Imagine Charter At Lakewood Ranch

leadership
analysis
students
Florida
college and career
mission
school improvement
family and community involvement
striving
achievement
ambitious
teaching
relationships
success
resources
areas of focus
instruction
needs assessment
strategic planning
collaboration
vision
learning
supportive environment
growth

2021-22 Schoolwide Improvement Plan

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Imagine Charter At Lakewood Ranch

10535 PORTAL CROSSING, Bradenton, FL 34211

http://imagineschoolslakewoodranch.org/home/

Demographics

Principal: Selenia Quinones

Start Date for this Principal: 7/24/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
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)	53%
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* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: C (50%) 2016-17: B (56%)
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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Imagine Charter At Lakewood Ranch

10535 PORTAL CROSSING, Bradenton, FL 34211

http://imagineschoolslakewoodranch.org/home/

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)
Combination School PK-8	No	47%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	36%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Imagine Lakewood Ranch, teachers, parents, students, community members, and school leaders are committed providing a unique educational experience for children, that is innovative, exciting, and most importantly, FUN. The enthusiastic, energetic, and dedicated personnel of Imagine Lakewood Ranch will create and environment of academic excellence while fostering both leadership and character within our students. Imagine Lakewood Ranch shall be a learning community filled with achievement and hope where every child will be given and opportunity to succeed.

Provide the school's vision statement.

Imagine School at Lakewood Ranch is an innovative learning community where every child is inspired to succeed.

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
Quinones, Selenia	Principal	Implement the school's charter in collaboration with the school's board of directors and the authorizing institution. Establish and communicate standards for student and professional performance. Continually assess school practices and procedures and adjust them to support the diverse learning needs of students. Assume responsibility for the health, safety and welfare of the students, staff and visitors. Infuse the school culture with Imagine Schools Non-Profit's Measures of Excellence. Demonstrate an understanding of the Imagine Schools Non-Profit Measures of Excellence in the execution of duties. Model positive character virtues and habits. Assist students in developing positive moral and performance character attributes. Responsible for overseeing the financial management of the school, including: development of the annual budget, overseeing the management of accounts payable and accounts receivable, approving payroll, and provision of required financial reports to the board, district and state. Also responsible for seeing that the annual financial audit is completed in a timely manner. Responsible for the hiring and supervision of school personnel. Collaborate and clearly communicate with parents/guardians, and other educators to assist the students. Regularly communicate with all members of the school community. Support the MTSS Process and Data Collecting. Teacher and Staff Florida Consortium Evaluations. Responsible for overseeing Charter Renewal and Accreditation.

Demographic Information

Principal start date

Tuesday 7/24/2012, Selenia Quinones

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.*

2

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.*

11

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

497

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
5

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	73	70	59	64	51	51	52	43	35	0	0	0	0	498
Attendance below 90 percent	29	28	19	25	27	20	37	15	17	0	0	0	0	217
One or more suspensions	2	0	0	0	0	2	0	0	0	0	0	0	0	4
Course failure in ELA	17	18	5	8	1	1	17	8	9	0	0	0	0	84
Course failure in Math	18	12	5	4	2	10	0	0	0	0	0	0	0	51
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	15	4	12	11	0	0	0	0	42
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	15	12	16	12	0	0	0	0	55
Number of students with a substantial reading deficiency	0	24	27	33	25	23	25	24	23	0	0	0	0	204

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	12	10	3	3	1	5	10	11	8	0	0	0	0	63

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	1	0	7	3	5	2	1	3	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/30/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	69	58	54	56	49	46	48	37	41	0	0	0	0	458
Attendance below 90 percent	15	14	10	15	14	14	4	3	4	0	0	0	0	93
One or more suspensions	0	0	0	0	0	0	4	6	2	0	0	0	0	12
Course failure in ELA	10	10	5	0	0	1	0	0	0	0	0	0	0	26
Course failure in Math	4	3	5	0	1	2	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	9	6	9	11	0	0	0	0	35
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	17	4	8	12	0	0	0	0	41

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	5	6	4	0	1	10	7	4	6	0	0	0	0	43

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	5	2	1	3	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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				56%	58%	61%	51%	55%	60%
ELA Learning Gains				55%	57%	59%	49%	55%	57%
ELA Lowest 25th Percentile				51%	52%	54%	36%	48%	52%
Math Achievement				53%	64%	62%	51%	61%	61%
Math Learning Gains				61%	63%	59%	52%	61%	58%
Math Lowest 25th Percentile				54%	55%	52%	42%	54%	52%
Science Achievement				38%	54%	56%	43%	54%	57%
Social Studies Achievement				83%	83%	78%	65%	81%	77%

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**
03	2021					
	2019	69%	51%	18%	58%	11%
Cohort Comparison						
04	2021					
	2019	51%	56%	-5%	58%	-7%
Cohort Comparison		-69%				
05	2021					
	2019	56%	52%	4%	56%	0%
Cohort Comparison		-51%				
06	2021					
	2019	51%	52%	-1%	54%	-3%
Cohort Comparison		-56%				
07	2021					
	2019	62%	48%	14%	52%	10%
Cohort Comparison		-51%				
08	2021					
	2019	40%	54%	-14%	56%	-16%
Cohort Comparison		-62%				

			MATH			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	44%	60%	-16%	62%	-18%
Cohort Comparison						
04	2021					
	2019	70%	65%	5%	64%	6%
Cohort Comparison		-44%				
05	2021					
	2019	45%	60%	-15%	60%	-15%
Cohort Comparison		-70%				
06	2021					
	2019	47%	57%	-10%	55%	-8%
Cohort Comparison		-45%				
07	2021					
	2019	62%	57%	5%	54%	8%
Cohort Comparison		-47%				
08	2021					
	2019	40%	41%	-1%	46%	-6%
Cohort Comparison		-62%				

			SCIENCE			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	32%	48%	-16%	53%	-21%
Cohort Comparison						
08	2021					
	2019	43%	45%	-2%	48%	-5%
Cohort Comparison		-32%				

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	84%	77%	7%	71%	13%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	67%	65%	2%	61%	6%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	61%	-61%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

Kindergarten-STAR Renaissance Learning (Reading and Math)
1st grade-STAR Renaissance Learning (Reading and Math)
2nd grade-STAR Renaissance Learning (Reading and Math)
3rd grade-STAR Renaissance Learning (Reading and Math) / I-Ready Curriculum Associates
4th grade-STAR Renaissance Learning (Reading and Math) / I-Ready Curriculum Associates
5th grade-STAR Renaissance Learning (Reading and Math) / I-Ready Curriculum Associates

6th grade-STAR Renaissance Learning (Reading and Math) / I-Ready Curriculum Associates
7th grade-STAR Renaissance Learning (Reading and Math) / I-Ready Curriculum Associates
8th grade-STAR Renaissance Learning (Reading and Math) / I-Ready Curriculum Associates
Florida Science/FLVS Civics Benchmark Assessment

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20		
	Economically Disadvantaged	24		
	Students With Disabilities	20		
	English Language Learners	1		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	62		
	Economically Disadvantaged	60		
	Students With Disabilities	60		
	English Language Learners	1		

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39		
	Economically Disadvantaged	42		
	Students With Disabilities	36		
	English Language Learners	0		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	38		
	Economically Disadvantaged	46		
	Students With Disabilities	20		
	English Language Learners	33		

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38		
	Economically Disadvantaged	46		
	Students With Disabilities	18		
	English Language Learners	0		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31		
	Economically Disadvantaged	39		
	Students With Disabilities	22		
	English Language Learners	60		

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35		
	Economically Disadvantaged	34		
	Students With Disabilities	27		
	English Language Learners	0		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	32		
	Economically Disadvantaged	48		
	Students With Disabilities	40		
	English Language Learners	0		

Grade 5				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	39		
	Economically Disadvantaged	29		
	Students With Disabilities	46		
	English Language Learners	0		
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	42		
	Economically Disadvantaged	53		
	Students With Disabilities	69		
	English Language Learners	0		
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Science	All Students	24		
	Economically Disadvantaged			
	Students With Disabilities	30		
	English Language Learners	0		

Grade 6				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	30		
	Economically Disadvantaged	28		
	Students With Disabilities	14		
	English Language Learners	0		
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	23		
	Economically Disadvantaged	25		
	Students With Disabilities	38		
	English Language Learners	1		

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29		
	Economically Disadvantaged	27		
	Students With Disabilities	20		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24		
	Economically Disadvantaged	15		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	10		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	21		
	Economically Disadvantaged	11		
	Students With Disabilities	0		
	English Language Learners	0		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25		
	Economically Disadvantaged	34		
	Students With Disabilities	0		
	English Language Learners	0		
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	10		
	Economically Disadvantaged			
	Students With Disabilities	0		
	English Language Learners	0		

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	31	44	55	31	42	25	15				
ELL	21	37		21	28						
BLK	19			13							
HSP	40	38	23	34	27	8	29	64			
WHT	51	45	64	43	40	32	34	75	72		
FRL	40	41	45	32	33	39	21	55	60		
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	37	55	53	45	73	64	33				
ELL	7	29		27	43						
BLK	55	56		45	53						
HSP	46	50	71	63	67		26	80			

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
WHT	60	57	48	53	62	61	43	85	72		
FRL	47	50	54	50	58	50	29	73	62		
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	21	46	38	29	42	29	8				
ELL	27			27							
BLK	44	37		50	50						
HSP	33	39	36	39	64	60					
WHT	57	52	34	53	49	38	48	74	63		
FRL	40	46	35	41	50	32	19	61			

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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	16
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	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	51
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	43
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?

The trends and data show a decrease throughout all grade levels in all areas of ELA, MATH, SCIENCE, and CIVICS and subgroups. Currently the progress monitoring data shows all of the grade levels below 45% of proficiency in ELA. In Math- 1st grade is performing at 60% while all of the other grade levels are performing below 45% proficiency. The ELL subgroup data continues to show a decrease in proficiency. Overall only 5% of the ELL subgroup is proficient. Our ESE subgroup is at 22% of proficiency, while our economic disadvantage students in Middle School grades are below 35% in ELA and Math, 1 grade is at 60%, while 2-5 grades are below 53%. Civics demonstrates a trend with Organization and Functions of Government as the lowest reporting category. Science categories of Earth and Space/Life Science have a trend of lowest results.

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

The data from our current progress monitoring and our 2019 show the following areas as the ones needing improvement. Providing adequate ELL strategies and support to our ELL students in the classroom. The data shows that in Reading "Key Ideas and Details" and "Integration of Knowledge and Ideas" are the lowest areas throughout all grades. All below 50%. In Math, "Numbers and Operations-Fractions", "Geometry", "Operations, Algebraic Thinking", and "Expressions and Equations" as some of the lowest. Math overall has decreased significantly. . Civics with Organization and Functions of Government reporting category. Science Earth and Space/Life Science.

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

The contributing factors to this need for improvement where Covid-19, teacher transition, use of best practices in the classroom instruction, and absentees. Covid-19 caused lots of interruption to the academic instruction and learning environment. Teacher transitioning through the school year also impacted many students, plus monitoring effective best practices in the classroom.

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

The data components that showed the most improvement according to the data and state assessments is not most improvement but more of maintaining high proficiency is "Language and Editing" and "Text-Based Writing". These two areas are ones that have always been able to maintain at 75% or above. The data will also show that grades 1st-2nd are able to show the most impact of growth in proficiency.

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

As shared above is not an improvement is maintaining, it is the ongoing practice the teachers have with the students in their ELA/Writing blocks. With the 1st and 2nd grade growth this attributes to the hard work that teachers provide during their small groups and intervention blocks.

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

At imagine School at Lakewood Ranch we are providing an additional hour block called Success Hour. In this block students will be provided support in their specific area of deficiency. In addition we are currently providing after school academic boot camps to help and support closing the academic gap. This is being done every Tuesday and Thursday.

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.

Teachers will be receiving Professional Development on Fundations, Wilson Learning. I-Ready, Curriculum Associates, on going Professional Development on Best Practices and Strategies to support instruction and engagement.

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

Imagine School at Lakewood Ranch will continue to provide our Success Hour block plus the Academic Boot Camp (as needed). We have also made some changes in our classrooms. We used to have all of our 3rd grade classrooms departmentalized, now we have two classes stand alone, and two departmentalized. This year we have also added an additional Reading block to all of our Middle School students in addition to their ELA block. The effectiveness of the extra Reading block is evaluated annually.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Improve proficiency in categories listed below in addition to our ELL subgroup. Current STAR/IReady Results Overall Proficiency-32% ESE-25% Free and Reduced-29% ELL-5% FSA-Data-ELL subgroup is performing at 35% below the expected 41%. All grade levels apart from 5th grade struggled with the reporting categories of "Key Idea and Details" and "Integration of Knowledge and Ideas" We feel these students need opportunities for immersive reading in the classroom to build background knowledge, vocabulary and grade level content.
Measurable Outcome:	By the end of the school year, the mean Reading Learning Gain for all students will improve from 1.05 to 1.06, as measured by the Fall to Spring Renaissance STAR Reading Assessment. By the end of the school year, the median Reading SGP for all students should be 50 or greater, as indicated by the Renaissance STAR Assessment. By the end of the school year, 60% of students will perform at a Proficient Level or higher, as measured by the FL State Reading Assessment. ELL Subgroup will perform at 45% proficiency or above. 55% of All students and LQ students will demonstrate learning gains.
Monitoring:	The area of focus will be monitored through monthly data chats and progress monitoring meetings, for the purpose of data analysis and determining next steps for instruction. Teachers are expected to present their class data from the following programs and/or diagnostic/progress monitoring assessments: Fundations, I-Ready, STAR Renaissance, and Benchmark Advance.
Person responsible for monitoring outcome:	Selenia Quinones (quinoness@manateeschools.net)
Evidence-based Strategy:	Utilizing the Skills of Metacognition, comprehension, vocabulary, foundational skills of fluency, phonics (word study), speaking and listening. Focusing on student levels and support. Within these programs there are integrated ELD (English Language Development) Strategies for teacher support (Light, Moderate, and Substantial Support).
Rationale for Evidence-based Strategy:	These strategies were selected based on our current data, as well as historical trends from school and state wide assessments. All resources used are district adopted and State approved.

Action Steps to Implement	

This will be monitored via monthly data chats and progress monitoring meetings for the purpose of data analysis. Professional development is also embedded monthly on an as-needed basis.

Person Responsible	Selenia Quinones (quinoness@manateeschools.net)

#2. Leadership specifically relating to Specific Teacher Feedback	
Area of Focus Description and Rationale:	Low percentage of highly effective teachers.

Measurable Outcome:	By the end of the school year, at least 80 % of teachers will demonstrate highly effective teaching, as measured by informal/formal observations and student growth/proficiency data.
Monitoring:	Florida Teacher Evaluation Tool (Florida Consortium), and Student Learning Gains/Proficiency Scores from school and state data.
Person responsible for monitoring outcome:	Selenia Quinones (quinoness@manateeschools.net)
Evidence-based Strategy:	Focus on Instructional Design and Lesson planning, learning environment, instructional delivery and facilitation, and assessment through the use of the Florida Consortium Teacher Evaluation Rubric.
Rationale for Evidence-based Strategy:	Low percentage of highly effective teachers.

Action Steps to Implement

Teachers have been provided with the rubric from the Florida Consortium. Informal walkthroughs are taking place with immediate feedback and follow up meetings. Formal observations will be scheduled. Monthly progress monitoring with data chats and final scores combined, constitute the finalized teacher rating.

Person Responsible	Selenia Quinones (quinoness@manateeschools.net)

#3. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:	Our ELL subgroup fell short of the desired 41% proficiency level on the FL State Assessments.

Measurable Outcome:	45% of ELL students will show learning gains in Reading and Math.
Monitoring:	The area of focus will be monitored through monthly data chats and progress monitoring meetings for the purpose of data analysis and determining next steps for instruction. Teachers are expected to present class data from the following programs and diagnostic/ progress monitoring assessments: Fundations, I-Ready, STAR Renaissance, Benchmark Advance, Go Math, and Big Ideas.
Person responsible for monitoring outcome:	Selenia Quinones (quinoness@manateeschools.net)
Evidence-based Strategy:	Evidence-based strategies to support Area of Focus are verbal/linguistic support, small group, kinesthetic, visuals, extension of digital support tools for listening, speaking, reading, and writing support.
Rationale for Evidence-based Strategy:	These strategies were selected based on the current data and historical trends from school and state wide assessments; with the additional support from the WIDA Assessments and instructional tools.

Action Steps to Implement

No action steps were entered for this area of focus

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Improve proficiency in all categories as scores decreased in all grade levels and all areas. Current STAR/I-Ready Proficiency-30% ESE-34% Free and Reduced-41% ELL-24% Providing an Effective Lesson. Teachers have been provided this guide to help them thoughtfully plan a lesson, but also as a reminder of what we are looking for with their actual lesson execution. For example, we are emphasizing areas we see an overall weakness in: Lesson Introduction/Review to help students understand what they're learning and why, Minimize the 'I Do' portion of the lesson, so students have more opportunities to learn while interacting with the lesson, and lesson closure, whether it is a hot question, exit ticket, or quick informal review.
Measurable Outcome:	By the end of the school year, the mean Math Learning Gain for all students will improve from 1.04 to 1.06 , as measured by the Fall to Spring Renaissance STAR Math Assessment. By the end of the school year, the median Math SGP for all students should be 50 or greater. By the end of the school year, 56 % of students will perform at a Proficient Level or higher, as measured by the FL State Math Assessment. ELL will perform at 45% or above. 50% will demonstrate overall learning and LQ gains.
Monitoring:	The area of focus will be monitored through monthly data chats and progress monitoring meetings for the purpose of data analysis and determining next steps for instruction. Teachers are expected to present class data from Go Math, I-Ready, STAR Renaissance, and Big Ideas.
Person responsible for monitoring outcome:	Selenia Quinones (quinoness@manateeschools.net)
Evidence-based Strategy:	Evidence-based strategy being implemented from Go Math-CRA (concrete, representational, abstract) Model and developing Math Vocabulary. ELL Support through Vocabulary Activities and Language Support (Kinesthetic and Small Group).
Rationale for Evidence-based Strategy:	These strategies were selected based on the current data, as well as historical trends from school and state wide assessments. All resources used are district adopted and State approved.

Action Steps to Implement

This will be monitored through monthly data chats and progress monitoring meetings for the purpose of data analysis. Additionally, monthly professional development is provided on an as-needed basis.

Person Responsible	Selenia Quinones (quinoness@manateeschools.net)

Additional Schoolwide Improvement Priorities

Using the 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.

Our school is currently ranked #34 out of 313 combination schools statewide in the incident ranking category, thus falling into the 'very low' category. We reported .2 incidents per 100 students. This rate is less than the statewide rate of 1.6 incidents per 100 students. Our statewide ranking for suspensions is #1 out of 313 combination schools. Again, we fall into the 'very low' category as our rate of suspension is less than the 5.9 statewide rate. Our primary area of concern is minimizing the incident rate in the Drug/Public Order Incident category, as that is our highest rate at .19 per 100 students. We have increased our level of supervision by monitoring common areas, such as gang restrooms, since that is where incidents of vaping in previous years took place. Our school culture and environment are consistently monitored via student character surveys, given annually, as well as tracking our discipline data on a daily basis. This year, we have begun a new discipline tracking system using "Shark Cards" to increase student accountability. Additionally, we are showcasing appropriate school behaviors (Grades K-4: No 'N's on Report Card: Grades 4-8: No Administrative Intervention) by inviting students to a quarterly rewards party to celebrate their behavioral successes.

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.

Here at Imagine Lakewood Ranch, we consistently strive to strengthen our school culture and environment in a variety of ways. We value the input of our teachers, students, and families and take the results of our annual student and family surveys to heart. We invite and encourage stakeholder participation in the decision-making process of our school. We enjoy having a very involved Parent Action Committee that assists with fundraisers, providing needed items/materials for classrooms and students, as well as spearheading activities/fundraisers to increase community involvement. They consistently show acts of appreciation, by doing nice things for our staff members, thus increasing teacher morale. We also focus on building lasting, positive relationships with our students and families. This sets the stage for increased academic performance and minimal disciplinary issues. We are actively involved with the Positivity Project, where all teachers set aside time daily to embed character development lessons with our students, to help them build positive relationships because they are the cornerstone of health, happiness and resilience and jobs of the future. We acknowledge this is a work in progress, but we're always seeking advice and making the effort to improve in all these areas to continually strengthen the culture and environment of our school.

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

Leisa Arritt-Dean and Character Development Coordinator. Her role is to provide ongoing guidance and support for students. As our school moves more toward a Restorative Practices mindset, we strive to emphasize the positive as opposed to the punitive. All classrooms embed class and individual student goal setting as motivation for positive behavioral choices. We are also showcasing positive behavioral choices school wide by inviting students (K-4: No 'N's on Report Card...4-8: No administrative intervention) to a quarterly rewards party to celebrate their behavioral success. She is also responsible for working with classrooms and spearheading school wide initiatives for character development and service learning. Teachers are provided digital resources, training, and strategies to teach positive psychology's 24 character strengths and empower their students to build positive relationships via the Positivity Project. We also involve students in the decision making process for our school as well as active participation in service learning projects.

Desiree Marquez: School Counselor...Her role is to provide small group and individual counseling for students on an as needed basis or parent request. Centerstone counseling is a community partnership, where their representatives provide developmentally appropriate lessons for our student population. They are also available for individual counseling services as per teacher/parent recommendation. Providing these valuable services helps the students served get the support they need to maintain healthy, positive relationships at school and perhaps even at home.