

Manatee County Public Schools

# Lakewood Ranch High School



## 2021-22 Schoolwide Improvement Plan

---

## Table of Contents

---

|   |           |
|---|-----------|
| <b>School Demographics</b>                | <b>3</b>  |
| <b>Purpose and Outline of the SIP</b>     | <b>4</b>  |
| <b>School Information</b>                 | <b>7</b>  |
| <b>Needs Assessment</b>                   | <b>13</b> |
| <b>Planning for Improvement</b>           | <b>23</b> |
| <b>Positive Culture &amp; Environment</b> | <b>29</b> |
| <b>Budget to Support Goals</b>            | <b>29</b> |

# Lakewood Ranch High School

5500 LAKEWOOD RANCH BLVD, Bradenton, FL 34211

<https://www.manateeschools.net/lakewoodranch>

## Demographics

**Principal: Dustin Dahlquist**

Start Date for this Principal: 1/2/2019

|  |  |
|--|--|
| <b>2019-20 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | High School<br>PK, 9-12  |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education   |
| <b>2020-21 Title I School</b>  | No   |
| <b>2020-21 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 24%  |
| <b>2020-21 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| <b>School Grades History</b>   | 2018-19: A (67%)<br>2017-18: A (70%)<br>2016-17: A (64%)   |
| <b>2019-20 School Improvement (SI) Information*</b>  |  |
| <b>SI Region</b>   | Central  |
| <b>Regional Executive Director</b>   | <a href="#">Lucinda Thompson</a>   |
| <b>Turnaround Option/Cycle</b>   | N/A  |
| <b>Year</b>  |  |
| <b>Support Tier</b>  |  |
| <b>ESSA Status</b>   |  |

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

---

## Table of Contents

---

|                                       |           |
|---------------------------------------|-----------|
| <b>Purpose and Outline of the SIP</b> | <b>4</b>  |
| <b>School Information</b>             | <b>7</b>  |
| <b>Needs Assessment</b>               | <b>13</b> |
| <b>Planning for Improvement</b>       | <b>23</b> |
| <b>Title I Requirements</b>           | <b>0</b>  |
| <b>Budget to Support Goals</b>        | <b>29</b> |

## Lakewood Ranch High School

5500 LAKEWOOD RANCH BLVD, Bradenton, FL 34211

<https://www.manateeschools.net/lakewoodranch>

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|--|
| High School<br>PK, 9-12                          | No                     | 20%  |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                           | No                     | 28%  |

### School Grades History

| Year  | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade |         | A       | A       | A       |

### School Board Approval

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

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

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

The mission of Lakewood Ranch High School, with the support of staff, parents, and the community, is to strive to inspire each student to recognize and achieve his or her maximum potential through academic excellence, personal integrity, and responsible citizenship.

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

The vision of Lakewood Ranch High School is to provide students a rigorous educational experience that equips them for college or career readiness in a global job market.

### School Leadership Team

#### **Membership**

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

| Name              | Position Title | Job Duties and Responsibilities  |
|-------------------|----------------|--|
| Dahlquist, Dustin | Principal      | <p>PERFORMANCE RESPONSIBILITIES:</p> <p>Instructional Program Management / Development</p> <p>Manage and administer the instructional program so as to ensure all students the opportunity to learn.</p> <p>Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school consistent with the District's goals and priorities.</p> <p>Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance.</p> <p>Oversee the administration of the testing program for the school.</p> <p>Provide for the articulation of the school's instructional program among school personnel.</p> <p>Oversee the selection and acquisition of instructional materials and equipment.</p> <p>Facilitate, coordinate, and monitor the implementation of Exceptional Student Education programs and services.</p> <p>Personnel Action Services</p> <p>Interview and select qualified personnel to be recommended for appointment.</p> <p>Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions.</p> <p>Implement and administer negotiated employee contracts at the school site.</p> <p>Facilitate the development and implementation of an effective staff development program.</p> <p>Provide training opportunities and feedback to personnel at the assigned school.</p> <p>Assign tasks and supervise personnel in task accomplishment.</p> <p>Make difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.</p> <p>School Operations / Delivery Systems</p> <p>Supervise the operation, activities, and functions at the school site.</p> <p>Manage and supervise the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.</p> <p>Establish and manage student accounting and attendance procedures at the assigned school.</p> <p>Supervise and monitor the accurate and timely completion of data collection and reporting requirements.</p> <p>Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials.</p> <p>Use technology effectively.</p> <p>Coordinate school maintenance and facility needs and monitor progress toward meeting those needs.</p> <p>Monitor the custodial program at the school to ensure a clean, healthy, and safe learning environment.</p> |



| Name             | Position Title      | Job Duties and Responsibilities  |
|------------------|---------------------|--|
| Galindo, Jeannie | Assistant Principal | <p>Curriculum and Master Schedule. Student Support Services. Facilitate a program of family and community involvement. Supervise the guidance program to ensure individual student educational and developmental needs are addressed. Work with parents to resolve complaints or concerns. Provide leadership and direction for all aspects of the school's operation. Exercise proactive leadership in promoting the vision and mission of the District. Establish and actively pursue a vision and mission for the school in collaboration with staff, parents, students, and other stakeholders. Build teams to accomplish plans, goals, and priorities. Promote / market the school and its priorities to the community. Facilitate and coordinate the development of the School's Improvement Plan. Initiate programs and organize resources to carry out the School Improvement Plan. Provide recognition and celebration for student, staff, and school accomplishments. Access District and community resources to meet school needs. Maintain visibility and accessibility on the school campus and at school-related activities and events. Model professional and ethical conduct when dealing with students, peers, parents and the community. Perform other duties and responsibilities as assigned by the principal.</p> |
| Staker, Michael  | Assistant Principal | <p>Organize safety drills and submit reports. Assist in supervising facilities and grounds operation including student parking lot. Submit and follow up on work orders or assist in overseeing the process. Prepare or oversee the preparation of required reports. Assist in preparing and managing the school textbook and instructional resource budget. Serve as final arbitrator for serious discipline problems. Develop and maintain positive school / community relations and act as liaison between the two. Direct and develop the recruitment of Business Partners to benefit the school and community. Supervise transportation services at the assigned school. Coordinate the school food service program at the assigned school including the free and reduced food service requirements. Provide leadership and direction for all aspects of the school's operation. Exercise proactive leadership in promoting the vision and mission of the District. Establish and actively pursue a vision and mission for the school in</p>  |

| Name                | Position Title      | Job Duties and Responsibilities  |
|---------------------|---------------------|--|
|                     |                     | <p>collaboration with staff, parents, students, and other stakeholders.<br/>           Build teams to accomplish plans, goals, and priorities.<br/>           Promote / market the school and its priorities to the community.<br/>           Model professional and ethical conduct when dealing with students, peers, parents and the community<br/>           Perform other duties and responsibilities as assigned by the principal.</p> |
| Lowen, Valencia     | Assistant Principal | <p>Oversee the administration of the testing program for the school.<br/>           Establish appropriate testing environment and test security.<br/>           Interpret data for diagnosis, instructional planning and program evaluation. Model professional and ethical conduct when dealing with students, peers, parents and the community.<br/>           Perform other duties and responsibilities as assigned by the principal.</p> |
| Fleury, Ann         | Teacher, K-12       | <p>Mathematics Department Chair and full time Math Teacher.<br/>           Manage and administer the instructional program so as to ensure all students the opportunity to learn.<br/>           Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school consistent with the District's goals and priorities.</p>  |
| Haeussler, Patricia | Teacher, K-12       | <p>Social Studies Department Chair and full time teacher.<br/>           Manage and administer the instructional program so as to ensure all students the opportunity to learn.<br/>           Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school consistent with the District's goals and priorities</p>   |
| Thomas, Bryan       | Teacher, K-12       | <p>Department Chair for Science and full time Science teacher.<br/>           Manage and administer the instructional program so as to ensure all students the opportunity to learn.<br/>           Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school consistent with the District's goals and priorities</p>  |
| Grant, Jennifer     | Teacher, K-12       | <p>Language Arts Department Chair and full time Language Arts teacher.<br/>           Facilitate a program of family and community involvement.<br/>           Supervise the guidance program to ensure individual student educational and developmental needs are addressed.</p>  |

| Name         | Position Title | Job Duties and Responsibilities   |
|--------------|----------------|---|
| Fazio, Julie | Teacher, ESE   | ESE Coordinator. Facilitate, coordinate, and monitor the implementation of Exceptional programs and services. |

## Demographic Information

### Principal start date

Wednesday 1/2/2019, Dustin Dahlquist

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

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

88

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

2,423

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

6

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

4

### Demographic Data

## Early Warning Systems

### 2021-22

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

| Indicator  | Grade Level |   |   |   |   |   |   |   |   |     |     |     |     | Total |
|--|-------------|---|---|---|---|---|---|---|---|-----|-----|-----|-----|-------|
|  | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9   | 10  | 11  | 12  |       |
| Number of students enrolled                              | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 582 | 628 | 620 | 593 | 2423  |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 140 | 168 | 168 | 148 | 624   |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10  | 14  | 8   | 13  | 45    |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0   |       |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 68  | 92  | 79  | 69  | 308   |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72  | 47  | 25  | 25  | 169   |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16  | 8   | 3   | 0   | 27    |

#### The number of students with two or more early warning indicators:

| Indicator                            | Grade Level |   |   |   |   |   |   |   |   |    |    |    |    | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|----|----|----|----|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  | 10 | 11 | 12 |       |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 48 | 34 | 31 | 147   |

#### The number of students identified as retainees:

| Indicator                           | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Retained Students: Current Year     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0  | 0  | 0  | 3     |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 1  | 1     |

#### Date this data was collected or last updated

Sunday 9/12/2021

#### 2020-21 - As Reported

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

| Indicator                                 | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |
|---|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|   | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Number of students enrolled               | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Attendance below 90 percent               | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| One or more suspensions                   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Course failure in ELA                     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Course failure in Math                    | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Level 1 on 2019 statewide ELA assessment  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Level 1 on 2019 statewide Math assessment | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |

#### The number of students with two or more early warning indicators:

| Indicator                            | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |

**The number of students identified as retainees:**

| Indicator                           | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Retained Students: Current Year     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |

**2020-21 - Updated****The number of students by grade level that exhibit each early warning indicator:**

| Indicator                                 | Grade Level |   |   |   |   |   |   |   |   |     |     |     |     | Total |
|---|-------------|---|---|---|---|---|---|---|---|-----|-----|-----|-----|-------|
|   | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9   | 10  | 11  | 12  |       |
| Number of students enrolled               | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 579 | 627 | 618 | 593 | 2417  |
| Attendance below 90 percent               | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 140 | 142 | 131 | 151 | 564   |
| One or more suspensions                   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 59  | 52  | 53  | 39  | 203   |
| Course failure in ELA                     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9   | 2   | 1   | 0   | 12    |
| Course failure in Math                    | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6   | 5   | 1   | 1   | 13    |
| Level 1 on 2019 statewide ELA assessment  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 68  | 92  | 79  | 69  | 308   |
| Level 1 on 2019 statewide Math assessment | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72  | 47  | 25  | 25  | 169   |

**The number of students with two or more early warning indicators:**

| Indicator                            | Grade Level |   |   |   |   |   |   |   |   |    |    |    |    | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|----|----|----|----|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  | 10 | 11 | 12 |       |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 70 | 61 | 59 | 51 | 241   |

**The number of students identified as retainees:**

| Indicator                           | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Retained Students: Current Year     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0  | 0  | 0  | 3     |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 1  | 1     |

**Part II: Needs Assessment/Analysis****School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component      | 2021   |          |       | 2019   |          |       | 2018   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State | School | District | State |
| ELA Achievement             |        |          |       | 69%    | 49%      | 56%   | 70%    | 50%      | 56%   |
| ELA Learning Gains          |        |          |       | 59%    | 47%      | 51%   | 59%    | 51%      | 53%   |
| ELA Lowest 25th Percentile  |        |          |       | 45%    | 37%      | 42%   | 52%    | 45%      | 44%   |
| Math Achievement            |        |          |       | 66%    | 51%      | 51%   | 68%    | 51%      | 51%   |
| Math Learning Gains         |        |          |       | 55%    | 47%      | 48%   | 58%    | 49%      | 48%   |
| Math Lowest 25th Percentile |        |          |       | 49%    | 45%      | 45%   | 60%    | 49%      | 45%   |
| Science Achievement         |        |          |       | 83%    | 67%      | 68%   | 91%    | 71%      | 67%   |
| Social Studies Achievement  |        |          |       | 81%    | 69%      | 73%   | 78%    | 69%      | 71%   |

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

| ELA               |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 09                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 70%    | 53%      | 17%                        | 55%   | 15%                     |
| Cohort Comparison |      |        |          |                            |       |                         |
| 10                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 66%    | 49%      | 17%                        | 53%   | 13%                     |
| Cohort Comparison |      | -70%   |          |                            |       |                         |

| MATH  |      |        |          |                            |       |                         |
|-------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| SCIENCE |      |        |          |                            |       |                         |
|---------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade   | Year | School | District | School-District Comparison | State | School-State Comparison |

| BIOLOGY EOC |        |          |                       |       |                    |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year        | School | District | School Minus District | State | School Minus State |
| 2021        |        |          |                       |       |                    |
| 2019        | 82%    | 69%      | 13%                   | 67%   | 15%                |
| CIVICS EOC  |        |          |                       |       |                    |
| Year        | School | District | School Minus District | State | School Minus State |
| 2021        |        |          |                       |       |                    |
| 2019        |        |          |                       |       |                    |

| HISTORY EOC  |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2021         |        |          |                       |       |                    |
| 2019         | 80%    | 71%      | 9%                    | 70%   | 10%                |
| ALGEBRA EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2021         |        |          |                       |       |                    |
| 2019         | 52%    | 65%      | -13%                  | 61%   | -9%                |
| GEOMETRY EOC |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2021         |        |          |                       |       |                    |
| 2019         | 74%    | 61%      | 13%                   | 57%   | 17%                |

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

2020/21 FSAA Benchmark Q1 - 9-10 - FSA Spring 2021 Retakes

ALG1Q1 and GEOQ1

BIO1Q1

USHISQ1

| Grade 9                  |                               |      |        |        |
|--------------------------|-------------------------------|------|--------|--------|
|                          | Number/%<br>Proficiency       | Fall | Winter | Spring |
| English Language<br>Arts | All Students                  | 62.5 |        | 56     |
|                          | Economically<br>Disadvantaged | 68.2 |        | 43     |
|                          | Students With<br>Disabilities | 62.5 |        |        |
|                          | English Language<br>Learners  | 42.9 |        |        |
|                          |                               |      |        |        |
|                          | Number/%<br>Proficiency       | Fall | Winter | Spring |
| Mathematics              | All Students                  | 36.6 |        | 32     |
|                          | Economically<br>Disadvantaged | 32.1 |        |        |
|                          | Students With<br>Disabilities | 23.5 |        |        |
|                          | English Language<br>Learners  | 35.2 |        |        |
|                          |                               |      |        |        |
|                          | Number/%<br>Proficiency       | Fall | Winter | Spring |
| Biology                  | All Students                  | 28.5 |        | 92     |
|                          | Economically<br>Disadvantaged | 37.9 |        |        |
|                          | Students With<br>Disabilities | 37.5 |        |        |
|                          | English Language<br>Learners  | 38.5 |        |        |
|                          |                               |      |        |        |
|                          | Number/%<br>Proficiency       | Fall | Winter | Spring |
| US History               | All Students                  |      |        |        |
|                          | Economically<br>Disadvantaged |      |        |        |
|                          | Students With<br>Disabilities |      |        |        |
|                          | English Language<br>Learners  |      |        |        |
|                          |                               |      |        |        |



| Grade 10                 |                               |      |        |        |
|--------------------------|-------------------------------|------|--------|--------|
|                          | Number/%<br>Proficiency       | Fall | Winter | Spring |
| English Language<br>Arts | All Students                  | 36.8 |        | 62     |
|                          | Economically<br>Disadvantaged | 40   |        | 37     |
|                          | Students With<br>Disabilities | 36.8 |        |        |
|                          | English Language<br>Learners  | 25   |        |        |
|                          |                               |      |        |        |
|                          | Number/%<br>Proficiency       | Fall | Winter | Spring |
| Mathematics              | All Students                  | 19.8 |        | 21     |
|                          | Economically<br>Disadvantaged | 17.8 |        |        |
|                          | Students With<br>Disabilities | 11.9 |        |        |
|                          | English Language<br>Learners  | 18.6 |        |        |
|                          |                               |      |        |        |
|                          | Number/%<br>Proficiency       | Fall | Winter | Spring |
| Biology                  | All Students                  | 33   |        | 42     |
|                          | Economically<br>Disadvantaged | 34.5 |        |        |
|                          | Students With<br>Disabilities | 24.7 |        |        |
|                          | English Language<br>Learners  | 35.8 |        |        |
|                          |                               |      |        |        |
|                          | Number/%<br>Proficiency       | Fall | Winter | Spring |
| US History               | All Students                  | 23.8 |        | 40     |
|                          | Economically<br>Disadvantaged | 27.3 |        |        |
|                          | Students With<br>Disabilities |      |        |        |
|                          | English Language<br>Learners  | 50   |        | 78     |
|                          |                               |      |        |        |

| Grade 11                 |  |                  |        |        |
|--------------------------|--|------------------|--------|--------|
|                          | Number/%<br>Proficiency  | Fall             | Winter | Spring |
| English Language<br>Arts | All Students   |                  |        | 23     |
|                          | Economically<br>Disadvantaged<br>Students With<br>Disabilities<br>English Language<br>Learners |                  |        |        |
|                          | Number/%<br>Proficiency  | Fall             | Winter | Spring |
| Mathematics              | All Students   |                  |        | 20     |
|                          | Economically<br>Disadvantaged<br>Students With<br>Disabilities<br>English Language<br>Learners |                  |        |        |
|                          | Number/%<br>Proficiency  | Fall             | Winter | Spring |
| Biology                  | All Students   |                  |        | 41     |
|                          | Economically<br>Disadvantaged<br>Students With<br>Disabilities<br>English Language<br>Learners |                  |        | 57     |
|                          | Number/%<br>Proficiency  | Fall             | Winter | Spring |
| US History               | All Students   | 33.3             |        | 28     |
|                          | Economically<br>Disadvantaged<br>Students With<br>Disabilities<br>English Language<br>Learners | 29<br>31<br>25.9 |        | 78     |

| Grade 12              |   |      |        |        |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency  | Fall | Winter | Spring |
|                       | All Students  |      |        | 10     |
|                       | Economically Disadvantaged Students With Disabilities English Language Learners |      |        |        |
| Mathematics           | Number/% Proficiency  | Fall | Winter | Spring |
|                       | All Students  |      |        |        |
|                       | Economically Disadvantaged Students With Disabilities English Language Learners |      |        |        |
| Biology               | Number/% Proficiency  | Fall | Winter | Spring |
|                       | All Students  |      |        | 57     |
|                       | Economically Disadvantaged Students With Disabilities English Language Learners |      |        |        |
| US History            | Number/% Proficiency  | Fall | Winter | Spring |
|                       | All Students  | 27   |        |        |
|                       | Economically Disadvantaged Students With Disabilities English Language Learners | 25   |        |        |
|                       | Number/% Proficiency  | Fall | Winter | Spring |
|                       | All Students  | 30   |        |        |
|                       | Economically Disadvantaged Students With Disabilities English Language Learners | 28.6 |        |        |

## Subgroup Data Review

| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD                                       | 27       | 41     | 33          | 25        | 31      | 35           | 51       | 58      |           | 85                | 28                  |
| ELL                                       | 24       | 43     | 44          | 19        | 25      | 22           | 72       | 56      |           | 88                | 50                  |
| ASN                                       | 74       | 56     |             | 50        | 33      |              | 100      | 82      |           | 100               | 74                  |
| BLK                                       | 26       | 37     | 35          | 16        | 22      | 17           | 52       | 35      |           | 95                | 37                  |
| HSP                                       | 49       | 43     | 39          | 37        | 28      | 28           | 76       | 69      |           | 92                | 61                  |

| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| MUL                                       | 68       | 46     |             | 32        | 17      |              | 81       | 82      |           | 100               | 50                  |
| WHT                                       | 70       | 52     | 43          | 55        | 25      | 31           | 87       | 83      |           | 96                | 66                  |
| FRL                                       | 42       | 41     | 38          | 30        | 23      | 21           | 68       | 58      |           | 89                | 49                  |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD                                       | 32       | 43     | 39          | 35        | 47      | 47           | 32       | 48      |           | 87                | 21                  |
| ELL                                       | 20       | 39     | 36          | 36        | 38      | 43           | 33       | 52      |           | 93                | 36                  |
| ASN                                       | 80       | 67     |             | 92        | 71      |              | 95       | 87      |           | 100               | 90                  |
| BLK                                       | 35       | 42     | 45          | 38        | 44      | 45           | 47       | 58      |           | 92                | 36                  |
| HSP                                       | 56       | 52     | 44          | 53        | 45      | 44           | 68       | 76      |           | 91                | 55                  |
| MUL                                       | 77       | 46     |             | 77        | 53      |              | 87       | 81      |           | 100               | 67                  |
| WHT                                       | 74       | 62     | 47          | 70        | 58      | 48           | 86       | 83      |           | 95                | 68                  |
| FRL                                       | 46       | 47     | 39          | 51        | 50      | 52           | 63       | 62      |           | 84                | 42                  |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD                                       | 29       | 45     | 40          | 29        | 61      | 50           | 58       | 49      |           | 80                | 28                  |
| ELL                                       | 24       | 42     | 41          | 33        | 64      |              |          |         |           | 69                | 64                  |
| ASN                                       | 77       | 57     |             | 83        | 79      |              | 90       | 77      |           |                   |                     |
| BLK                                       | 44       | 47     | 52          | 27        | 40      |              | 71       | 52      |           | 67                | 27                  |
| HSP                                       | 55       | 54     | 47          | 56        | 47      | 50           | 90       | 70      |           | 88                | 63                  |
| MUL                                       | 76       | 76     |             | 85        | 75      |              | 100      | 86      |           | 92                | 58                  |
| WHT                                       | 75       | 60     | 52          | 72        | 58      | 63           | 92       | 82      |           | 94                | 71                  |
| FRL                                       | 49       | 51     | 49          | 48        | 49      | 42           | 84       | 65      |           | 79                | 55                  |

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index  |     |
|---|-----|
| ESSA Category (TS&I or CS&I)  |     |
| OVERALL Federal Index – All Students  | 56  |
| OVERALL Federal Index Below 41% All Students                                    | NO  |
| Total Number of Subgroups Missing the Target                                    | 1   |
| Progress of English Language Learners in Achieving English Language Proficiency | 38  |
| Total Points Earned for the Federal Index                                       | 614 |
| Total Components for the Federal Index  | 11  |
| Percent Tested  | 97% |
| Subgroup Data   |     |

| Students With Disabilities   |     |
|--|-----|
| Federal Index - Students With Disabilities                                     | 41  |
| Students With Disabilities Subgroup Below 41% in the Current Year?             | NO  |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32%      |     |
| English Language Learners  |     |
| Federal Index - English Language Learners                                      | 44  |
| English Language Learners Subgroup Below 41% in the Current Year?              | NO  |
| Number of Consecutive Years English Language Learners Subgroup Below 32%       |     |
| Native American Students   |     |
| Federal Index - Native American Students                                       |     |
| Native American Students Subgroup Below 41% in the Current Year?               | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32%        |     |
| Asian Students   |     |
| Federal Index - Asian Students   | 71  |
| Asian Students Subgroup Below 41% in the Current Year?                         | NO  |
| Number of Consecutive Years Asian Students Subgroup Below 32%                  |     |
| Black/African American Students  |     |
| Federal Index - Black/African American Students                                | 37  |
| Black/African American Students Subgroup Below 41% in the Current Year?        | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% |     |
| Hispanic Students  |     |
| Federal Index - Hispanic Students  | 51  |
| Hispanic Students Subgroup Below 41% in the Current Year?                      | NO  |
| Number of Consecutive Years Hispanic Students Subgroup Below 32%               |     |
| Multiracial Students   |     |
| Federal Index - Multiracial Students   | 60  |
| Multiracial Students Subgroup Below 41% in the Current Year?                   | NO  |
| Number of Consecutive Years Multiracial Students Subgroup Below 32%            |     |
| Pacific Islander Students  |     |
| Federal Index - Pacific Islander Students                                      |     |
| Pacific Islander Students Subgroup Below 41% in the Current Year?              | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32%       |     |

| White Students   |    |
|--|----|
| Federal Index - White Students   | 61 |
| White Students Subgroup Below 41% in the Current Year?                             | NO |
| Number of Consecutive Years White Students Subgroup Below 32%                      |    |
| Economically Disadvantaged Students  |    |
| Federal Index - Economically Disadvantaged Students                                | 45 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year?        | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% |    |

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, spring K-12 statewide assessment test administrations for the 2019-2020 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-2020 school year. Additionally, in April 2020, the U.S. Department of Education provided a waiver for requirements related to certain assessments and accountability that are based on data from the 2019-2020 school year.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data components demonstrating the greatest need for improvement would be FSA Algebra 1 EOC.

In a 2 year comparison, Math Achievement calculated at 66 in 2019 decreased to 48 for the 20/21 testing year. Math L25 Learning gains came in at 55 in 2019 and decreased to 25 for the L25 in 2020/21.

When comparing 2018/19 to 2020, we see a (-14%) decrease in possible points in Algebra and Modeling. A (-1%) decrease in Algebra Functions and Modeling. A (-8%) decrease in Statistics and the Number System.

Overall in the 2 year comparison, 2019 ELA Learning gains were calculated at 45 while ELA Learning gains were calculated at 40 in 2020/21.

Science Achievement rated at 83 in 2019, and 84 for 2020/21.

Social Studies Achievement rated at 81 in 2019 and 78 in 2020/21.

19/20 Graduation Rate was 94. 2021 graduation rate was 96.

19/ College & Career Acceleration Rate was 66 in 19/20 and 64 for 2020/21.

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

During the 2021 school year the entire nation was effected in some form or another by the onset of the COVID 19 virus. Schools in Manatee County were on 3 separate student schedules. Some students worked from home full time for the entire school year. Other students attended school part time during semester one of the 2020/2021 school year. Still others attended school full time from the

onset of the 2020/2021 school year. At the end of semester one, those students who were failing (or in danger of failing) were encouraged to return to school full time. Many did. Many remained at home (full time). Part time school attendance ended at the start of semester two of that same year. Support services such as Remedial courses i.e., Intensive Math and Algebra 1A/B were not offered during that entire school year. This resulted in students who would normally be assigned Algebra 1A and Intensive Math - were scheduled into regular Algebra 1.

For the 2021/22 school year Algebra 1A/B and Intensive Math courses have been reinstated into the curriculum for those students who have been identified as having the need for these course offerings.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Mathematics for the lowest 25% based on the 2019 state assessments showed the most improvement. For the 1819/2021 SIM results - Mathematics for the lowest 25% came in at 40. For the 2020/21 testing cycle the L25 came in at 26. The largest decrease of the L25 in many years.

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

Students who come into grade 9 scoring a level one or two on the eighth grade Math state assessments are placed into Algebra 1A and an Intensive Math course for support. These Algebra 1A students do not take the FSA Algebra EOC during their 9th grade year. When in 10th grade these same students are scheduled into Algebra 1B and receive additional support. These students are required to take the FSA Algebra EOC in the Spring of their 10th grade year.

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

Students enrolled in Algebra 1A and 1B receive additional support through academic programs utilized for use during classroom instruction and through online Schoology instruction.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Departments for core subject areas (and all others) are encouraged to collaborate, create, research and develop Professional Development Plans based on district progress monitoring and state assessment results. ILT meetings and departmental meetings occur regularly to examine student data collectively and individually.

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

Overall learning gains in both ELA and Math will be addressed by extending explicit standards-based instruction beyond remedial level courses to both regular and honors classes. Assignments and assessments will be aligned with the standards' score and mirror the performance requirements of the standards.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Learning gains in Math during the 2019 school year were 55 as compared to the 2021 school year where learning gains decreased to 25 as calculated in our school grade projection. Learning gains for the L25 for school year 2019 in Math was 49 as compared to the L25 Learning gains for Math in 2021, which was 26. Overall Math achievement in 2019 was 66 as compared to Math achievement in 2021, which was 48.

**Measurable Outcome:** Learning gains for the 2022 school year should return to a minimum of the 50%- 55% average we achieved annually prior to the COVID 19 pandemic.

**Monitoring:** District Benchmark testing, and analyzing the data generated by the ALEK program for Mathematics.

**Person responsible for monitoring outcome:** Michael Staker (stakerm@manateeschools.net)

**Evidence-based Strategy:** Our school has reinstated Algebra 1A and Algebra 1B, along with Intensive Math for the 2021/22 school year. These courses were not offered during the 2020/2021 school year due to the COVID 19 pandemic and the multiple scheduling modalities that had to be offered. There were not enough teaching units to offer these courses during the 2021 school year.

**Rationale for Evidence-based Strategy:** Students who enter high school from middle school scoring a level one or two on the 8th grade state math assessment get the opportunity to get one year's growth in the discipline of Algebra by taking Algebra 1A in 9th grade along with an Intensive Math course, and Algebra 1B in grade 10 (along with an Intensive Math course).

**Action Steps to Implement**

1. Use data from Benchmark testing (School City) and FOCUS (Advanced Reporting) to identify students and the progress they make in Algebra 1A and 1B,
2. Expand opportunities for professional learning activities for teachers in the Mathematics subject area.
3. Offer Inclusion support for those students who struggle.
4. Provide multiple opportunities for students to test and demonstrate proficiency.

**Person Responsible** Michael Staker (stakerm@manateeschools.net)

*No description entered*

**Person Responsible** Michael Staker (stakerm@manateeschools.net)



**#2. Instructional Practice specifically relating to ELA**

|   |   |
|---|---|
| <b>Area of Focus Description and Rationale:</b>   | According to the 2020/21 Federal Percent of Points Index overall ELA Learning Gains calculations for school grade was 50 points. For overall ELA Learning Gains for the L25 - 40 points.  |
| <b>Measurable Outcome:</b>                        | ELA Learning Gains for will increase by 5 points in the 2021/22 school year. This will be accomplished by standards based instruction. District Benchmark assessment monitoring. Intensive reading and math courses. Use of computer based academic programs to enhance study skills and mastery. |
| <b>Monitoring:</b>                                | ILT data study, collaboration planning and implementation of standards based instruction.   |
| <b>Person responsible for monitoring outcome:</b> | Jeannie Galindo (galindoj@manateeschools.net)   |
| <b>Evidence-based Strategy:</b>                   | ILT data study, collaborative planning and implementation of standards based instruction.   |
| <b>Rationale for Evidence-based Strategy:</b>     | The rationale for selecting this specific strategy is based on data provided by the state and district report of schools. School to district averages and district to state averages. This data pinpoints and provides exact evidence of needs.   |

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**#3. ESSA Subgroup specifically relating to Students with Disabilities**

|   |   |
|---|---|
| <b>Area of Focus Description and Rationale:</b>   | SWD for the school year school grade calculation for 2020/21 were: ELA Learning Gains for SWD 41 points. For SWD L25 ELA Learning Gains 33 points for school grade calculation. SWD Mathematics Learning Gains came in at 31 points while SWD Mathematics L25 totals were 35 points.. |
| <b>Measurable Outcome:</b>                        | SWD will increase their ELA Learning Gains and Mathematics Learning Gains by 5 points in the school grade calculation for the 2021/22 school year.  |
| <b>Monitoring:</b>                                | MTSS, ILT, IEP, and 504 mandates will be followed with regular examinations and feedback from staff.  |
| <b>Person responsible for monitoring outcome:</b> | Valencia Lowen (lowenv@manateeschools.net)  |
| <b>Evidence-based Strategy:</b>                   | Data provided by the FLDOE gives school calculations based on SWD achievement and student learning gains in the areas of ELA, Math, Science and Social Studies.   |
| <b>Rationale for Evidence-based Strategy:</b>     | SWD have an array of comprehensive systems for support and monitoring progress. These systems include ESE, MTSS, standards based instruction, monthly meetings, parent contact, file updates.   |

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**#4. ESSA Subgroup specifically relating to English Language Learners**

|   |   |
|---|---|
| <b>Area of Focus Description and Rationale:</b>   | ELL students, according to the 2020/21 Federal Percent of Points Index by Subgroup reports the following. ELA Learning Gains for ELL students reported 43 points in calculating school grade. ELL students were reported at 44 points for ELA L25. For Mathematics, ELL Learning Gains reported at 25 and for ELL L25 Mathematics, 22.  |
| <b>Measurable Outcome:</b>                        | ELL students will increase their ELA Learning Gains by 5 school grade calculations points for the 2021/22 school year. ELL Learning Gains for Mathematics will increase by standards that were average during the pre-COVID school years. This means that Mathematics Learning Gains should increase by over 5 points as these points dropped substantially during the 2020/21 school year (due to COVID-19). |
| <b>Monitoring:</b>                                | As stated, during the 2020/21 school year many courses offering support, remediation and general support were not offered. These courses have been reinstated and students are beginning to take district Benchmark assessment to monitor progress.   |
| <b>Person responsible for monitoring outcome:</b> | Valencia Lowen (lowenv@manateeschools.net)  |
| <b>Evidence-based Strategy:</b>                   | The return to Intensive Reading, Intensive Math, Reading Plus, and other programs will enhance student achievement for this upcoming testing year.  |
| <b>Rationale for Evidence-based Strategy:</b>     |   |

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**#5. ESSA Subgroup specifically relating to Economically Disadvantaged**

**Area of Focus Description and Rationale:** According to the 2020/21 Federal Percent of Points Index by Subgroup, Economically Disadvantaged Students reported in at ELA Learning Gains 41 points. Economically Disadvantaged Students for ELA L25 was 38 points. In Mathematics, Economically Disadvantaged Students totaled 23 points in Mathematics Learning Gains and 21 points in the L25 Learning Gains for Math.

**Measurable Outcome:** Intensive courses have been reinstated from last school year. These include Intensive Reading and Intensive Math. Students who scored at level one or two in ELA and/or Math are automatically scheduled into these support courses.

**Monitoring:** Formative assessment which includes district benchmarks.

**Person responsible for monitoring outcome:** Valencia Lowen (lowenv@manateeschools.net)

**Evidence-based Strategy:** Last year many Intensive courses were not offered due to staffing shortages and student scheduling. Students who attended school full time on-line did not fair well. This is especially true for the Economically Disadvantaged Student.

**Rationale for Evidence-based Strategy:** In pre-COVID school years these Intensive courses are proven to increase student performance in learning gains.

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**When compared to schools statewide, Lakewood Ranch High School falls in the MODERATE category with 2.9 incidents per 100 students. Primary and secondary areas of concern are: drug/public order incidents. Monitoring will take by analyzing discipline data via FOCUS. Consistent enforcement of the Code of Student Conduct. Implementing SEP (Social, Emotional Programs) during period 4 each school day. And, continue to monitor data to look for trends. Also, increased campus supervision.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

For the past few years, SEL (Social and Emotional Learning) has been a highlight of the district. Each year our school is tasked with meeting the SEL requirement. This year, the district has decided to use "Character Strong" as the tool for SEL. "Character Strong" works to teach both SEL competencies and character development. Each grade level has 25 lessons. Each lesson is tailored with the opener, engagement and closer. Often in the classroom we get stuck in our curriculum and don't get to really know our students at a more personal level. These lessons are designed to work on communication and offer a great opportunity for you and your students to get to know one another.

Each 4th period class has an extra 18 minutes a day, which is an extra 90 minutes a week. During your 4th period class, you are to work on "Character Strong". You should complete one lesson a week until the completion of the program. The extra time that is allocated in 4th period is plenty of time to accomplish one lesson. The district assures me that each lesson is around 5-10 minutes, if done daily, or 30-40 minutes, if done once a week. Choose the grade level that most of your students are and complete those lessons. Feel free to pace ahead and use the resources that are on the website. Please note on the lesson plans that you complete throughout the year and turn into your administrator the lesson that you are working on for that week.

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

Jacob Sponsel, Administrative Dean  
 Michael Staker, Assistant Principal  
 Valencia Lowen, Assistant Principal  
 Jeannie Galindo, Assistant Principal  
 Dustin Dahlquist, Principal Lakewood Ranch High School

## Part V: Budget

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

|   |        |  |        |
|---|--------|--|--------|
| 1 | III.A. | Areas of Focus: Instructional Practice: Math | \$0.00 |
|---|--------|--|--------|

|        |        |   |        |
|--------|--------|---|--------|
| 2      | III.A. | Areas of Focus: Instructional Practice: ELA               | \$0.00 |
| 3      | III.A. | Areas of Focus: ESSA Subgroup: Students with Disabilities | \$0.00 |
| 4      | III.A. | Areas of Focus: ESSA Subgroup: English Language Learners  | \$0.00 |
| 5      | III.A. | Areas of Focus: ESSA Subgroup: Economically Disadvantaged | \$0.00 |
| Total: |        |   | \$0.00 |