

Manatee County Public Schools

Lakewood Ranch High School



2021-22 Schoolwide Improvement Plan

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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

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

* 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.

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.

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Lakewood Ranch High School

5500 LAKEWOOD RANCH BLVD, Bradenton, FL 34211

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	20%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (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

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SIP Authority

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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. Build teams to accomplish plans, goals, and priorities. Promote / market the school and its priorities to the community. 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>
Lowen, Valencia	Assistant Principal	<p>Oversee the administration of the testing program for the school. Establish appropriate testing environment and test security. Interpret data for diagnosis, instructional planning and program evaluation. 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>
Fleury, Ann	Teacher, K-12	<p>Mathematics Department Chair and full time Math Teacher. Manage and administer the instructional program so as to ensure all students the opportunity to learn. 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. Manage and administer the instructional program so as to ensure all students the opportunity to learn. 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. Manage and administer the instructional program so as to ensure all students the opportunity to learn. 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. Facilitate a program of family and community involvement. 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	
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	0	579	627	618	593	2417
Attendance below 90 percent	0	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	0	59	52	53	39	203
Course failure in ELA	0	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	0	6	5	1	1	13
Level 1 on 2019 statewide ELA assessment	0	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	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/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62.5		56
	Economically Disadvantaged	68.2		43
	Students With Disabilities	62.5		
	English Language Learners	42.9		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36.6		32
	Economically Disadvantaged	32.1		
	Students With Disabilities	23.5		
	English Language Learners	35.2		
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	28.5		92
	Economically Disadvantaged	37.9		
	Students With Disabilities	37.5		
	English Language Learners	38.5		
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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

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

Area of Focus Description and Rationale:	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.
Measurable Outcome:	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.
Monitoring:	ILT data study, collaboration planning and implementation of standards based instruction.
Person responsible for monitoring outcome:	Jeannie Galindo (galindoj@manateeschools.net)
Evidence-based Strategy:	ILT data study, collaborative planning and implementation of standards based instruction.
Rationale for Evidence-based Strategy:	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

Area of Focus Description and Rationale:	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..
Measurable Outcome:	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.
Monitoring:	MTSS, ILT, IEP, and 504 mandates will be followed with regular examinations and feedback from staff.
Person responsible for monitoring outcome:	Valencia Lowen (lowenv@manateeschools.net)
Evidence-based Strategy:	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.
Rationale for Evidence-based Strategy:	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

Area of Focus Description and Rationale:	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.
Measurable Outcome:	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).
Monitoring:	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.
Person responsible for monitoring outcome:	Valencia Lowen (lowenv@manateeschools.net)
Evidence-based Strategy:	The return to Intensive Reading, Intensive Math, Reading Plus, and other programs will enhance student achievement for this upcoming testing year.
Rationale for Evidence-based Strategy:	

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
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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