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# Lakewood Ranch High School

5500 LAKEWOOD RANCH BLVD, Bradenton, FL 34211

<http://www.edline.net/pages/sdmclakewoodranchhs>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)  High School PK, 9-12	<b>2018-19 Title I School</b>  No	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)  23%
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<b>Primary Service Type</b> (per MSID File)  K-12 General Education	<b>Charter School</b>  No	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)  26%
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## School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	A	A	B	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 and position title for each member of the school leadership team.:

Name	Title
Little, Craig	Principal
Lundy, Melinda	Assistant Principal
Lowen, Valencia	Assistant Principal
Galindo, Jeannie	Assistant Principal
Staker, Michael	Assistant Principal
Fleury, Ann	Teacher, K-12
Cummins, Anthony	Teacher, K-12
Thomas, Bryan	Teacher, K-12
Thompson, Terry	Teacher, K-12
Finnegan, Valerie	Teacher, K-12
Fazio, Julie	Teacher, ESE

#### Duties

#### Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Effective school leadership is supported by the Instructional Leadership Team comprised of teacher leaders, a guidance counselor, and a Dean of Students. In addition to the Principal (Craig Little) and Assistant Principals (Melinda Lundy, Valencia Lowen, Jeannie Galindo and Michael Staker, the members include Ann Fleury (Math); Amy Newman (English Language Arts); Tony Cummins (Reading); Bryan Thomas (Science); Patricia Haeussler, Social Studies); Terry Thompson (Fine Arts); Valerie Finnegan (foreign language), Tracy Jordan (guidance counselor) Kent Ringquest (behavior), Michael Koczersut, Physical Education, Julie Fazio (ESE).

A progress monitoring cycle is established to bring the School Leadership Team and the Instructional

Leadership team together every three weeks to review and discuss program data, department data, and student progress in various areas including but not limited to attendance, D/F reports, content area data, discipline, assessments, credits, and GPA for graduation requirements, etc. From this discussion an action plan is created to address the greatest areas of need or targeted focus. During each meeting a review of the previous action plan is discussed and members develop new action items as needed to mirror the continuous improvement model. Action plans are shared with district level support and the Executive Director of Secondary Schools. The roles and responsibilities that contribute to shared decision making include: The role of Coordinator, held by the Principal/Assistant Principals. Their responsibility is to coordinate and oversee the decision making process. These members schedule and attend meetings, provide specific resources for implementation, monitor the fidelity of instruction/intervention, and support effective instruction. The role of Facilitator is rotated between and among team members. The facilitator crafts the agenda, opens the meeting with protocols, outcomes, and expectations connected to our long term purpose of developing and implementing pathways toward student achievement, facilitates participation from team members, clarifies and summarizes information communicated during the meeting; distributes and follows up on action items. The role of Content Specialist, held by department heads from each area of instruction. Their responsibility is to ensure instruction is aligned to standards and curricular materials and methods are suited for the complexity demands of the standards, ensure team members are sufficiently trained, and identify the most effective instructional strategies. The role of Data Manager, held by an Assistant Principal and member of the team. Their responsibility is to collect, organize, distribute, and lead interpretation of key data points to support the decision making process. The role of Time Manager is rotated among team members with the responsibility of honoring time limits for agenda items and redirecting if discussion is off topic. The role of Project Manager is rotated among team members with the responsibility of recording actionable items, descriptive notes, person responsible, deadlines, and completion dates

## Early Warning Systems

**Year 2017-18**

**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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	18	31	45	30	124
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	2	4	7
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	37	20	43	100
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	79	106	107	292

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	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	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected**

Tuesday 8/28/2018

**Year 2016-17 - 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	
Attendance below 90 percent	0	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	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified by the system as exhibiting two or more early warning indicators:**

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

**Year 2016-17 - 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	
Attendance below 90 percent	0	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	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified by the system as exhibiting two or more early warning indicators:**

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

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

Given the assessment data, the lowest component was Algebra 1. This is not illustrated as a trend.

**Which data component showed the greatest decline from prior year?**

Considering the assessment data provided, meeting proficiency targets in Mathematics decreased by 5% from the 2017-2018 school year.

**Which data component had the biggest gap when compared to the state average?**

The school outperformed the state average in every school grade component. The data component with the biggest gap is a 24% difference in Science Achievement (school=91%; state=67%).

**Which data component showed the most improvement? Is this a trend?**

Overall Science Achievement showed the most improvement (24% gain). This is not yet a trend. Proficiency ratings over the past 4 years illustrate a steady pattern.

**Describe the actions or changes that led to the improvement in this area**

Content area reading strategies were highlighted for strategic intervention to increase students' competence with complex text; increased opportunities for departmental



collaborative planning to ensure instructional scaffolding on essential standards to achieve proficiency targets was also a focus. Increased support with reading skills.

**School Data**

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	70%	50%	56%	66%	48%	53%
ELA Learning Gains	59%	51%	53%	54%	45%	49%
ELA Lowest 25th Percentile	52%	45%	44%	43%	35%	41%
Math Achievement	68%	51%	51%	73%	52%	49%
Math Learning Gains	58%	49%	48%	50%	46%	44%
Math Lowest 25th Percentile	60%	49%	45%	48%	38%	39%
Science Achievement	91%	71%	67%	74%	73%	65%
Social Studies Achievement	78%	69%	71%	73%	63%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	18 (0)	31 (0)	45 (0)	30 (0)	124 (0)
One or more suspensions	1 (0)	0 (0)	2 (0)	4 (0)	7 (0)
Course failure in ELA or Math	0 (0)	37 (0)	20 (0)	43 (0)	100 (0)
Level 1 on statewide assessment	0 (0)	79 (0)	106 (0)	107 (0)	292 (0)

**Grade Level Data**

**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	2018	73%	52%	21%	53%	20%
	2017	69%	51%	18%	52%	17%
Same Grade Comparison		4%				
Cohort Comparison						
10	2018	67%	52%	15%	53%	14%
	2017	60%	48%	12%	50%	10%
Same Grade Comparison		7%				
Cohort Comparison		-2%				

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
2018	91%	72%	19%	65%	26%
2017	74%	72%	2%	63%	11%
Compare		17%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	78%	71%	7%	68%	10%
2017	72%	65%	7%	67%	5%
Compare		6%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	64%	65%	-1%	62%	2%
2017	77%	65%	12%	60%	17%
Compare		-13%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	71%	56%	15%	56%	15%
2017	66%	53%	13%	53%	13%
Compare		5%			

**Subgroup Data**

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

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
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

2017 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 2015-16	C & C Accel 2015-16
SWD	19	25	24	38	35	32	37	33		78	42
ELL	24	37	33	50	62			20		79	45
ASN	83	70		86	48			100			
BLK	37	40	34	36	38	28	42	36		78	22
HSP	49	46	33	66	50	42	64	61		85	60
MUL	62	39		74	37		67	83		92	100
WHT	71	57	51	76	51	51	79	76		96	70
FRL	41	40	32	56	46	45	54	56		88	55

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

**Activity #1**

**Title** Mathematics (Algebra 1)

**Rationale** Based on 3 year trends, students in the subgroups mentioned above have declined in proficiency for Algebra 1.

**Intended Outcome** By the end of the 2018-2019 school year, there will be a 2% increase in the number of students\* proficient in Mathematics (\* increase in subgroups: ELL, Hispanic, Students with Disabilities) with emphasis placed on Algebra 1.

**Point Person** Valencia Lowen (lowenv@manateeschools.net)

**Action Step**

**Description** Teachers will engage in collaborative planning to further align lessons and resources to support the targeted standards. In addition to strategic small group instruction, Algebra Nation, a computer adaptive program aligned to the Florida Mathematics Standards, will be used as a supplemental instructional resource. Data chats will be held with individual students grounded in the performance reports generated by the program.

**Person Responsible** Ann Fleury (fleurya@manateeschools.net)

**Plan to Monitor Effectiveness**

**Description** Intensive intervention efforts will be strategically monitoring by administrators and deans assigned to mathematics. Data will be gathered and analyzed for program effectiveness and increased student achievement toward instructional targets monthly and will be shared at the Instructional Leadership Team meetings. Students who are in need of additional support will be identified along with strengths and needs for a differentiated approach.

**Person Responsible** Valencia Lowen (lowenv@manateeschools.net)

**Activity #2**

**Title** English Language Arts

**Rationale** Trend data indicates slight increases over the past 4 years but proficiency levels in schools with similar demographics are still slightly higher.

**Intended Outcome** By the end of the 2018-2019 school year, there will be a 2% increase in proficiency levels In English Language Arts as measured by the Florida Standards Assessment. Overall learning gains and gains in the lower quartile will also increase by 2%.

**Point Person** Melinda Lundy (lundym@manateeschools.net)

Action Step

**Description** Identify reliable data sources and adopt a streamlined approach to analyze data and monitor trends to inform instructional focus.

**Person Responsible** Melinda Lundy (lundym@manateeschools.net)

Plan to Monitor Effectiveness

**Description** Meet with Reading department and ELA department chair to review program data (Reading Plus) and proficiency rates on assessments grounded in targeted standards. Review instructional targets for identified standards, student performance, lesson effectiveness and pacing, mastery of concepts, and corrective feedback.

**Person Responsible** Melinda Lundy (lundym@manateeschools.net)

**Activity #3**

**Title** U.S. History

**Rationale** Trend data indicates proficiency levels have been higher than recently achieved.

**Intended Outcome** By the end of the 2018-2019 school year, there will be a 2% increase in proficiency levels In U.S. History as measured by the U.S. History EOC.

**Point Person** Jeannie Galindo (galindoj@manateeschools.net)

Action Step

**Description** Identify reliable data sources and adopt a streamlined approach to analyze data and monitor trends to inform instructional focus.

**Person Responsible** Jeannie Galindo (galindoj@manateeschools.net)

Plan to Monitor Effectiveness

**Description** Meet with Social Studies department to review targeted standards. Review instructional targets for identified standards, student performance, lesson effectiveness and pacing, mastery of concepts, and corrective feedback. Incorporate weekly progress monitoring checks.

**Person Responsible** Jeannie Galindo (galindoj@manateeschools.net)

#### Activity #4

<b>Title</b>	Acceleration
<b>Rationale</b>	Increase students' motivation for learning and opportunities for academic advancement by providing more academically challenging courses.
<b>Intended Outcome</b>	By the end of the 2018-2019 school year, there will be a 2% increase in the number of students with passing scores in accelerated courses.
<b>Point Person</b>	Michael Staker (stakerm@manateeschools.net)

#### Action Step

<b>Description</b>	Identify reliable data sources and adopt a streamlined approach to analyze data and monitor trends to inform instructional focus.
<b>Person Responsible</b>	Craig Little (little1c@manateeschools.net)

#### Plan to Monitor Effectiveness

<b>Description</b>	Administrators and Deans will be assigned an area of focus to monitor and support.
<b>Person Responsible</b>	Craig Little (little1c@manateeschools.net)

#### Activity #5

<b>Title</b>	Graduation Rate
<b>Rationale</b>	Maintain the trend of graduating 90% > of seniors.
<b>Intended Outcome</b>	For the senior cohort of 2019-2019, 95% of students will earn their high school diploma.
<b>Point Person</b>	Craig Little (little1c@manateeschools.net)

#### Action Step

<b>Description</b>	Establish a task force to identify, monitor, and support at-risk seniors and to motivate the general student body to focus on academic goals.
<b>Person Responsible</b>	Craig Little (little1c@manateeschools.net)

#### Plan to Monitor Effectiveness

<b>Description</b>	Administrators and Deans will be assigned an area of focus to monitor and support.
<b>Person Responsible</b>	Craig Little (little1c@manateeschools.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

Lakewood Ranch maximizes opportunities to communicate with families toward increased involvement by utilizing various technology including a well-developed website that launches with the school's mission and vision statements, Connect Ed - automated voice messaging system, Mustangs Ahead - Online News Letter, The Loop - Online Parent-Parent communication, and individualized websites for each teacher. Additionally, students utilize a daily planner containing pertinent information for tracking progress and parent portals are available for school grading, resources, and practice activities.

Lakewood Ranch is the only high school in Manatee County with an active Parent Association. An Assistant Principal or Dean is in attendance at monthly meetings to ensure effective communication from the home to the school. Families work together to carry out specific activities including 'Mustang of the Quarter' (a quarterly program that honors deserving students who have displayed acts of kindness, compassion, selflessness, and integrity); Holiday Food and Gift Baskets (a program that supports needy migrant families with holiday foods and gifts); Staff Appreciation Day (to recognize the staff for their continued focus and commitment to student achievement). Scholarship Awards (a program that grants scholarships to graduating seniors that exemplify the qualities embodied in the Lakewood Ranch mission statement).

**PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Lakewood Ranch strives to ensure the social-emotional needs of all students are met by providing an academically challenging and supportive environment and maintaining strong relationships with students. The administrative team ensures the school provides a safe and respectable environment and utilizes a Social Worker, School Psychologist, Guidance Counselors, and in specific cases, Deans to mentor and support students in regard to their social-emotional needs. Examples of strategies to build relational connections include: We dine together; New student olympics; Student mentors. Examples of strategies to build environment/culture include: student mentors; collaborative structures; extra-curricular activities.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Guidance counselors build competence and confidence of incoming and outgoing cohorts by providing individual and group support targeted to specific interests and needs of cohort in regard to graduation and college readiness goals. Guidance counselors are instrumental in the transition from middle school and visit our feeder middle schools to provide incoming freshman with an overview of high school course offerings and graduation requirements. Additionally, our career adviser hosts student and parent support and information sessions to guide students and keep them on track for successful school level transitions.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The leadership team inventories resource materials, staff, and allocation of funds to determine the necessary resource materials and personnel available to meet the needs of the students. The leadership team identifies gaps in resources. The following is the process through which the school leadership identifies and aligns available resources to meet the needs of students and maximize desired outcomes:

- ~Analyze targeted student outcomes, data points, data based decisions (here's what, so what. now what)
- ~Conduct problem analysis for multiple areas (curriculum, instruction, assessment, behavior, attendance, engagement)
- ~Identify root causes of problems and any barriers
- ~Develop and target intervention strategies including professional learning for teachers
- ~Identify and implement progress monitoring and a system to collect data
- ~Review data with instructional leadership team
- ~Develop action plan to strengthen Tier 1 instruction and support SIP goals
- ~Communicate with all stakeholders
- ~Access process and make refinements

The team members noted above are responsible for the process. Meetings are scheduled monthly with consideration for the district calendar and predetermined dates for assessments to maximize opportunities to analyze assessment data and make data based decisions.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Lakewood Ranch promotes college and career readiness by establishing partnerships with business, local industries, and community organizations. Throughout the school year, various presentations are presented to 10th - 12th grade students regarding career and college opportunities. Students meet within specific learning communities and attend either a presentation given by an industry professional or their homeroom teacher. The presentation or lesson is designed to help inspire and teach the students about the various career options available to them as well as give them valuable lessons and tools to help prepare them for post-secondary success. Additionally, Lakewood Ranch has a full time Career Adviser that utilizes Academies, College and Career Day, Surveys, and Guest Speakers to provide career specific direction and guidance in preparing students for future employment opportunities embodying 21st century skills.

Lakewood Ranch also promotes increased student participation and performance in accelerated courses that integrate instruction in college readiness topics and strategies to promote students' self-management and personal responsibility for academic success.

## Part V: Budget

**Total:**

**\$9,500.00**