attend workshops that will help them be partners with the school and to support their child in school
2. Give parents the opportunity to volunteer to be on the SAC Committee and to volunteer in the front office/classrooms throughout the school
3. Opportunities for parents to attend Open House Nights, Student-Led Conferences and Freshmen Experience Nights
4. Create a more extensive resource area/lending library for parents to check out books and other materials
5. Open Lab Nights in our Media Center to have parents navigate GradeBook, Parent Portal, email etc.

6. Provide opportunities for parents to attend Annual Title 1 Meetings and to have a voice in creating Parent Involvement Plan and School/Parent Compacts, use of funds, etc.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

If you are a Tittle I school your PIP will roll into the SIP

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Flores, Yolanda	Principal
Rexford, Jeff	Assistant Principal
Crete, Darlene	Assistant Principal
Metcalf, Pat	Instructional Coach
Hall, Tiffany	Instructional Coach
Perez, Lisa	Other

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Each Leadership Team member takes ownership of monitoring and adjusting the school's academic and behavioral goals through data collection and analysis, monitoring the fidelity of instruction and Intervention delivery, and provide levels of support and intervention to students based on this data. Through regular discussions of issues and strategies at Leadership meetings, the team provides input regarding some of the identified barriers and possible strategies to be outlined in the SIP. Similarly, some of the professional development items outlined in the SIP (i.e, differentiated instruction) and proposed budget items (i.e., supplies for the PBS reward and intervention system) are a result of proposals from the Leadership team.

The Leadership Team meets twice a month to discuss instructional fidelity and analyze data.

Department

meetings and professional learning communities (PLCs) meet every other week to discuss interventions

and levels of support for RTI/PMPs.

Department PLC's, lesson plan oversight and primary CTEM evaluations are divided amongst the administrative team. The instructional coaches support the review lesson plans to provide focused feedback as it relates to the new FSA standards.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Title I Parts A, C, D, and School Improvements (1003a and 1003g) Title II, Part A are managed out of the same Federal and State Grants Office in Collier County. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal administrative meetings are held to discuss program needs, issues and coordinate efforts.

Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meet regularly to coordinate efforts and receive joint staff development for improving their services.

Regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program coordinators, including IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical education.

Supplemental Staffing and Services:

Title X, LEA, Title I Basic, Title I Migrant coordinate services to assist homeless children, to resolve problems concerning registration and provide support services at all schools. Title I and District jointly fund the Homeless Liaison staff position to support homeless students in all public schools. The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act.

Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources, such as , Tutors and Resource Teachers.

Title I Migrant and school collaboration occurs with local dentists to provide dental cleanings and services at no cost to migrant students in need.

Coordination occurs with Homeless Liaison staff and Title I staff in identifying eligible students and families that can be served as homeless.

Title I Basic and Curriculum and Instruction coordinators collaborate in providing workshops and trainings to build the capacity of parents and foster strong connection and engagement between home and school

Supplemental Staff Development:

Title I Basic, Title I SIG 1003a and 1003g, and Title II Part A funds are coordinated to provide customized staff

development that ensures students receive high quality, differentiated instruction.

Title I Part A funds are used in collaboration with Title I SIG 1003g and 1003a, Title II Part A and Reading Categorical to fund Reading Coaches at all schools. Title I Part A and Title I SIG 1003g/1003a funds are used to provide additional Academic Coaches at Title I Elementary, Middle and High Schools. Supplemental coaches are provided to support lowest performing schools and those in differentiated Accountability Priority and Focus status.

Title I Part A, Title II Part A and IDEA fund exam reimbursements to ensure staff meet HQT Requirements.

## School Advisory Council (SAC)

### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Yolanda Flores	Principal
Patty Calloway	Business/Community
Megan Octave	Student
Kirk Jervis	Teacher
Blanca Rodriguez	Education Support Employee
Siohban Fox	Parent
Rhonda Venuto	Parent
Jesus Solarte	Parent
Roseanna Whitmore	Parent
Lisa Perez	Teacher
Yadira Cisneros	Parent
Marcella Ugarte	Education Support Employee
Linda Cabagnet-Muzzi	Parent

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The SAC meets to evaluate the prior school improvement plan and areas of need to be targeted. Members have the opportunity to provide feedback and suggestions after analyzing the plan and give input to the principal.

*Development of this school improvement plan*

The School Advisory Council (SAC) members provide input to the School Improvement Plan after careful review of data from state assessment results and end of course exams. As the plan is being developed it is presented to SAC members for input and suggestions. The School Advisory Council (SAC) then approves the final draft before it is submitted for School Board approval and submission to the Department of Education. The SAC committee also reviews and provides input on the school's Title I Use of Funds, Parent Involvement Policy, and Parent/School Compact to support the School Improvement Plan and initiatives.

*Preparation of the school's annual budget and plan*

The SAC assists in the preparation of the school's annual budget, which is prepared by the Principal and Assistant Principal that oversees Title I. The SAC reviews the previous year's budget in preparation of the current fiscal year's budget with supporting documentation, and the proposed fiscal year's budget. Other information regarding other resources of the school accounts is shared with the SAC on an annual basis for information purposes only. If requested by a majority vote of the SAC, quarterly reports of the current year's budget by project, function and object, including a percentage comparison of amended budgets spent to date, will be provided by Budget Services. These reports can be used to compare the current year's budget with the previous year's budget.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

School improvement funds were not received until late in the year, therefore, they were carried forward and will be used for the upcoming year for school improvement purposes. If approved by the

SAC, funds will be used to support teacher professional development, Saturday Study and attendance/tardy initiatives to improve these areas, etc.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Metcalf, Pat	Instructional Coach
Rexford, Jeff	Assistant Principal
Crete, Darlene	Assistant Principal
Kentros, Rita	Teacher, K-12
Simmons, Lindsey	Teacher, K-12
Flores, Yolanda	Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

The Literacy Leadership Team will continue to monitor the progress toward the school's literacy goals, both by monitoring and reviewing student performance data, and by monitoring classroom instructional practices as evidenced through classroom walkthroughs, the reading coach's work with individual teachers, etc. In addition, the members of the Literacy Team will provide school-wide professional development (EQulP, check for three, higher order strategies, differentiation, Kagan strategies, item specifications and writing across the content areas) to help teachers incorporate effective reading and writing strategies.

The Literacy Leadership Team meets at the beginning of the school year to review and discuss several items: student performance from the prior year; strengths and weaknesses of the reading program in the school; needed or desired changes for the coming school year; the role and functions of the reading coach in the school's program; the reading progress monitoring program; etc. After that initial planning session, the LLT meets monthly to address ongoing progress toward the school's literacy initiatives and goals. The team will review testing data (FAIR, Benchmark Assessments, etc.) to determine instructional and intervention supports needed to improve instruction.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Each year, the administration works diligently to create instructional teams that will work together and demonstrate expertise in a specific age group/content area with input from teachers as to their personal and professional preferences. Team Leaders are set in place that will help to facilitate growth as a team. Teams don't have common planning time due to scheduling challenges with a period/block format, but do have time to collaborate during team and department PLC meetings. Academic coaches and

leadership team members work with teams to discuss instructional strategies and best classroom practices and problem solve areas of concern.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. Professional Learning

- Regularly scheduled Professional Learning to enable teachers to be successful in improving student achievement; Faculty Meetings; Early Release Days, PLCs
- Staff Development based on: District, State and Federal Initiatives, staff input, classroom observation data, student data

2. Instructional Leadership:

- Regularly scheduled grade level PLC meetings to support teachers in the areas of MTSS data analysis, instructional strategies development; meaningful feedback
- Embedded professional learning during collaborative planning sessions with academic coaches

3. New Teacher Support:

- Partnering new teachers with a qualified mentor
- Meetings with specific personnel to orient and support new teachers in the areas of procedures, initiatives, and instruction

4. Empowering Teachers:

- Continue to build a supportive and collaborative culture that recognizes faculty efforts both formally and informally
- Involve teachers in meaningful decision making

6. School Management and Safety:

- Continue to support and hone school wide, tier 2, and tier 3 Positive Behavior Support to support teachers in the areas of discipline, management, and school safety

7. Recruitment:

- Continue to build relationships with area universities for referrals of interns and potential candidates
- We attribute the retention to the positive culture and atmosphere of community that has been created. The staff has established relationships that prosper both within the building and after work hours. Each person holds himself responsible for creating the atmosphere that makes Avalon a desirable place to work.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

This year there is only 1 new teacher at LWTHS, Katherine Cummings who teaches biology. She has been paired with Tara Barr who is a master teacher with a proven track record of leading students to academic success and a former Teacher of Distinction. She has received clinical educator training and has supported new teachers successfully in the past. In addition, her leadership skills and knowledge of best practices in the Science area will benefit her mentee greatly.

1. Monthly professional development focused on role of the teacher, data-driven instruction, curriculum, grading procedures, classroom management etc.
2. Weekly meeting with the mentor/mentee partners
3. Peer observations paired with feedback dialogues
4. Coordinated a SERVE mentor with FGCU

5. Professional Learning to enable teachers to be successful in improving student achievement

The mentor and mentee will meet weekly for planning meetings. The mentor receives release time to observe the mentee and provide feedback. The mentee will also receive release time if needed to observe veteran teachers. In addition a new teacher induction program, with monthly meetings is held. Each meeting covers a separate topic (i.e. classroom management, PBS, RTI, data warehouse).

**Ambitious Instruction and Learning**

## Instructional Programs and Strategies

### Instructional Programs

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The district curriculum coordinators create curriculum maps and pacing guides to ensure the Florida Standards are aligned with Collier County's curriculum.

Members of the district-based leadership team will meet regularly to provide data and support district-wide implementation of core and intervention programs. The district will provide leadership and guidance to ensure the implementation of instructional programs and MTSS plans with fidelity along with providing resources and staff development based on the needs of the schools. The members of the district leadership team include key stakeholders from various departments in the district.

Members assist with the development of the MTSS district manual, Strategic Plan, and the DIAP. The District Leadership Team works in conjunction with the school-based teams to create and peer review School Improvement Plans. The team provides data on instructional targets based upon analysis of data. The team helped define clear expectations for instruction; facilitated the development of strategies to meet those goals; and aligned processes and procedures.

The Leadership team monitors the fidelity of the school's instructional programs, MTSS and SIP through collection of data based on the district's Strategic Plan and quarterly data dialogues between the Superintendent, key instructional leaders and school-based administrators. Preparatory to data dialogues, data are analyzed based on the Goals, Key Performance Indicators, and Strategies. The District Leadership team reviews, discusses, and monitors student academic and/or behavioral procedures and data while working in conjunction with schools to support identified needs. The team focuses on implementation, data collection, interventions, and supports needed by the instructional staff. Members of the district-based MTSS leadership team meet regularly to provide data and support to the schools' problem-solving teams and review school-wide MTSS issues. School administrators and teachers from the school-based MTSS team participate in grade level PLCs to facilitate the MTSS process at each grade level. Universal screening and progress monitoring data will be analyzed. The effectiveness of the core instruction, as well as targeted and more intensive interventions, is monitored, and the team collaborates to evaluate effectiveness, problem-solve, and make instructional decisions.

Alignment with Florida Standards is key to improving academic performance as measured by state assessments. CCPS addresses this alignment in multiple ways. First, the Collier Teacher Evaluation Model, based on Marzano's methodologies, requires that lessons feature a learning goal with scales. Learning goals are developed from the standards and typically match the wording of benchmarks. Scales are used to identify students' individual progress toward attaining the goal, i.e., the standard. During observations, a key data element is derived from the teachers' use of learning goals and scales. Ongoing progress-monitoring assessments are also designed to demonstrate students' progress toward attaining the goal or standard. Consequently, data chats are standards-driven and serve to maintain a focus on instruction, assessment and achievement built around Florida Standards.

### Instructional Strategies

#### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The administration meets with grade-level teams bi-weekly to analyze progress monitoring data and quarterly benchmark assessment data and discuss adjustments to instructional strategies and small groups. Based on the data analysis, decisions are made about utilization of resource teachers and push-in support to best meet the needs of students achieving at various levels. ESE staff supports classroom teachers with differentiation strategies to support students, they meet with classroom

teachers on a regular basis to ensure accommodations are provided for the individualized education plans and these accommodations are also included within all lesson plans.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 1,260

School-wide Title I dollars are used to provide opportunities to students needing extra support on ACT/SAT preparation FCAT Reading retakes, Florida State Assessments, Algebra 1, Algebra 2, Geometry, Biology, and U.S. History EOC preparation will be provided with an opportunity to improve proficiency.

### **Strategy Rationale**

We will utilize methods and instructional strategies during the after school program that are based on scientifically based research that will serve to strengthen the core academic program, increase the amount of learning time for students to meet learning goals. Additionally, our at-risk students who have not passed the FCAT, which is a graduation requirement, will get reading strategy support and test taking instruction to help them with FCAT retakes.

I

### **Strategy Purpose(s)**

- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Rexford, Jeff, rexforje@collierschools.com

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

FCAT/FSA/EOC test data of students attending the After School Academy will be analyzed and compared to that of students who did not attend to determine the number of students making learning gains.

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

9th grade

1. Presentations about educational opportunities available at Lorenzo Walker Technical High School are made to 8th grade students and a parent information night is held.
2. Prior to the start of 9th grade, a "Freshman Experience" is held where students spend a half-day getting to know their teachers, classmates and the expectations of high school
3. The majority of the 9th graders share the same set of teachers so we have a Freshman Academy. Teachers set quarterly goals with a focus on organization, setting short and long term goals, time management, and study habits.
4. Freshman counselor conducts classroom presentations to explain graduation requirements for the cohort. At the Annual Title I/ Curriculum Night cohort graduation requirements are shared with parents

and they are made aware of all the resources available on the District's website.

5. Data chats and student led conferences are held with students and parents.

10th grade

1. Students take the PSAT and counselor reviews data to determine students who should take the PERT for possible admissions to Florida Southwestern.

2. The majority of 10th graders take Computers for College and Careers course with an emphasis on career exploration. Students spend time exploring career programs at LWIT

3. At the end of the 10th grade year, students choose their career dual-enrollment program of study.

11th grade

1. In early August, an LWIT orientation session is held for juniors and their parents since they are transitioning to career dual-enrollment programs.

2. Students spend half their day in their career dual-enrollment program. Career and technical programs further enhance the connection between coursework and life, and provide outstanding relevance for their future.

3. Eligible students take academic dual-enrollment courses on or off campus. Currently, Composition I and II and College Algebra are offered on campus.

4. As appropriate, students start taking industry certification exams.

5. LWH counselors meet individually with students and their parents in a postsecondary planning conference, providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future. This counseling also provides information with respect to career options, financial aid, and postsecondary options including college, technical, and post-secondary educational opportunities. They familiarize students with articulations opportunities and other postsecondary programs that are related to high school career pathways.

12th grade

1. The senior counselor conducts workshops on career options, financial aid, and post-secondary option including college and the military.

2. LWH students also have access, through their career dual enrollment at LWIT, to LWIT's advisors. The advisors provide workshops on financial aid, employability skills, and career exploration. The advisors provide all seniors with an overview of resume writing, job search skills, and interviewing strategies, and meets with seniors upon request to examine their specific career goals, strategies for achieving those goals, and, where appropriate, specific local employment opportunities.

3. Counselors have on-going communication with college and university admission officers to track admission status of students.

4. Career assessments, transition planning and linking with community resources such as Division of Vocational Rehabilitation is provided for all students with disabilities.

5. All LWH students have the opportunity to graduate not only with their high school diploma, but with a completion certificate from LWIT, industry certifications, and college credits from Florida Southwestern.

## College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

Counselors are expected meet regularly with students to review CE Program of Study for each career education program that is offered at the school. Programs of Study and articulation agreements are available on line on the District website, Career guidance academic counseling provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future. This counseling also provides information with respect to career options, financial aid, and postsecondary options including college, technical, and post secondary educational opportunities. Counselors are specifically encouraged to work with CE students in the implementation of the approved Program of Study, and familiarize students with articulations opportunities and other postsecondary programs that are related to high school career pathways.

At LWTHS, the 1.5 regular counselors assist students in their academic and career planning. . At the end of the students' sophomore year, counselors meet with each student to review their career program selection, and the related Program of Study the student will be pursuing. During the junior year, LWTHS counselors meet individually with students and their parents in a postsecondary planning conference, providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future. This counseling also provides information with respect to career options, financial aid, and postsecondary options including college, technical, and post secondary educational opportunities. They familiarize students with articulations opportunities and other postsecondary programs that are related to high school career pathways. During their senior year, LWTHS students also have access, through their dual enrollment at LWIT, to LWIT's Job Placement Advisor. This Advisor provides all seniors with an overview of resume writing, job search skills, and interviewing strategies, and meets individually with seniors upon request to examine their specific career goals, strategies for achieving those goals, and, where appropriate, specific local employment opportunities available that match with the student's individual plans.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

Career Education students are offered the opportunity to earn a third party industry approved certification which is designed to demonstrate to potential employers the technical skills and abilities for the students. The purpose of the industry certification is to integrate real world skills and abilities to the instructional objectives for both career and academic courses. In addition all CE programs offer the opportunity to include both On-the-Job Training and or Executive Internships to further show the relationships between high school programs and real world skills.

LWH tenth graders all take a computers for college and careers course, exposing them to career areas of interest and engaging them in the use of media to create, collaborate, and connect with their world. Upon entering eleventh grade, LWH students are dually enrolled, for the remainder of their high school career, in LWIT career and technical programs, further enhancing the connection between coursework and life, and providing outstanding relevance for their future. All LWH students have the opportunity to graduate with a completion certificate from the postsecondary technical center (LWIT), and industry certifications from their respective program. For a listing of programs and industry certifications available, visit LWIT.edu.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Planning for postsecondary participation is a critical activity that begins as a student enters the ninth grade. LWTHS supports students and parents by placing an emphasis on the following factors:

- \* Professional development for all LWTHS staff regarding increasing the level of instructional rigor across the curriculum, along with providing instructional and counseling support needed to increase student success in these courses
- \* Staff-wide study and monitoring of data regarding students' pursuit of rigorous coursework and success in this coursework (students are encouraged to take dual enrollment courses through Florida Southwestern.)
- \* Focus on improving college and career readiness skills
- \* Encouraging eligible students to take upper level math and science courses, including Algebra II, College Algebra, Chemistry and/or Genetics.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Planning for postsecondary participation is a critical activity that begins as a student enters the ninth grade. LWTHS supports students and parents by placing an emphasis on the following factors:

- \* Requirement for all students to take two foreign language classes
- \* A required curriculum that meets the course requirements for the Bright Futures scholarships such as FI Academic Scholars, FI Medallion Scholars, and FL Gold Seal Vocational Scholarship; and counseling regarding ways to utilize this scholarship
- \* Counseling to enroll in college dual enrollment courses while in high school
- \* Requirement to enroll in one of LWIT's career dual enrollment programs during the junior and senior years, and clear counseling regarding the multiple career and college pathways available to students upon completing the LWIT program.
- \* Increasing articulation agreements between Collier County and appropriate post secondary schools
- \* Counseling to inform students of benefits of articulation agreements in college enrollment
- \* Using PSAT results to identify students in 10th grade who are ready to take the PERT test
- \* All juniors take the PERT test
- \* Counseling to take college placement exams such as SAT, and ACT
- \* Emphasis on career counseling and career planning for all students with specific focus on postsecondary options, as described above
- \* Focus on FACTS.org as planning tool for college and technical school enrollment

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If students engage in rigorous, cognitively complex tasks that require active processing of information resulting in their ability to demonstrate a level of deep understanding of the knowledge, consistent with the demands of state standards (LAFS, MAFS and NGSSS), then student achievement will increase.
- G2.** If teachers design high quality lesson plans that leads to effective instruction aligned to state standards (LAFS, MAFS and NGSSS), then student achievement will increase.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** If students engage in rigorous, cognitively complex tasks that require active processing of information resulting in their ability to demonstrate a level of deep understanding of the knowledge, consistent with the demands of state standards (LAFS, MAFS and NGSSS), then student achievement will increase. 1a

G048001

**Targets Supported** 1b

Indicator	Annual Target
College Readiness Reading	75.0
AMO Math - All Students	57.0
AMO Reading - All Students	56.0

**Resources Available to Support the Goal** 2

- HMH resources
- Staff formally trained in DI
- Instructional coaches
- Kagan trained staff
- Reading endorsed and NGCAR-PD trained staff
- Curriculum guides
- CPALMS
- Advanced Studies Department
- District Curriculum Coordinators

**Targeted Barriers to Achieving the Goal** 3

- When cognitively complex tasks and higher order questions are used, students are not assessed independently to determine their ability to generalize their knowledge.
- Teachers need additional training in DI and how to best implement strategies in the classroom.

**Plan to Monitor Progress Toward G1.** 8

Formative and summative assessment data will be collected and analyzed throughout the year to determine progress toward the goal.

**Person Responsible**

Yolanda Flores

**Schedule**

Quarterly, from 8/11/2014 to 6/5/2015

**Evidence of Completion**

\*Assessments \*Data Dialogues \*Achieve 3000 usage reports

**G2.** If teachers design high quality lesson plans that leads to effective instruction aligned to state standards (LAFS, MAFS and NGSSS), then student achievement will increase. 1a

G039061

**Targets Supported** 1b

Indicator	Annual Target
College Readiness Reading	75.0
AMO Math - All Students	57.0
AMO Reading - All Students	56.0

**Resources Available to Support the Goal** 2

- Instructional Coaches and District Curriculum staff
- EQuIP rubric
- EQuIP and district lesson plan templates
- School based ELA/Math teachers trained in EQuIP

**Targeted Barriers to Achieving the Goal** 3

- Lack of time for ELA and math departments to engage in quality professional development in order to develop effective EQuIP lesson plans.

**Plan to Monitor Progress Toward G2.** 8

Weekly monitoring of lesson plans for rigor and higher order questioning strategies

**Person Responsible**

Yolanda Flores

**Schedule**

Weekly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Pre, formative, summative and self-assessment measures

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If students engage in rigorous, cognitively complex tasks that require active processing of information resulting in their ability to demonstrate a level of deep understanding of the knowledge, consistent with the demands of state standards (LAFS, MAFS and NGSSS), then student achievement will increase. **1**

 G048001

**G1.B1** When cognitively complex tasks and higher order questions are used, students are not assessed independently to determine their ability to generalize their knowledge. **2**

 B119753

**G1.B1.S1** Increase effective classroom use of Marzano strategies for elements 6, 11, 12,17,18, 20 and 21. **4**

 S132036

### Strategy Rationale

There is an explicit connection between instructional strategies of Marzano's seven elements and college and career readiness standards

### Action Step 1 **5**

Provide teachers with professional development in the use of the seven Marzano college and career ready elements.

#### Person Responsible

Yolanda Flores

#### Schedule

Biweekly, from 8/11/2014 to 6/5/2015

#### Evidence of Completion

professional development calendar, PD reflection feedback forms, deliberate practice plans and CTEM observations

### Action Step 2 5

Unpack standards through collaborative planning to design dynamic, rigorous lessons

**Person Responsible**

Jeff Rexford

**Schedule**

Monthly, from 8/11/2014 to 6/5/2015

**Evidence of Completion**

lesson plan review, department PLC meeting agenda/notes

### Action Step 3 5

Administrators will attend professional development and collaborative planning workshops and meetings

**Person Responsible**

Yolanda Flores

**Schedule**

Monthly, from 8/11/2014 to 6/5/2015

**Evidence of Completion**

Professional development sign-in sheets and/or agendas,

### Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Deliberate practice plans are reviewed by administrators, reflection feedback forms are reviewed and focused observation feedback is provided through CTEM.

**Person Responsible**

Yolanda Flores

**Schedule**

Monthly, from 8/11/2014 to 6/5/2015

**Evidence of Completion**

\*Agendas \*Observations \*Deliberate practice plans \*Reflection

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Kagan structures and differentiated instructional strategies will be observed and feedback provided via CTEM

**Person Responsible**

Yolanda Flores

**Schedule**

Monthly, from 8/11/2014 to 6/5/2015

**Evidence of Completion**

\*observed elements in CTEM \*assessments

**G2.** If teachers design high quality lesson plans that leads to effective instruction aligned to state standards (LAFS, MAFS and NGSSS), then student achievement will increase. 1

 G039061

**G2.B1** Lack of time for ELA and math departments to engage in quality professional development in order to develop effective EQuIP lesson plans. 2

 B093968

**G2.B1.S1** Offer ongoing and relevant embedded EQuIP training throughout the school year for ELA and Math departments to collaborate and engage in writing effective lesson plans. 4

 S105028

**Strategy Rationale**

Build the capacity of teachers to evaluate and improve the quality of their instruction.

**Action Step 1 5**

Provide teachers professional development in the areas of instructional elements in the Marzano teachers evaluation model, FSA and the EQuIP rubric.

**Person Responsible**

Yolanda Flores

**Schedule**

Monthly, from 8/11/2014 to 6/5/2015

**Evidence of Completion**

Sign-in sheets, PD calendar, Agendas, reports from iObservation on the 7 essential elements

**Plan to Monitor Fidelity of Implementation of G2.B1.S1 6**

Classroom Observations and monitoring lesson plans

**Person Responsible**

Yolanda Flores

**Schedule**

Weekly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Lesson Plans and Observation results and feedback

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Lesson Plans with rigor aligned to state standards and test item specifications and higher order thinking questioning.

**Person Responsible**

Yolanda Flores

**Schedule**

Weekly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Lesson Plans and Observation results and feedback

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Provide teachers professional development in the areas of instructional elements in the Marzano teachers evaluation model, FSA and the EQuIP rubric.	Flores, Yolanda	8/11/2014	Sign-in sheets, PD calendar, Agendas, reports from iObservation on the 7 essential elements	6/5/2015 monthly
G1.B1.S1.A1	Provide teachers with professional development in the use of the seven Marzano college and career ready elements.	Flores, Yolanda	8/11/2014	professional development calendar, PD reflection feedback forms, deliberate practice plans and CTEM observations	6/5/2015 biweekly
G1.B1.S1.A2	Unpack standards through collaborative planning to design dynamic, rigorous lessons	Rexford, Jeff	8/11/2014	lesson plan review, department PLC meeting agenda/notes	6/5/2015 monthly
G1.B1.S1.A3	Administrators will attend professional development and collaborative planning workshops and meetings	Flores, Yolanda	8/11/2014	Professional development sign-in sheets and/or agendas,	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Formative and summative assessment data will be collected and analyzed throughout the year to determine progress toward the goal.	Flores, Yolanda	8/11/2014	*Assessments *Data Dialogues *Achieve 3000 usage reports	6/5/2015 quarterly
G1.B1.S1.MA1	Kagan structures and differentiated instructional strategies will be observed and feedback provided via CTEM	Flores, Yolanda	8/11/2014	*observed elements in CTEM *assessments	6/5/2015 monthly
G1.B1.S1.MA1	Deliberate practice plans are reviewed by administrators, reflection feedback forms are reviewed and focused observation feedback is provided through CTEM.	Flores, Yolanda	8/11/2014	*Agendas *Observations *Deliberate practice plans *Reflection	6/5/2015 monthly
G2.MA1	Weekly monitoring of lesson plans for rigor and higher order questioning strategies	Flores, Yolanda	9/1/2014	Pre, formative, summative and self-assessment measures	6/5/2015 weekly
G2.B1.S1.MA1	Lesson Plans with rigor aligned to state standards and test item specifications and higher order thinking questioning.	Flores, Yolanda	9/1/2014	Lesson Plans and Observation results and feedback	6/5/2015 weekly
G2.B1.S1.MA1	Classroom Observations and monitoring lesson plans	Flores, Yolanda	9/1/2014	Lesson Plans and Observation results and feedback	6/5/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If students engage in rigorous, cognitively complex tasks that require active processing of information resulting in their ability to demonstrate a level of deep understanding of the knowledge, consistent with the demands of state standards (LAFS, MAFS and NGSSS), then student achievement will increase.

**G1.B1** When cognitively complex tasks and higher order questions are used, students are not assessed independently to determine their ability to generalize their knowledge.

**G1.B1.S1** Increase effective classroom use of Marzano strategies for elements 6, 11, 12,17,18, 20 and 21.

### **PD Opportunity 1**

Provide teachers with professional development in the use of the seven Marzano college and career ready elements.

#### **Facilitator**

administrators, district curriculum staff, instructional coaches and peer teachers

#### **Participants**

all staff

#### **Schedule**

Biweekly, from 8/11/2014 to 6/5/2015

**G2.** If teachers design high quality lesson plans that leads to effective instruction aligned to state standards (LAFS, MAFS and NGSSS), then student achievement will increase.

**G2.B1** Lack of time for ELA and math departments to engage in quality professional development in order to develop effective EQuIP lesson plans.

**G2.B1.S1** Offer ongoing and relevant embedded EQuIP training throughout the school year for ELA and Math departments to collaborate and engage in writing effective lesson plans.

### **PD Opportunity 1**

Provide teachers professional development in the areas of instructional elements in the Marzano teachers evaluation model, FSA and the EQuIP rubric.

#### **Facilitator**

Pat Metcalf, Reading Coach

#### **Participants**

Instructional staff

#### **Schedule**

Monthly, from 8/11/2014 to 6/5/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> If students engage in rigorous, cognitively complex tasks that require active processing of information resulting in their ability to demonstrate a level of deep understanding of the knowledge, consistent with the demands of state standards (LAFS, MAFS and NGSSS), then student achievement will increase.	123,374
<b>Goal 2:</b> If teachers design high quality lesson plans that leads to effective instruction aligned to state standards (LAFS, MAFS and NGSSS), then student achievement will increase.	0
<b>Grand Total</b>	<b>123,374</b>

**Goal 1: If students engage in rigorous, cognitively complex tasks that require active processing of information resulting in their ability to demonstrate a level of deep understanding of the knowledge, consistent with the demands of state standards (LAFS, MAFS and NGSSS), then student achievement will increase.**

Description	Source	Total
<b>B1.S1.A2</b> - Reading Coach 1.0	Title I Part A	91,833
<b>B1.S1.A2</b> - Math Coach .50	Title I Part A	31,541
<b>Total Goal 1</b>		<b>123,374</b>

**Goal 2: If teachers design high quality lesson plans that leads to effective instruction aligned to state standards (LAFS, MAFS and NGSSS), then student achievement will increase.**

Description	Source	Total
<b>B1.S1.A1</b>		0
<b>Total Goal 2</b>		<b>0</b>