

Lake Wales Charter Schools, Inc.

Local Education Agency Plan

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Lake Wales Charter Schools, Inc. - Local Education Agency (LEA) Plan

Section 1: (A) a description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State plan under section 1111(b)(3), that the local educational agency and schools served under this part will use to:

- **determine the success of children served under this part in meeting the State student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards described in section 1111(b)(1)(D)(ii);**
- **assist in diagnosis, teaching, and learning in the classroom in ways that best enable low achieving children served under this part to meet State student achievement academic standards and do well in the local curriculum;**
- **determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and**
- **identify effectively students who may be at risk for reading failure or who are having difficulty reading through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined under section 1208;**

RESPONSE:

- As the State of Florida transitions to Common Core State Standards (CCSS) in the middle of this five-year LEA Plan, Lake Wales Charter Schools (LWCS) will use the CCSS's Through-Assessments as the monitoring assessments to determine students-in-need and to drive the instruction for these students. These assessments are given close to the end of the first, second and third quarters of the academic year. In addition to the CCSS Through Assessments, CCSS formative assessments for classroom may be given as often as determined by the classroom teacher. Finally, the End-of-Year assessment will be given to all 3rd through 8th and high school.

- Kg – 2nd: CCSS will make available “Optional Performance Tasks” for these grade levels. The tasks consist of developmentally appropriate measures such as observations, checklists, running records, and on-demand performance events and may include the use of technology innovations.
- During the earlier years of this LEA Plan and possibly even after and in addition to the initiation of CCSS, LWCS will administer the following assessments:
 - Elementary School Grade Levels (Kg): Fluharty – 2 times per year; Flkrs – Beginning of year; Superkids for Kindergarten/Rowland Reading (R) – Unit assessments every 3 weeks
 - Elementary School Grade Level (1st -5th): Scholastic Reading Inventory (R) - 3 times per year; Discovery Learning (R, M, S) 3 times per year; Acaletics (M) - 3 times per year; Writing Prompts (W);– 3 times per year, Trophies (R) – minimum of 3 times per year , Sing, Spell, Read and Write (R) – at least 3 times per year; Culyer Reading Group Analysis (R) – weekly assessments; Scholastic Reading Assessment (R) - 3 times per year; FastForWord (R, M) - Unit assessments and End-of-Year
- Middle School Grade Levels (6th-8th): Scholastic Reading Inventory (R) 3 times per year, FastForWord (R, M) - Unit assessments, Acaletics (M) - 3 times per year;
- High School Grade Levels Discovery (R, M, S, Alg I) 3 times per year – Beginning, Mid-Year, Prior to FCAT; Achieve 3000 (R) 3 times per year – Beginning, Mid-Year and End-of-Year, Scholastic Reading Assessment (R) - 3 times per year; , Eye Q (R), Acaletics (M) - 3 times per year; Scholastic Reading Inventory (R) - 3 times per year
- In addition to the aforementioned school-administrator chosen assessments, LWCS will administer the state and/or federal mandated assessments which consist of FAIR, FCAT 2.0, CELLA and FLKRS. Each will be given to the required grade levels and achievement levels (FAIR) as determined by the State/Federal Departments of Education. Also, each assessment will be administered according to the time line as decided upon by the Departments of Education.
- Regardless of which assessment is given, the results are used in a similar process to determine students in need of small group instruction, differentiated instruction, extended sessions, etc. The PS/RtI guides the decision-making for these selections of specialized attention to small groups or individual students. General education teachers participate in student data collection and analysis, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier 2/3 interventions and integrates Tier 1 materials/instruction with Tier 2/3 activities. Exceptional Student Education (ESE) Teachers participate in student data collection, integrates core instructional activities/materials in tiered interventions; collaborates with general education teachers. Moreover, the Academic Coach (when in place) develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Section 1: (B) at the local educational agency's discretion, a description of any other indicators that will be used in addition to the academic indicators described in section 1111 for the uses described in such section;

RESPONSE:

- Elementary Grade Levels: Attendance, Discipline Referrals, and Suspensions will be used in addition to progress monitoring of a student's academic progress. The PS/RtI will be the guiding force for the elementary schools in identifying/monitoring students in need of additional strategies to lower discipline referrals and suspensions and to decrease absences. The PS/RtI utilizes data analysis to match research based interventions with individual students, classroom and/or school wide academic and/or behavioral needs. Any trend of excessive absences will result in the individual school following-up with a parent/guardian. Home visits may be warranted by a student's poor trend in any of these areas. The home visit may be made by school-based administration, school-based instructional staff and/or Central Office administrators.
- Middle School Grade Levels: Attendance, Discipline Referrals, and Suspensions will be used in addition to progress monitoring of a student's academic progress. The PS/RtI will be the guiding force for Bok Middle School in identifying/monitoring students in need of additional strategies to lower discipline referrals and suspensions and to decrease absences. The PS/RtI utilizes data analysis to match research based interventions with individual students, classroom and/or school wide academic and/or behavioral needs. Any trend of excessive absences will result in the school following-up with a parent/guardian. Home visits may be warranted by a student's poor trend in any of these areas. The home visit may be made by school-based administration, school-based instructional staff and/or Central Office administrators.
- High School Grade Levels: Attendance, Discipline Referrals, Suspensions, Graduation Rates will also be considered in determining students in need of specialized attention.
 - Attendance will be monitored on a daily/weekly basis by instructional staff and the Academic Dean. If a student has 3 absences within an interim term (4.5 weeks), the parent will be contacted by either or both the teacher and Academic Dean. If the student continues to be absent, he/she will be placed on a contract. In addition to working with parents, community members (ministers, local NAACP officers, etc.) will be invited to assist with this troubling pattern through one-on-one and/or small group interactions. Also, the Director of Accountability will present quarterly data to administration and LWCS' Board of Governors.
 - Discipline referrals and suspensions will be monitored by the Dean of Discipline and Assistant Principal of Administration/Discipline. Reports with data and charts/graphs will be submitted at the end of each semester to high

school staff and pertinent Central Office administrators. Students who are identified with attendance, academic and behavioral concerns will be placed in a program entitled “Highlander Bridges.” In this program, a mentor (staff member) will be assigned approximately 10 students whereby the student must submit a daily report to the mentor. This report includes but is not limited to daily information on their behavior and academics.

- Graduation Rates: The Naviance Program will be implemented which enables support staff to assist individual students in planning and mapping a career and/or college choice. Polk State College will partner with LWHS to implement a dual enrollment program. The LEA collaborates during weekly Leadership Meetings (Principals, LEA leaders and LWCS’ Superintendent) to discuss preventive measures that will reduce the number of at-risk students entering the high school.

Section 1: (C) a description of how the local educational agency will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards;

RESPONSE:

- Additional educational assistance for students-in-need will be provided (but not limited to) by the following:
 - Providing ELL students comprehensive instruction
 - Providing extended learning opportunities
 - Examining cumulative folders and data to determine where each student needs support
 - Providing small group instruction, one-on-one instruction through utilizing computer-based software
 - Providing before, during and after school tutoring (double dose)
 - B.U.G. (Bringing Up Grades) Club - at risk students are held accountable through a daily checklist for their academic participation and behavior.
 - Utilizing paraprofessionals, parents and volunteers for tutoring
 - Initiating Highlander Bridges and continuing Bok Bridges
 - Providing K-Support (pull-out program financed by local donors) in which an external evaluation may occur as often as every other year.

Section 2: (D) a description of the strategy the local educational agency will use to coordinate programs under this part with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including local educational agency level staff in accordance with sections 1118 and 1119;

RESPONSE:

- **State standards and assessments alignment:**

The Lake Wales Charter System (LWCS) is committed to providing quality professional development activities for administrative, instructional and support personnel to comply with the FL DOE Professional Development Protocol, to ensure understanding and implementation of FL Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS) and to ensure alignment with state and LWCS strategic plan imperatives and goals. Ninety-six percent (96%) of the LEA's teachers are highly qualified, indicating that implemented strategies and activities are effective and that prioritization has been given to ensure teachers who are not highly qualified are given opportunities to achieve highly qualified status within a limited time period. The goal of the Lake Wales Charter System is to attain 100% highly qualified teacher status and to maintain that goal throughout each up-coming school year.

Research-based, effective, strategies will be implemented and professional development activities will take place throughout the school year to include:

- On-going professional development activities for teachers who have been with the LEA for many years to enhance their skills with such strategies as Differentiated Instruction, Knowledge of the Next Generation Sunshine State Standards, Classroom Management, Response to Intervention, and new progress monitoring assessments.

- Reading and Math resource teachers and consultants will provide peer assistance, coaching, and mentoring to teachers throughout the school day. They will deliver workshops based on a variety of reading skills (i.e., comprehension strategies, teaching, etc) and math strategies.
- Consultants will be hired to deliver high quality professional development which is aligned with the needs assessment and reflected in student achievement data analysis.
- Continue Aspiring Leaders Program for Administrators and Teacher Leaders.
- Provide training in Bullying Prevention to teachers and administrators in order to improve the classroom and campus academic environment.
- Provide teachers with the opportunity to reflect on student assessment scores through the review of the previous years' data
- Ensure administrators and teachers understand and implement Response to Intervention (RtI) requirements.
- **Based on scientific research:**

Reading professional development initiatives in the Lake Wales Charter System are derived from scientifically research-based practices as identified by the National Reading Panel [NRP] and/or endorsed by the Florida Center for Reading Research .A Problem Solving/Response to Intervention (PS/RtI) model which requires the use of evidence-based, high quality instruction/intervention, frequent progress monitoring, and data driven decision making will be utilized to address student academic and behavioral challenges interfering with achievement. (Florida's Differentiated Accountability Plan requires implementation of PS/RtI).

These research based strategies will be used to increase student achievement:

- Collaborative Pairs
- Summarizing
- Extending Thinking
- Writing within Math
- Stem Questions
- Higher Order Thinking Skills (HOTS)
- Learning Focus Solutions (LFS) Strategies
- Art/Music/Physical Education Integration

- Culyer Strategies
- Critical thinking skills with STEM activities
- Structured Writing Block / Writers' Workshop which includes: brief skill mini-lesson, time for independent writing, Teacher circulates and provides feedback to students, students share their written ideas with the class
- Graphic Organizers
- Independent exploration of the text prior to formal instruction, extended reading passages used all year to develop cognitive endurance
- Use progress monitoring data to match intervention to individual student needs
- Modeling, Think- alouds, Guided Practice
- Vocabulary: Marzano's 6-Step Process and academic vocabulary notebooks
- Kagan

- **Designed to eliminate achievement gaps:**

The LEA continues to strive to eliminate the achievement gap evidenced in AYP data. The challenge for principals, reading, math, and science coaches, and teachers is to continue to analyze data, deliver quality instruction utilizing high quality curricula, and effectively target students for remediation. Remediation and tutoring to close the achievement gap is critical. It is extremely important to focus on specific sub groups that need special attention. Teachers need to examine cumulative folders and data to determine where each one of their students need support. The plan for this remediation is small group instruction, one-on-one instruction utilizing computer based software, after, before, and during school tutoring (double dose), tutoring utilizing paraprofessionals, tutoring utilizing parent and community volunteers, summer school and a variety of other options. Our goal is to individualize a tutoring program for each child who will successfully meet his/her academic needs. Each of the initiatives related to professional development in the related sections of this grant application will enhance academic achievement for all students; professional development interventions will emphasize strategies with a positive history of improving the academic performance of Limited English Proficient (LEP), also known as English Language Learner (ELL) students, varied student ethnicity groups, economically disadvantaged students and the recruitment and retention of highly qualified teachers in the core academic subjects. Student achievement data will be disaggregated and professional development activities will emphasize how to identify and address the needs of individual students and subgroups related to achievement gaps. Students who have demonstrated lower achievement levels or behavioral issues will be identified and research-based strategies will be applied to reduce the achievement gaps across sub-groups. "At-risk" students will receive additional assistance through tiered levels of support/intervention utilizing research-based strategies (RtI). PSAT data will be disaggregated for the following purposes: to identify and recruit prospective

low-income and minority students into the pre-Advanced and Advanced Placement program; to refine educational practice; and to determine critical student deficiencies in reading, writing, and mathematics. Pre-Advanced Placement and Advanced Placement instructional strategies will be embedded into language arts, mathematics, and science lesson plans throughout the secondary program to ensure students are exposed to critical and higher order thinking strategies in preparation for college readiness.

Based on needs of teachers and principals:

The Lake Wales Charter System has many different tools that it utilizes to determine the professional development needs in our system. Teachers and administrators are surveyed and based upon those results; we are able to prioritize the professional development needs of our system. As the data is collected, school-wide plans and district initiatives are developed. During this process, student achievement data was collected, disaggregated and consolidated for the purposes of determining professional development needs for the upcoming school year. Data sources included but were not limited to: Adequate Yearly Progress Reports, FCAT results, School Report Cards, School Improvement Plans, teacher/administrator surveys and performance assessment results. Statistical information regarding the highly qualified status of teachers in the core academic subjects was also collected. The results indicate that the Lake Wales Charter System has 96% highly qualified teachers instructing core academic courses. The remaining who is not yet highly qualified is targeted in the district plan for the provision of professional development support to ensure each achieves highly qualified status. The review of data enabled the district to determine the professional development needs of teachers and principals. These needs and accompanying strategies are reflected in the School Improvement Plans of the three Title One Schools in our system while the data for the three remaining schools is extracted from the information that we collect, disaggregate, and provide for the Lake Wales Charter Systems Annual Report. According to the assessment, we discovered a high need for ELL/LEP training throughout our system. This data is used to plan for teacher, paraprofessionals, principals and all other staff, the professional development that is needed for the upcoming school year. The administration and teachers also analyze all the progress monitoring data, FCAT, Acaletics, Scholastic Reading Inventories, FAIR, Discovery, and all other relevant student assessments to determine the specific areas of student need. This pertinent information is used to determine school-wide and individual teacher trainings that are needed in order to provide relevant and high quality staff development to enhance teacher and student performance. We also saw a high need for professional development and monitoring in reading as being the most critical for all schools. Continued professional development and monitoring in math, writing, and science was also evident. Individual teacher IPDP's (Individual Professional Development Plans) Accomplished Practices Competencies, and Teacher Evaluations are used to set goals and to determine the action steps that need to be taken to foster professional growth. During the culminating activities of the trainings, the participants complete an evaluation to determine the effectiveness of the training. Systems are addressed as a direct result of this input.

The District Strategic Plan identifies specific Goals, Objectives, and Strategies for the Lake Wales Charter Schools. Each year an annual retreat is planned to monitor the effectiveness of the plan and to identify critical issues. In preparation for the upcoming

school year, rigorous and relevant professional learning activities will be developed and implemented that are specific to related district needs and implementation of Florida's Differentiated Accountability Model. Data from state and local assessments will continue to be analyzed to identify student learning needs and their relationship to the professional development needs of all staff. The LEA will ensure that any type of professional development needs including consultant fees, supplies for training, on-line coursework, stipends, and substitutes can be met with available funding for teachers and principals. The LEA will utilize district staff development funds, which the LEA allocates to each school, to meet the professional development needs of each individual school. Teacher mentors will play a crucial role in monitoring all interventions to insure that they are in accordance with the Florida's Professional Development System. We will continue our Teacher Induction Program which is based on the Educator Accomplished Practices and the Aspiring Leaders Program which is driven by the Florida Leadership Standards

- **Designed to enable teachers to address the needs of diverse students, improve students behavior, understand and use assessment data and involve parents.**

Professional development activities will be provided to teachers related to classroom management that are research-based and proven to be effective in creating safe and orderly learning environments which are conducive to student achievement. Strategies for creating and maintaining healthy school climates will be addressed. Professional development activities will be provided for Problem Solving/Response to Intervention (PS/RtI) implementation. PS/RtI utilizes data analysis to match research based interventions with individual students, classroom and/or school wide academic and/or behavioral needs. PS/RtI involves a multi-tiered approach to providing interventions and support services designed to be administered at increasing levels of intensity. Frequent progress monitoring and data analysis are required for decision making. Florida's School Improvement Planning process requires that all schools utilize a Response to Intervention process for developing School Improvement Plans for the 2011-2012 school year.

Professional Development activities focused on all aspects of Bullying Prevention including reporting, investigation, data collection, and prevention will be provided for students and staff. An emphasis will be placed on school wide and classroom implementation. Job-embedded professional development activities will be emphasized for new teachers and also for experienced teachers who are on a PDP and are encountering difficulty with classroom management and other identified instructional areas. Support and guidance will be given as needed.

The goal of the LEA is to create a collaborative partnership between parents and teachers so that every child is successful. The District Parent Involvement Plan as well as individual school Parental Involvement Plans is a prescription for teachers and parents to create a working relationship that will enhance the overall education of their child. The Parent/Teacher/ Student School Compacts also serve as an agreement by which all parties take responsibility for their individual role in the student's

learning. Teachers, parents, and students meet to sign off on their individual responsibilities. Title One Program Facilitators will provide trainings for both teachers and parents to make them aware of the impact that they have on their child's education. The effectiveness of the plans is evaluated through the Successful School's Summary each year. This data is examined by teachers and parents and it is used to modify the plans and to make any necessary adjustments that will improve student achievement. It is also shared with the School Advisory Council for their input. Parent involvement is critical in the successful implementation of the PS/RtI model. It is particularly important when addressing student needs and developing levels of supports (Tiers 1, 2, and 3) for students. Professional development for teachers in understanding, implementing, progress monitoring, and evaluating student outcomes (utilizing student data) will be provided. Florida Statute also requires parental involvement as a part of the district's anti bullying policy. Teachers and school personnel are statutorily required to address all incidences of bullying.

Section 3: (E) a description of how the local educational agency will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, such as —

- (i) Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and**
- (ii) Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of title VII, homeless children, and immigrant children.**

RESPONSE:

- Head Start is not located on our school campuses. Resources are provided to the program to assist in the transition of students from pre-K to Kindergarten. Pre-K at four of LWCS schools – Babson Park, Polk Avenue, Hillcrest and Lakes Wales Senior High - may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Pre-K students at our four individual schools are invited to participate in parent workshops and activities provided by the school.
- In April, LWCS hosts a Kindergarten Round-Up program, where staff members go into the community and distribute notes to future Kindergarten students’ parents to attend the Kindergarten Registration and Orientation program night. Fliers are sent to local pre-schools informing the parents of the Kindergarten Orientation and Registration Program. During the meeting, staff members address the parents and tell them the skills needed by their child to be ready for Kindergarten, and show them strategies to prepare their child for the fall. The Kindergarten teachers assess students using the FLKRS to determine school readiness. Also, Kindergarten teachers in the Lake Wales Charter System have designed an assessment of Kindergarten readiness skills for all of the kindergartners entering school. This early assessment is also used in the spring with our preschoolers to identify those students who still need extra help. Those students who are identified as not being ready are recommended to attend our K-Week program prior to the start of the school year. School rules, procedures, and parent involvement are targeted, as well as readiness lessons for students. Teachers model reading aloud, homework procedures, and

behavior strategies for the parents. Our Kindergarten Teachers, K Support Teacher and Paraprofessional, Director of K Support, and some of our First Grade teachers are responsible for this intervention. Four-year old children are also solicited to participate in the Volunteer Pre-K programs conducted during the summer. Additionally, a support group has been formed through the Lake Wales Charter School Superintendent's office to work with all Lake Wales community day cares to bridge the gap for school readiness among the incoming kindergarteners.

- Title I Part C: Students will be prioritized for supplemental services based on need and migrant status. Teacher Advocates monitor the progress of these high-need students and provide or coordinate supplemental academic support. Liaisons identify and recruit migrant students and their families for the program. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by multiple relocations.
- Title III: Professional development resources will be made available to Title I schools through Title III funds.
- Title X: In the 1112 school year, LWCS is still under Polk County's Title X grant which is in the last of three year grant. LWCS will either apply for the next competitive grant or collaborate with Polk County. The Hearth program, funded through Title X, provides support for identified homeless students. LWCS will continue to identify homeless students at the individual school and report the findings to Polk County. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program funded through Title I, Part C.
- The LEA leadership team will ensure that all procedures and policies will be followed per state and federal mandates. We will continue to collaborate with Polk County to provide them with the necessary documentation and findings.

Section 4: (G) a description of the poverty criteria that will be used to select school attendance areas under section 1113;

RESPONSE:

- Six schools (4 elementary, 1 middle and 1 senior high) in LWCS LEA will receive Title I funds. No later than the end of May of a current school year, the LEA will use the last date of the February FTE count as the date certain to determine the Free and Reduced Lunch percentages for the following school year. All schools that have a percentage of 75% and higher will be served and then the other schools will be ranked LEA-wide.

Section 5: (H) a description of how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools under section 1115, will identify the eligible children most in need of services under this part;

- **This section is not applicable to LWCS as all schools will be schoolwide programs.**

Section 6: (l) a general description of the nature of the programs to be conducted by such agency's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs;

RESPONSE:

There are no institutions for neglected or delinquent children within the geographical boundaries of Lake Wales Charter System (LWCS). Therefore, LWCS does not receive any Title I D funds.

Yet, for those students who may transfer into one of our schools from a neglected or juvenile home OR any student in a non-Title I school, the individual school will review all items of the cumulative folder. This review should focus on an IEP, any comments/suggestions from the referring institution, academic records and any other materials that would indicate the student may have special needs. If a student has an IEP, LWCS' staffing specialist shall be notified in order to review the IEP along with the school's ESE staff members. Based upon the findings of the cumulative folder review, the student will be placed in classes and programs that meet his/her individual need(s).

Section 7: (J) a description of how the local educational agency will ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;

RESPONSE:

- Each and every school uses the process for identification of these students as required by Polk County since they continue to warehouse all data and information for LWCS. The LEA schools access this data on a frequent basis through Polk County's Genesis and I.D.E.A.S. systems.
- The Title One MEP collaborates with various agencies to provide services to eligible migrant students and their families. Collaborative services may include services to assist migrant student in moving toward student achievement in the areas of reading, writing, math, and science. Since each and every one of the LEA schools have Title I programming, these students will be assimilated into the school's special assistance programming for students with academic and social needs.
- Agency partners also collaborate on programs designed to improve parent involvement and provide important support and social services.

Agencies:

- Lake Wales Care Center (a local social services agency), a collaborative partner, providing assistance to families with transitional housing, short term emergency relief, financial planning, counseling with a social worker, school supplies, and school uniforms, among other needs.
- Polk County Health Department (a state agency), a collaborative partner, providing students with back-to-school health screenings, hearing and vision screenings, and dental sealants.
- Lake Wales Family Literacy (a local literacy program), a collaborative partner, provides educational services to families, especially parents and other adults in need of assistance including GED classes, parenting classes, and student tutoring

SECTION 8: USE OF TITLE I FUNDS TO SUPPORT PRESCHOOL PROGRAMS

Section 8: (K) if appropriate, a description of how the local educational agency will use funds under this part to support preschool programs for children, particularly children participating in Early Reading First or in a Head Start or Even Start program, and which services may be provided directly by the local educational agency or through a subcontract with the local Head Start agency designated by the Secretary of Health and Human Services under section 641 of the Head Start Act or an agency operating an Even Start program, an Early Reading First program, or another comparable public early childhood development program;

RESPONSE:

The following schools in our LEA currently offer Pre-K programs: Polk Avenue Elementary, Hillcrest Elementary, Dale R. Fair Babson Park Elementary, and Lake Wales High School.

We will provide appropriate migrant service to students in these Pre-K programs.

The LEA will serve families who are not in these programs by offering family night programs at our schools to include translation services. These programs will focus on parenting skills, reading readiness, language acquisition, and other developmentally appropriate skills.

The plan of action for instructional/supportive services may include but are not limited to: distribution of reading kits to encourage language development to include: Leap Pads, listening centers, dual language books, and vocabulary picture cards.

Section 9: (L) a description of the actions the local educational agency will take to assist its low-achieving schools identified under section 1116 as in need of improvement; corrective action, or restructuring.

RESPONSE:

- The Leadership Team and Board of Governors will monitor and ensure that all schools meet the responsibilities that are placed upon them by the Differentiated Accountability Program and NCLB's SINI regulations. These responsibilities include but are not limited to such activities as: S.M.A.R.T. goals in the SIP, proper allocation of professional development funds to target the needs of each school, Director of Accountability assisting Academic Coaches and/or instructional staff in the disaggregation of data obtained from the monitoring assessments, evaluations to see if a trend develops to justify the expenditure of funds for programming. Each DA school submits a compliance checklist annually with the uploading of the SIP to document compliance. The Director of Accountability submits data for each SINI and DA school on a quarterly basis to the Board of Governors. The Director of Accountability shall be responsible for assisting the classified schools in completing documentation and meeting timelines for reporting to the State.
- Schools who are identified for corrective action will implement the previous activities. Additionally, the PS/RtI Leadership Team will be responsible for monitoring the process and providing immediate support to teachers and students. Special emphasis will be given to FCIM fidelity and the assurance that each staff will receive Professional Development for FCIM and PS/RtI. The LEA Superintendent shall conduct a review of the leadership team and make any recommendations of change to the Governing Board. The Superintendent's review shall be based upon the overall school performance. The LEA Superintendent and Governing Board will ensure that all mid-year vacancies are filled.
- Schools who are identified for restructuring will implement the activities mentioned in the previous two bulleted points. Furthermore, the following actions will be considered for implementation: any teacher designated less than satisfactory by the evaluation instrument shall not be employed by the school; the LEA Superintendent and Governing Board ensures that performance appraisals of teachers and administrators are primarily based on student achievement; the LEA Superintendent and Governing Board advise the school administration in the replacement of staff who have not contributed to increased Learning Gains of 65% (can be based upon a three-year average) or greater in reading and math or those teachers who do not

contribute to improving the school's performance; the LEA Superintendent and Governing Board will review data to determine the effectiveness of all instructional programs and class offerings.

Section 10: (M-1) Describe the actions the local educational agency will take to implement NCLB Public School Choice Options, consistent with the requirements of section 1116. For Title I schools identified as in need of improvement, corrective action, and restructuring, the LEA must, no later than the first day of the school year, provide the parents of each student enrolled in the school with the following information:

- the school's status and what the identification means
- how the school compares in terms of academic achievement to other public schools in the LEA
- the reason(s) for the identification
- what the school and LEA are doing to address the academic problem(s) and how parents can help
- options for public school choice, including transferring to another public school and supplemental educational services, as applicable.

Describe the process and procedures the LEA will use to notify the parents of each student enrolled in the schools identified as in need of improvement, corrective action, and restructuring regarding NCLB public school choice options, ensuring that the notification includes the required components identified above.

RESPONSE:

- The process used to ensure the LEA/schools compliance with the “Parent Right-To-Know” (PRTK) requirement are as such:
 - LEA Leadership Team reviews all requirements with all site-based principals
 - The LEA annually meets with the site-based principals and Title One Facilitators to discuss procedures for documentation and delivery of the required parental notification as stated in the NCLB.
 - Sample letter documents along with all compliance documents needed at the school level are provided prior to the new school year along with explicit directions to ensure consistent and pervasive procedures throughout the Lake Wales Charter Schools system. The letters will be mailed to student homes (Identified free & reduced lunch students in all LWCS schools) by at least the end of the 4th week prior to the beginning of school. The LEA will ensure that all schools will share information at orientation, on websites, and at The Annual Title One

Parent Meeting. SES parent notification letter 1 will go to identified SINI schools by at least the end of the 4th week prior to the beginning of school through the US mail. SES parent notification letter 2 will go to identified SINI schools during the first week of school in student backpack which will also include the SES application and the SES provider directory. We will be hosting an SES Provider Fair at our local High School during the 2nd week after the beginning of school. Parents will be notified via Connect Ed phone calls.

- Parents will be expected to return their response no later than the end of the second week after the second notification communication
- These documents are available for all parents to view or request on an ongoing basis.
- The LEA ensures that these notifications are maintained at each school site by the Title One Facilitator for the current year and five years prior documentation.

* These documents along with other documents are available on the Lake Wales Charter Schools website.

- SINI information will be mailed to student homes (Identified free & reduced lunch students in all LWCS schools) by at least the end of the 4th week prior to the beginning of school. The LEA will ensure that all schools will share information at orientation, on websites, and at The Annual Title One Parent Meeting.
- LEA Responsibilities:
 - Identify eligible students
 - Notify families about provider options.
 - Contract with and pay providers.
 - Work with provider, school, and families to set goals for each student.
 - Provide data to state
 - Help parents understand the application process
 - Determine which eligible students should receive services, if not all can be served;
 - Develop an agreement between the LEA/school representative, the parent(s) and the service provider that outlines goals and criteria for student achievement;
 - Assist the state in identifying potential providers;
 - Provide the information the state needs to monitor the quality and effectiveness of the services offered by approved providers; and
 - Protect the privacy of students eligible for receiving services.
 - Conduct survey of all tutors and families to evaluate SES providers.

- SES parent notification letter 1 will go to identified SINI schools by at least the end of the 4th week prior to the beginning of school through the US mail. SES parent notification letter 2 will go to identified SINI schools during the first week of school in student backpack which will also include the SES application and the SES provider directory. We will be hosting an SES Provider Fair at our local High School during the 2nd week after the beginning of school. Parents will be notified via Connect Ed phone calls.
- Parents will be expected to return their response no later than the end of the second week after the second notification communication.

Section 10: (M-2) Describe the actions the local educational agency will take to implement NCLB Public School Choice Options, consistent with the requirements of section 1116:

Describe the process and methodology to ensure the LEA will allocate and use an amount equal to 20 percent of the Title I funds for NCLB public school choice options.

RESPONSE:

- The Chief Financial Officer (CFO) will ensure that the LEA will include in the Title I Part A application the required set-aside amount for the schools. The CFO will also include financial data in the monthly budget report for the Board of Governors and at the weekly financial meetings of all Principals and the Superintendent.
- The percentage allocation for each service will be determined annually to meet the needs of the school. The first year of the plan has determined that the majority of the funds will be given to SES and the remaining balance for CWT. However, the regular monitoring of these funds may result in the LEA exercising the flexibility right to make adjustments as it deems necessary.

Section 10: (M-3) Describe the actions the local educational agency will take to implement NCLB Public School Choice Options, consistent with the requirements of section 1116:

Describe how the LEA will notify parents of all eligible students enrolled in a school identified as in need of improvement for one or more consecutive years of the availability of supplemental educational services. Describe how the LEA plans to widely distribute supplemental educational services enrollment forms to parents and make the enrollment process easily available for parents to access. Describe the timelines for notifying the parents and how much time will be provided for parents to consider and choose a supplemental educational services provider. Include plans and timelines for any additional communication and outreach to parents related to supplemental services, such as provider fairs, school meetings, etc.

RESPONSE:

- The process used to ensure the LEA/schools compliance with the “Parent Right-To-Know” (PRTK) requirement are as such:
 - LEA Leadership Team reviews all requirements with all site-based principals
 - The LEA annually meets with the site-based principals and Title One Facilitators to discuss procedures for documentation and delivery of the required parental notification as stated in the NCLB.
- Sample letter documents along with all compliance documents needed at the school level are provided prior to the new school year along with explicit directions to ensure consistent and pervasive procedures throughout the Lake Wales Charter Schools system. The letters will be mailed to student homes (Identified free & reduced lunch students in all LWCS schools) by at least the end of the 4th week prior to the beginning of school. The LEA will ensure that all schools will share information at orientation, on websites, and at The Annual Title One Parent Meeting. SES parent notification letter 1 will go to identified SINI schools by at least the end of the 4th week prior to the beginning of school through the US mail. SES parent notification letter 2 will go to identified SINI schools during the first week of school in student backpack which will also include the SES application and the SES provider directory. We will be hosting an SES Provider Fair at our local High School during the 2nd week after the beginning of school. Additional applications and Provider Directories will be available at each school, at the

Provider Fair, and on the LWCS website throughout all enrollment periods. Schools will continue to share information about SES via newsletters, stickers in students' agendas, news media, and school marquees. Parents will be notified via Connect Ed phone calls.

- Parents will be expected to return their response no later than the end of the second week after the second notification communication
- These documents are available for all parents to view or request on an ongoing basis.
- The LEA ensures that these notifications are maintained at each school site by the Title One Facilitator for the current year and five years prior documentation.
 - * These documents along with other documents are available on the Lake Wales Charter Schools website.
- SES Provider Directory and application will be mailed to student homes (Identified free & reduced lunch students in all LWCS schools) by at least the end of the 4th week prior to the beginning of school to the students' homes. The LEA will ensure that all schools will share information at orientation, on websites, and at The Annual Title One Parent Meeting. The LEA will facilitate a Provider FAIR within the first 2 weeks after the beginning of the school year for all eligible SES providers and identified families. Additional applications and Provider Directories will be available at each school, at the Provider Fair, and on the LWCS website throughout all enrollment periods. Schools will continue to share information about SES via newsletters, stickers in students' agendas, news media, and school marquees.
- **LEA Responsibilities:**
 - Identify eligible students
 - Notify families about provider options.
 - Contract with and pay providers.
 - Work with provider, school, and families to set goals for each student.
 - Provide data to state
 - Help parents understand the application process
 - Determine which eligible students should receive services, if not all can be served;
 - Develop an agreement between the LEA/school representative, the parent(s) and the service provider that outlines goals and criteria for student achievement;
 - Assist the state in identifying potential providers;
 - Provide the information the state needs to monitor the quality and effectiveness of the services offered by approved providers; and

- Protect the privacy of students eligible for receiving services.
 - Conduct survey of all tutors and families to evaluate SES providers.
- SES parent notification letter 1 will go to identified SINI schools the beginning of the 4th week prior to the beginning of school through the US mail. SES parent notification letter 2 will go to identified SINI schools during the first week of school in student backpack which will also include the SES application and the SES provider directory. We will be hosting an SES Provider Fair at our local High School during the 2nd week after the beginning of school. Parents will be notified via Connect Ed phone calls.
- Parents will be expected to return their response no later than the end of the second week after the second notification communication.

Section 10: (M-4) Describe the actions the local educational agency will take to implement NCLB Public School Choice Options, consistent with the requirements of section 1116:

Describe the process the LEA will use to develop and implement the agreement (contract) between the LEA and each state-approved SES provider selected by parents in the LEA to include all of the required components listed above. Describe the method by which the LEA will ensure that the provider regularly informs each student's parent(s) and teacher(s) of student's progress. Include process to ensure that parents are notified by the provider if their child is not attending regularly. Describe the policies relative to use of school facilities by providers; policies and procedures to ensure confidentiality of student identifiable information; and the process to ensure background checks and fingerprints for all provider employees who will have direct contact with students.

RESPONSE:

- Parents of eligible students will receive notification of SES services through U.S. Mail (at least 4 weeks prior to the beginning of school) and in student backpack which will also include the SES application and the SES provider directory during the first week of school. Parents will be expected to return their response no later than the end of the second week after the second notification communication.
- LWCS will contract with DOE approved SES providers. The contract will be reviewed by our attorney prior to the Central Office finalizing the contracts and the Board of Governors voting for its approval. The schools will also go over the policy of facility use. As previously mentioned, the process of notification and implementation by LWCS will dictate provider services by the 15th of October of the current school year. LWCS will ensure that all SES individuals will undergo fingerprint and background checks. Each school is responsible for monitoring the SES programs by walk-throughs, student data, occasional meetings, etc. to discuss students' attendance and academic progress. The system's co-SES Coordinators will ensure fidelity of the SES program by providing support to the site-based SES facilitators and also by monitoring all of the compliance components. Each school will report at least once a month at the weekly Leadership Meetings on the effectiveness of the school's SES providers. The reporting by the schools to the Leadership Meeting members will consist of the school's policy and guarantee of follow-through of the SES provider's safe-keeping of the participating students' confidentiality, notification to the parent/guardian any concerns with the student's attendance AND his/her academic progress.

Section 10: (M-5) Describe the actions the local educational agency will take to implement NCLB Public School Choice Options, consistent with the requirements of section 1116.

Describe the processes, procedures, and timelines the LEA will use to develop, implement, and monitor the SLPs in consultation with students' parents and providers that will address the required components listed above, including the procedures to ensure individual student needs are assessed and diagnosed, skill gaps are identified, and an individualized instructional program and intervention is designed to meet students' individual needs. Describe the plan to address circumstances when all three parties are unable to physically be present to sign and date SLPs.

RESPONSE:

- After the school receives a parent's permission of placement in the SES program and prior to the beginning of SES services, the school-based SES facilitator will coordinate a meeting with a member of the SES Provider, the parent/guardian and herself/himself in order to develop the SLP. The discussion will include any prior assessment data and other pertinent information, such as teacher-created assessments, etc., to complete a needs analysis. The needs analysis will dictate the individual student's goal(s) for improvement of their academic standing. The plan based upon the student's needs may include but not limited to computer programming, instruction and assignments based upon the student's classroom teacher input, etc. As previously mentioned, the student will be closely monitored for his/her academic progress, and the parent being notified of his/her progress.
- If for any reason **AND** only after more than one attempt has been made to set the meeting date and time, it cannot be coordinated for all parties, the school will facilitate meeting for the parties that can attend. Those who are not present will be given a copy of the needs analysis and SLP.

Section 11: (N) a description of how the local educational agency will meet the requirements of section 1119;

RESPONSE:

- Description of plans to provide training to assist teachers to meet HQ:

The LEA will insist that teachers who have not met highly qualified status must pursue coursework or assessments which will lead to their attainment of highly qualified status. The school administration will monitor and provide support to ensure that the plan is being carried out. Administration and the Human Resource Specialist will work together to provide assistance for NHQ teachers and support administrators as they implement strategies to increase and retain HQ teachers. They will provide continuous monitoring to ensure progress toward meeting the state standards of HQT.

Strategies to Implement:

- Teachers will receive support through intensive mentoring.
- Beginning teachers or teachers with special needs may attend the Teacher Induction Program for professional development.
- Academic Support Teachers (Resource Teachers) and consultants will provide quality staff development and monitoring in all core subject areas.
- Principals will consult certification status when making teaching assignments.
- Support for teachers will be given at schools through prioritized professional development opportunities based on needs identified in individual School Improvement Plans and the needs assessment.
- Support will be given at each site for teachers of LEP and Immigrant students, including targeted ELL certificate/endorsement training.
- Provide training opportunities for teachers on parent involvement techniques.
- Description of policies for HQ paras:
 - The LEA may provide ongoing research-based PD opportunities in all content areas for paraprofessionals. Professional development needs identified by the LEA include, but are not limited to RtI, data driven instruction, NGSS, best practices in all of the content areas. Professional development needs will be determined by the most recent AYP Reports and other school specific data.
- Methodology for use of set-asides funds for P.D.

- Current status for reaching 100% HQ
 - Teachers who are not Highly Qualified at Lake Wales Charter Schools are as follows:
 - Babson Park Elementary : 0
 - Bok Academy: 5
 - Hillcrest Elementary: 8
 - Janie Howard Wilson Elementary: 0
 - Lake Wales High School: 12
 - Polk Avenue Elementary: 10
 - Total Lake Wales Charter Schools: 35
 - Percentage of Highly Qualified teachers in the Lake Wales Charter School System: 96%
- Strategies for annual increasing the percent of teachers assigned to teach core courses by HQT
 - TIPS 1 Training: Each individual school will provide beginning teachers with a mentor to assist him/her as needed throughout the school year. Monthly meetings will take place and ongoing support will be provided.
 - TIPS 2 Training (Teacher Induction Program) : We will provide monthly training to beginning teachers, teachers new to our system, and any teachers identified as in need of improvement.
 - ELL Training: We will provide or procure training for teachers who need ELL endorsement/certification. Provide trainings for teachers in second language acquisition.
 - Professional Development: We will provide a variety of professional development opportunities at various sites throughout our system to include all of the teacher competency areas as needed. Each individual school will base their professional development on the individual needs of the school as evidenced by disaggregated data which will in turn impact student achievement at each school.

Section 12: (O) a description of the services the local educational agency will provide homeless children, including services provided with funds reserved under section 1113(c)(3)(A);

RESPONSE:

- The LEA does not receive any Title X dollars at this time. However, the following indicates the care given to homeless students/families in our LEA and will continue to be given if we should apply and receive Title X funds:
 - Our LEA registered nurse will work collaboratively with local agencies to provided needed services to the identified homeless population. The LEA will provide access to local agencies and assistance from the LEA registered nurse along with school sites providing building capacity events to assist families in need.
 - The LEA registered nurse along with support from the site-based guidance counselors will provide ongoing assistance as needed.
 - If the LEA should receive Title X funds AND since all LWCS schools receive Title I funding, a student will be assimilated into the school's academic programming for students with additional needs. The student would receive any and all services afforded to other students in need.

Section 13: (P) a description of the strategy the local educational agency will use to implement effective parental involvement under section 1118; and

RESPONSE:

- As required by law, at least 95% of the 1% allocation for parent involvement will be sent to the schools. Each SAC will determine how the parent involvement allocation is spent. LWCS' Chief Financial Officer (CFO) will be responsible for monitoring and reporting this Title I budget item. A financial report of all LWCS activities is given at the monthly Board of Governors meeting.
- Title I Facilitators, LWCS Director of Accountability and other LWCS Leadership Team members will coordinate annual surveys, data collection, etc. Parent involvement survey will be distributed every spring to assist in the evaluation and revision of the LEA PIP and school-level PIPs. Surveys will be sent to each SAC member, and randomly to parents. Year-end results will be reviewed by each SAC and the LEA Leadership Team. SACS and the LEA Leadership Team will consider all feedback/suggestions and evaluate the effectiveness of the current school-level PIP and LEA PIP, including any barriers and needs. New strategies and activities based on survey results will be incorporated into the new plans.
- The Lake Wales Charter Schools will use each school's School Advisory Council (SAC) as the LEA parent group that will develop the LEA Parent Involvement Policy (PIP) in cooperation with LWCS Leadership Team members. (Every school in the LWCS system is a Title I school.) These groups will be responsible for evaluating and implementing the PIP. LWCS Leadership Team will coordinate technical assistance and training needs. SAC members are selected according to well-established guidelines and Florida statute, and each SAC represents the diversity of the school community it serves. All LWCS schools have active and diverse SACs.
- The LEA will ensure that each individual school conducts the Annual Title One Parent Meeting to occur within the first two months of school. The LEA will communicate information in regard to all entitlement programs to the stakeholders by a presentation at each school's Annual Title One Parent Meeting, at individual school SAC meetings, at LEA Leadership Meetings, and at a Lake Wales Charter School Board Meeting. The LEA Plan will be available for community members to view on the Lake Wales Charter School website (www.lwcharterschools.com).
- Our LWCS schools use both conventional and unconventional strategies to communicate with parents, including but not limited to the following:
 - Parent meetings, family events, trainings, etc. (often with on-site translators, & Talk System)

- Strong publicity program in local newspapers
- Partnership with Lake Wales News (twice weekly paper) which is delivered to homes of LWCS students
- School signs
- ConnectEd phone calls (dual languages when feasible)
- Teacher & school newsletters (backpack and direct mail) in dual languages when feasible
- School & LWCS websites
- Social media (our LWCS facebook page has more than 1,050 active friends – mainly students & parents receiving regular information about happenings in our schools)
- School administration and/or staff will make home visits when needed to assist parents with various needs
- Each individual school in the LEA will provide building-capacity events and annual parent meeting at flexible times to meet the needs of today's families. Translators will be available upon request.
- Parents are invited and encouraged to become active members of the SAC and provide input in the planning, review and improvement of Title I programs. Parent surveys will be given to receive additional information for analysis of the programs.
- Each school with the assistance of parents will develop a school-parent compact that outlines how all parties will work together to improve academic achievement.
 - The school may perform the following activities but are not limited to:
 - Providing parents with reports on the student's progress. This may be done via phone, email, Bok/Highlander Bridges mentoring program, online data software, etc.
 - A parent-teacher conference to discuss the child's present standing. These will be conducted as often as the school deems necessary. Positive reports are encouraged to be given also.
 - Providing parents the opportunity to volunteer in their child's classroom as decided on by the teacher and school administration. This is done only after all legal requirements are met.
 - Parent/guardian will agree to support his/her child's education:
 - Ensuring child attends school and gets there on time.
 - Checking to see that all outside assignments are completed on time.
 - Communicating with the school through all notices given by the school and responding in a timely manner.
 - Serving when possible on any committees, advisory groups, etc.
- Parents/guardians will be given the opportunity to attend training throughout the school year. The trainings may include but not limited to: FCAT Parent Night, monthly K-Support Parent Night meetings, etc.

Section 14: (Q) where appropriate, a description of how the local educational agency will use funds under this part to support after-school (including before school and summer school) and school-year extension programs).

RESPONSE:

- The extended opportunities for additional learning may include before and/or after school, Saturday academic camps, Summer School (3rd Grade Reading Camp), B-Street Summer Program, and Nova Net where feasible.
- The review of prior year FCAT data, current year formative assessment data, classroom work and teacher observation will be used to identify the students in need of additional instructional time.
- The programs for use in any additional time slot will be accepted only after acceptance is given by the LEA Leadership Team to ensure that the strategies used will meet the criteria of research-based.

Upload evidence of parent input in the development of the plan.

RESPONSE:

Each Title I school had at least 1 and no more than 2 parents serve on the committee to create and review this plan. The committee was comprised of past SAC members, current parent-teacher, school volunteers and parents who serve in no other capacity at the school. All committee members input was received and taken into consideration in the creation of this LEA Plan. All pertinent information such as AYP, School Grade Report, attendance, discipline was made available to the committee to assist them in making decisions for inclusion or exclusion to the plan. Additionally, the SAC committees at each Title I school will receive highlights of this plan. Even though the plan will have already been submitted, any new suggestions will be considered.