

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 29 Elementary schools (includes K-8)
 - 10 Middle/Junior high schools
 - 8 High schools
 - 1 K-12 schools
- 48 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	52	102	154
10	50	103	153
11	48	102	150
12 or higher	54	89	143
Total Students	204	396	600

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 14 % Black or African American
 - 65 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 18 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 2%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2016	592
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 0 %
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Spanish, Haitian Creole

7. Students eligible for free/reduced-priced meals: 80 %
Total number students who qualify: 478

8. Students receiving special education services: 8 %
45 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>3</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>31</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>6</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 27:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	98%	97%	97%	97%	97%
High school graduation rate	99%	97%	98%	100%	95%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	149
Enrolled in a 4-year college or university	79%
Enrolled in a community college	1%
Enrolled in career/technical training program	14%
Found employment	0%
Joined the military or other public service	5%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

To create the ultimate college and career preparatory education program for all students to acquire skills for life.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Lorenzo Walker Technical High School is a school of choice within Collier County Public Schools. All students must submit an application for admission. Applicants are entered into a holistic matrix with the following elements: attendance, grades in core courses, and testing scores (used to determine proper course placement). A committee comprised of the Principal and district representatives review students on the application matrix to identify students for acceptance. Accepted students represent a broad demographic including preserving a portion each year for students in special education and that need intensive courses in reading and/or math.

PART III – SUMMARY

In August of 2006, Lorenzo Walker Technical High School (LWTHS) was founded on the vision that all students will graduate from high school fully prepared to pursue post-secondary education and be successful in the workplace. In essence, "college and career" readiness, the umbrella under which many education and workforce policies and initiatives are based, is a reality at LWTHS. Every student has the opportunity to take a full college-preparatory course load while being dually enrolled in programs at Lorenzo Walker Technical College (LWTC) which lead to certification in a career and technical field of study. The high expectations on which the school was founded has led to a school culture and climate where data drives instructional decisions, collaboration and collegiality is the norm, a conviction is held that everyone will succeed and "failure is not an option", and a sense of community and belonging creates a "home away from home" atmosphere.

Our 30 instructional staff members continue to provide our 600 enrolled students with relevant, hands-on educational experiences that prepare them for post-secondary and career opportunities. Our culture of a targeted and individualized approach has yielded many accomplishments that have paved our path to greatness.

In our first five years of school accountability we were rated as a "C" and "D" school. Through hard work and dedication to a student-centric approach, we are proud to have earned an "A" for the past six years. With 78 percent of students receiving free or reduced lunch, we were proud to rank as the number one Title I high school in the State of Florida for the 2016-2017 school year.

Our school is fortunate to attract a diverse group of students from throughout the 1,998 square miles of Collier County. Many students are willing to make the sacrifice and awaken at 4:00 am to make the trek to attend LWTHS. When a student makes the commitment, they have the opportunity to graduate with a high school diploma, an associate's degree from a local state college through academic dual enrollment, and an industry certification from LWTC (an accredited postsecondary institution) through career dual enrollment. Students' dedication and commitment to the rigorous curriculum is evidenced by both an attendance rate and graduation rate that averages above 97%.

The keys to our success are two-fold: highly-qualified teachers and a student-centric approach. Through the years, our administration has carefully curated and developed educators who provide a rigorous and engaging learning environment. To date, many teachers have been recognized at the district and state levels for their innovative teaching practices. Our student-centric approach mandates that "failure is not an option." This mission permeates and drives our school culture.

The entire staff works together to build a safe and positive environment based on trust and mutual respect where all students feel that they are an accepted member of the LWTHS family. Relationships begin at the front door. Students are welcomed with conversation by various staff and administrators first thing in the morning, and teacher greetings continue at the door of each classroom throughout the day. Teachers understand students' unique stories, which further fosters a nurturing and supportive relationship. The supports extend beyond the traditional classroom time in activities including lunch-time tutoring sessions and after-school homework assistance. The positive relationships extend to families in order to create a home-school partnership committed to student success. Rather than utilizing the automated robo-dialer call, the office staff makes personal phone calls to each parent/guardian to check on the health and well-being of the student. In addition, once a student has multiple missing assignments or grades fall to a C or lower, proactive communication becomes a priority, guaranteeing no student "falls through the cracks."

Building on our student-centric approach, our motto matches the school district's motto: Today's Learners, Tomorrow's Leaders. We develop student leadership by promoting the social, emotional and cultural growth of our students both inside and outside the classroom. Students are exposed to a variety of academic and skill-building clubs to enrich their high school experience. Social and emotional skills are infused within all curriculum. The student body participates in many academic competitions sponsored by local and state affiliates. Students are empowered and encouraged to seek leadership opportunities including student

government, school ambassadors, National Honor Society (NHS), School Advisory Council (SAC) membership, philanthropic endeavors, and community outreach.

Our collective effort to go above and beyond is what distinguishes LWTHS from other high schools. Parents and students recognize the unique life-changing opportunities LWTHS can provide. Through our steadfast belief and commitment to student success, each student feels valued and empowered to pursue every available opportunity, resulting in a socio-economic generational shift. Because we understand the challenges facing our student population, staff members regularly provide for the fundamental needs (i.e. food, school supplies, clothing, hygiene products) of our students to exceed levels they never imagined possible. In addition to basic needs, staff members also sponsor students without financial means to participate in positive high school experiences including prom, academic honor trips and Grad Bash. Our school counselors network with community members and help our graduating seniors obtain academic scholarships through plans such as the Florida Bright Futures Scholarship Program and Take Stock in Children of Florida. Counselors identify students based on eligibility requirements, meet with all students individually to provide information about available program(s), and periodically follow-up to ensure success. In 2017, our 145 graduating seniors earned over \$1.5 million to continue their postsecondary education. Our unwavering commitment to enriching our students' lives is limitless.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The vision of LWTHS is to create the ultimate college and career preparatory education program for all students to acquire skills for life. Each student is committed to taking courses above and beyond the state graduation requirements in science and social studies. Throughout the campus, a student-centric approach is prevalent as illustrated in all core curriculum classes, lessons, activities, and assessments centered on students' needs, abilities, and learning styles. Hands-on opportunities and real-life applications are emphasized using collaborative efforts.

Departments plan, instruct, monitor, and analyze data to create an engaging student learning environment. Teachers use formative assessment data to identify student progression allowing for opportunities to differentiate instruction based on student need. This allows the teacher to provide remediation in a small group setting while extending the learning opportunities for those who have mastered the standard(s). Students monitor their learning by recording data and tracking progress.

English Language Arts (ELA): In ELA, 9th and 10th grade courses are blocked to allow for more in-depth study and mastery of the Florida Standards. English classes are paired with Writing, Humanities, Semantics and Logic, and Advanced/Intensive Reading to ensure that students are supported and instruction is scaffolded. ELA classrooms utilize technology to increase student engagement and individualize learning through digital resources including Houghton-Mifflin Harcourt (HMH) online, NoRedInk, CommonLit, ListenWise, ActivelyLearn, Newsela, Teengagement, Khan Academy and Achieve 3000. Achieve 3000 is utilized within Intensive Reading classes in 9th-12th grades to focus on complex reading skills in order to close the achievement gap. One hundred percent of 11th and 12th grade students in Intensive Reading met state ELA graduation requirements through direct instruction and the use of supports such as Achieve 3000 and Khan Academy. Though 68% of LWTHS students live in homes where English is not the primary language, 83% of 9th and 10th grade students have met or exceeded state achievement levels on ELA assessments.

Science: Students experience real-life scenarios to interpret, evaluate, and connect to current events and scientific research. Instructional techniques to engage students in real-life scenarios include Argument Driven Inquiry (ADI), Claim/Evidence/Reasoning (CER), and interactive notebooks. The interactive notebooks are used as a means for students to organize and synthesize their thoughts through the creation of graphic organizers, models, vocabulary, calculations, and notes from experiments. They serve to monitor and extend student learning while simultaneously addressing content standards. Students are also exposed to hands-on experiences through weekly labs, field trips, and Skype sessions with scientists. Socrative, an online formative assessment platform, provides real-time data for teachers to make informed instructional decisions and students to record and track progress within the interactive notebooks. The instructional adjustments have resulted in 83% of students meeting proficiency on the statewide Biology end-of-course exam.

Math: Classrooms are using a Math 360 approach to provide engaging math instruction. Math 360 is an innovative approach to teaching math with all students having whiteboard space around the classroom to solve problems and receive timely feedback from the teacher. The teacher is able to identify where misconceptions are occurring and offer support immediately. Students engage in ad hoc teaching by moving throughout the room with guided peer collaboration. The power of this kinesthetic teaching and learning approach resulted in a 17% gain in student math achievement in the initial year of implementation. In addition, the students in our lowest quartile who made learning gains increased by 11%.

Social Studies: The social studies and ELA departments have collaborated and analyzed data trends between the U.S. History end of course exams (EOC) and state ELA exams. A correlation was prevalent for the lowest quartile students. Those who did not meet proficiency on the state ELA assessment were not being successful on the U.S. History EOC. These trends provided us with an opportunity for adjustments. Teachers collaborated to determine how we could provide students with individualized instruction, provide

supports to ensure mastery of content, and teach test-taking strategies. As a result, 91% of our students scored proficient on the U.S. History EOC.

Real-life themes and civics education are integrated through student participation in Laws of Life, a regional writing competition, in which all students write essays expounding on life lessons learned through character traits. Students also learn financial literacy through the use of the interactive Everfi computer program for civics education. Upon completion students receive a certificate of competency in financial literacy. Civics education continues through a close connection between the social studies department and the community which has provided guest speakers and hands on learning opportunities for students.

2. Other Curriculum Areas:

Arts: The arts are infused throughout the curriculum at LWTHS and with our unique Lorenzo Walker Technical College (LWTC) partnership. Art in digital form is offered at LWTHS through Digital Information Technology, which is required of all 10th graders. Students in 11th and 12th grade are exposed to the arts through their Career and Technical Education (CTE) areas at LWTC in programs such as Culinary, Drafting, Welding, Entrepreneurship, Automotive Collision, and Multimedia/Digital Design.

Physical Education: Health Opportunities through Physical Education (HOPE) is a blended online and activity-based course that develops and enhances healthy behaviors that influence lifestyle choices required of all 9th graders. Topics are centered around mental and social health, nutrition, wellness planning, diseases and disorders, alcohol and drug prevention, internet safety, and physical fitness. Personal Fitness is an additional class offered relating to anatomy and physiology, personal fitness planning, and collaboration through team sports.

Foreign Languages: The goal for all LWTHS students is college and university preparedness. Therefore, all students commit to completing a minimum of two years of a foreign language. Spanish I-III is offered on the LWTHS campus with other language options available through dual enrollment and/or virtual platforms. Through weekly collaboration between the Foreign Language and ELA departments, teachers commit to embedding the writing process in lessons to further prepare students for the writing portion of the Florida Standards Assessment (FSA) English Language Arts (ELA) test. AP Spanish Language and Culture (taken by approximately 50% of 10th grade students) is also offered and utilizes online resources and real-world applications to deepen Spanish language mastery and develop cultural awareness. Collaborative planning sessions result in scaffolded instructional practices focused on building complexity and rigor. Close and consistent monitoring and tracking of student progression through standards, combined with these collaborative planning sessions, has resulted in a passing rate of 99% on the AP Spanish Language and Culture exam over the last three years.

Tech/Library/Media: All 10th Grade students take Digital Information Technology, where students use critical and creative thinking skills to become responsible digital citizens as well as acquire crucial digital skills. Students collaborate on real-world applications and projects that are often cross-curricular, such as writing linear equations in Excel and completing an American Psychological Association (APA) style research paper in Word. All students have an opportunity to earn an industry certification in Microsoft Office products such as Excel and PowerPoint as well as Adobe products including PhotoShop and Premiere Pro. During the 2016-2017 school year, 94% of LWTHS students achieved an acceleration point, which encompassed industry certifications.

All students have access to two innovative, technology-driven labs. The zSpace Lab is a virtual reality platform that enhances learning with hands-on programming in all curricular areas. Teachers are able to tailor lessons using 3D content, making learning come to life. Students connect content standards to hands-on creations, encouraging them to become innovators and designers. The school makerspace, known as the MakeIt Lab, offers an additional open space for students to create, design, and code using both conventional and high-tech materials. A coding club is also available via the Media Center and MakeIt Lab. This weekly club allows students to develop mobile applications and web pages using both HTML and CSS computer languages.

The Media Center is a hub for students and staff to work independently and collaboratively utilizing the unique resources available to access information. Students taking online and dual enrollment courses are assigned to the media center as a “Learning Lab” to support and monitor their progress. The Media Specialist serves as a valuable instructional support for all curricular areas, assisting with research projects, literacy lessons, and extended learning opportunities. Collaboration occurs between the Media Specialist and teachers to create engaging standards-based lessons. All 9th grade students attend an orientation to the Media Center at the start of the year to learn about online databases and online and print resources.

Other Curriculum: All 9th grade students are enrolled in two semester-long transition courses, Critical Thinking and Study Skills and Career Research and Decision-Making. Both courses are project-based and designed to promote academic, personal, social, and emotional growth as students move from middle school to high school. Students learn a variety of self-management and study skills with an emphasis on self-advocacy and time management. Students self-track and monitor various data points including grades, attendance, and behavior, with one day a week dedicated to a Study Hall.

All 11th and 12th grade students are dual-enrolled in one of 20 Career and Technical Education (CTE) programs at LWTC. The college is a part of the School Board of Collier County and is accredited by the Council on Occupational Education (COE) and the AdvancED Accreditation Commission. LWTC provides rigorous and relevant educational experiences that prepare students with academic, technical, and employability skills. Students are offered a broad spectrum of program options within 10 career clusters, some of which include health sciences, information technology, and architecture and construction. Students spend half their day immersed in theory, application, and practical experiences in high-demand, high-wage community-driven fields of study.

3. Instructional Methods, Interventions, and Assessments:

LWTHS offers students a rigorous and relevant curriculum that prepares them for college and careers. A common instructional model, scaffolded and engaging instruction, data-driven supports, and targeted intervention define LWTHS as a high performing school.

LWTHS, as part of Collier County Public Schools, has incorporated a common model of instruction based on Marzano’s Art and Science of Teaching. The Marzano framework is a model for ensuring quality teaching that balances research-based instructional strategies and data with an understanding of student strengths and challenges. The model is built upon the effective use of instructional strategies, curriculum design, and classroom management techniques.

Effective teaching practices are reinforced through regular informal and formal observations by administration. Informal observations include rigor walks with instructional coaches and teacher leaders. Rigor walks identify common instructional practices across grades and/or departments, as well as the alignment between the complexity of student activities and the content standards. Administration provides focused feedback to teachers highlighting best practices and areas for reflection and growth. Data is collected bi-monthly to provide the school community with instructional trends. Classroom observation data is used to plan professional development for both individual teachers and the entire staff.

Teachers understand that reading is an indicator of student success and reading is taught across curricular areas. Over 80% of teachers have their reading endorsement or completed Next Generation Content Area Reading Professional Development (NG CAR-PD). Research indicates the need for a focus on increased text complexity as well as student discussion and writing in response to multiple texts. All classes have incorporated annotation of text as a common metacognitive strategy. Annotation promotes student interaction with text, analysis and synthesis of content, comprehension, and writing instruction. A common writing practice includes the Claim, Evidence and Reasoning (CER) framework. Students are able to make claims, provide evidence and explain reasoning when solving problems, analyzing text or completing written responses.

A comprehensive Greek/Latin word root vocabulary program is another collaborative practice in which grade level teams develop activities designed to increase word acquisition and cross-content comprehension. This has contributed to high test scores in all academic areas.

A robust system of data analysis is used by all stakeholders and is an integral component of the school culture. Data drives all instructional decisions and serves as a catalyst for continuous improvement. The school year begins with teams of teachers and administrators analyzing student data at every level. Administrators analyze data at the building, grade, department, and student level in order to make decisions regarding scheduling, instruction, and needed supports. Teachers analyze student data at the department and team level to make decisions regarding behavioral and academic supports needed as well as instructional adjustments.

Quarterly data chats occur with administration and teachers to monitor student and course progression. The data chats identify connections between student grades and formative/summative assessment data, as well as looking at standards mastery by individual students that may not be responding to intervention. The identification of an action plan and key adjustments allows for a focus on continual improvement ensuring all students learn at high levels.

Professional Learning Communities (PLCs) occur weekly with a focus on best practices to enhance teaching and learning based on data. PLCs work collaboratively to identify critical content, monitor students' learning, and plan interventions and enrichment opportunities. Formative assessments are utilized throughout lessons to provide teachers with data related to student progression. Department, class, and student level data is analyzed during PLCs to objectively discuss student learning and develop short- and long-term plans.

Students analyze assessment results to identify areas of strength and improvement for continued academic growth. SMART goals are developed and integrated in each class and monitored regularly. Standards-based learning goals and scales are used as a tool for students to track daily progress.

LWTHS utilizes a Multi-Tiered System of Supports (MTSS) to meet the academic and emotional needs of all students at varying intensity levels. Tier I includes quality instructional and behavioral supports differentiated for all students. Tier II students are identified and monitored during grade level meetings, department PLCs, and Positive Behavior Intervention and Supports (PBIS) meetings. Tier II provides differentiated instruction in small groups with frequent progress monitoring to identify growth. When tier II supports are not yielding the desired effect, students are provided tier III supports, which include targeted individualized instruction. In tiers II and III, the MTSS team monitors students and makes instructional adjustments so students can become successful with tier I instruction.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

LWTHS promotes a family atmosphere which is the “heart and soul” of our existence. Relationships between and among administration, staff, students, families and the community are developed and nurtured. We pride ourselves on relationships built on trust that serve as the stepping stones which forge the way for improved performance and success. As a result, students know they are respected and cared for by their teachers and find more success in school, both academically and behaviorally. Staff members maintain positive interactions with students and make time to provide mentoring and tutoring opportunities and offer a shoulder to lean on when they are faced with adversity.

The positive environment on our campus is fostered by a common set of expectations and a shared vision of a student-centric approach. We have created a norm where first generation, low-income students are challenged to become resourceful, skilled, educated leaders of tomorrow. Staff works diligently to close achievement gaps where students adhere to high expectations and know teachers support their learning every step of the way. Frequent data chats occur making students cognizant of the requirements necessary to master curriculum standards. As a staff, we address barriers to learning and instruction to re-engage students who are struggling or veer off track.

Another critical driver of our culture and climate is the campus-wide adoption of the Positive Behavioral Interventions and Supports (PBIS) prevention strategy. This approach focuses on promoting appropriate behaviors through teaching positive social expectations, emphasizing a unified school environment. A PBIS committee with representation across grade levels meets bi-weekly to analyze comprehensive data, create intervention plans, and design systems of positive reinforcement. A student leadership team also meets twice a month with the PBIS committee to solicit input for school store merchandise, drawings, grade-level incentive activities, and school-wide events that foster school spirit. As a result of PBIS, our school has documented a -49% change in major discipline events over the last four years, greatly improving school climate and culture. LWTHS has been selected as a PBIS Model School for the last four years.

Through a yearly culture and climate survey, staff members have an opportunity to share opinions about their experiences, allowing their voice to be heard and becoming partners in the decision-making process. The information gleaned from the survey strengthens not only the learning environment but student-staff relationships. Our entire school community partners to define a school culture that engages learning, values each individual and actively supports the success of every member within the school community. When the entire school community feels safe, connected and engaged, growth occurs.

2. Engaging Families and Community:

LWTHS understands that student success is built on a strong partnership with families and community stakeholders. The process of building awareness and interest begins in elementary school when 5th grade students tour the LWTHS/LWTC campus to explore academic and career pathways for their future. Administration and student ambassadors visit all middle schools and present the numerous benefits of attending LWTHS to 8th grade students. Through tours, publications, and community events, families learn about our real-world education and unique curriculum offerings that prepare students to become college and career ready.

Throughout the school year, families have multiple opportunities to become a partner in their student’s education. Every school year begins with an open house event and personal phone calls home to every student welcoming them to LWTHS. Ongoing communication is supported by monthly electronic newsletters and social media updates. A Parent Portal provides real-time online access to grades and other comprehensive student data. Teachers and staff make regular phone calls home to celebrate student success. There are many conferences that occur throughout the year to keep parents aware of their student’s progress and obtain pertinent information that relates to student opportunities. LWTHS also devote an

entire day to host student-led conferences which accommodates varying parent schedules.

Partnerships with community members and business leaders contribute to the overall success of LWTHS. They serve as members of various advisory committees to ensure our career programs are providing students with relevant skills and competencies required for success in the workplace. Community and business leaders also serve as members of the School Advisory Council (SAC) to provide input for continuous school improvement efforts and assist with the allocation and appropriation of funds. In addition, community partnerships allow for clinical opportunities for students to perfect their skills. Opportunities have been granted through internships with local assisted living facilities, automotive dealerships, and architectural firms. Community members also offer extended learning opportunities through health and wellness screenings and pet vaccination clinics.

LWTHS has a strong partnership with Champions for Learning, a local non-profit organization. Teachers apply annually for classroom grants to enhance instruction. Students are also involved with Champions for Learning through a weekly mentoring program with community members and leaders which creates yet another layer of support for student success by way of tutoring and college related guidance.

We have partnered with Florida SouthWestern State College to academically dual enroll over 35% of LWTHS students. Beginning in the 10th grade, students can earn college credit, providing them with a unique opportunity to potentially earn an Associate's degree prior to high school graduation.

3. Professional Development:

Continuous improvement is an expectation of all LWTHS staff members and is achieved through the school's professional development approach. Teachers view teaching as an art and science, continuously honing their student-centric craft. All instruction aligns with state standards, supporting both student achievement and school improvement.

Prior to the beginning of the school year, the administrative team welcomes teachers back with motivational speakers and focused professional development based on themes identified through analysis of student assessment and building-level observation data. Armed with new knowledge gleaned from summer professional development sessions, teachers are empowered to impart their new knowledge in staff trainings aligned to the school's deliberate practice plan for the upcoming year.

Building on the enthusiasm generated in pre-service activities, teachers and administrators collaborate in the development of individual professional growth plans to enhance effectiveness and increase student achievement. Administrators conduct timely observations along with supportive and actionable feedback. Teachers are allocated individualized Professional Learning Time (PLT) to study, research and observe best practices fostering continuous improvement. This gives teachers the opportunity to describe, connect, and apply their learning, encouraging a growth mindset.

Teams of teachers, instructional coaches and administrators regularly meet in PLCs for short- and long-range department and grade-level team planning. These meetings focus on data analysis and generate a sharing of best practices across departments and grade levels. Book studies provide a shared vision and foundation for common teaching practices amongst departments to build instructional capacity and encourage lifelong learning. Additionally, teachers across departments participate in district-sponsored monthly professional development on "Instruction through Digital Information" to further integrate technology into the classroom.

Additional staff opportunities for professional development outside the school exist through district, state, national and international conferences. Staff members are provided with opportunities to participate in professional development such as Learning Sciences International's (LSI) annual conference, Future of Educational Technology Conference, International Literacy Conference, Exceeding Expectations and Kagan Professional Development workshops. Teachers have the option to participate in evening and weekend classes available in iLearnU (the application through which district professional development is

offered), to earn supplemental endorsements in teaching methodologies.

A team approach between teachers and administrators enables them to conduct quarterly data chats to analyze data to determine not only student needs, but also existing needs for teacher professional development. Staff-centered workshops have been provided on various technology platforms in areas such as data analysis using Excel and developing a better understanding of the district data warehouse.

4. School Leadership:

The LWTHS leadership philosophy is one of shared accountability through data based decision-making and continuous improvement with the aim of creating the ultimate college and career preparatory education program for all students. Since its inception, LWTHS has been a collaboration between a diverse constituency including community members, educational leaders, school board members, and local business representatives to provide students with a rigorous and relevant curriculum.

The LWTHS leadership team implements a partnership approach to provide a voice for all stakeholders. The school leadership team is comprised of the principal, assistant principal, counselors, instructional coaches, and teacher leaders including department chairs, special education teachers, and grade-level team leaders. Meetings occur bi-monthly to discuss supports and interventions for at-risk students, positive behavior supports, instructional needs, and the monitoring of school-wide goals.

A similar approach of shared accountability is utilized with the leadership team at LWTC through weekly administrative meetings. These collaborative team meetings are composed of the principal and assistant principal of LWTHS, the director and assistant director of LWTC, and the assistant directors of the Adult and Community Education program to update strategic planning, review instructional trends with staff, and evaluate data-supported needs on campus.

Student input is highly valued when outlining school goals and priorities. Each grade level elects a Student Council that meets with administration regularly. When planning school-wide events, a student planning committee meets before and after to empower students with a shared commitment and identify areas for continuous improvement.

A partnership approach has been utilized with other stakeholders to elicit the voice of varying constituents. The School Advisory Council (SAC), which is made up of elected members including the principal, teachers, classified staff, parents and students, assists in the process of continuous improvement to meet student needs. The SAC meets each month to discuss the school improvement plan, analyze data, make funding recommendations, and ensure that LWTHS continues to provide our students with the ultimate college and career preparatory education program through data based decision-making.

The leadership team is dedicated to providing students with a learning environment where they are consistently engaged in rigorous, standards-based instruction with real-world connections. It is this dedication that drives the team and its broad constituencies to ensure we are facilitating positive change by practicing continuous improvement and recognizing and rewarding our successes.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Lorenzo Walker Technical High School celebrates the unique needs of each student and has adopted the acronym, LWTHS, to represent more than just our school name. This PBIS practice challenges students to embrace advocacy skills as well as instructional strategies within a peer and faculty collaborative effort.

L - Learn Actively

An inherent belief of all staff members is “the consequence of not doing the work is doing the work”. Structures have been put into place to assist students in making work a priority to ensure their success. Students have the opportunity to make multiple improvements and complete test corrections to examine their reasoning, serving as growth opportunities. The goal is for the students to learn the standards, even if it is at their own pace.

W - Welcome Responsibility

Students are explicitly taught organizational and self-advocacy skills. As a result, students advocate for themselves by recognizing their need for additional support. The commitment students make in deciding to attend LWTHS manifests as a determination to follow through on what they say.

T - Treat Others with Consideration

It is evident as one enters the building that there is a strong familial feeling as a result of the relationships that are built between staff and students. Respect for school, other people, and personal property are exemplified daily through random acts of kindness and students going out of their way to applaud each other for doing their best.

H - Have a Positive Attitude

Students are encouraged to look for positive solutions to negative situations. Positive solutions thinking is reinforced with Mustang Bucks, our school currency, which are awarded by staff members for positive attitude and behaviors. The currency can be used to purchase school supplies, apparel, and tickets to school events through the school’s online PBS store.

S - Stay Strong and Persevere

All students are provided with a rigorous curriculum that challenges them in a safe and supportive environment. 9th and 10th graders learn and grow together in courses designed to help them build foundational skills (communication, critical thinking, and collaboration) to persevere through obstacles and achieve success in the digital world. The high expectations placed upon students are not easily obtained, and an intrinsic motivation is necessary to prepare them for their program at LWTC in 11th and 12th grade.

The LWTHS acronym exemplifies how all members of the school community model excellence and achieve academic success. Our school fully acknowledges the challenges our students face to be successful and provides countless opportunities for them to reach their full potential.