Manatee County Public Schools

Lakewood Ranch High School

2016-17 Schoolwide Improvement Plan

Lakewood Ranch High School

5500 LAKEWOOD RANCH BLVD, Bradenton, FL 34211

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

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School PK, 9-12	No	24%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items

- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Lakewood Ranch High School

DA Region and RED	DA Category and Turnaround Status
Southwest - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The staff at Lakewood Ranch understands the school's climate and culture have a profound impact on student achievement and behavior. Teachers are encouraged to demonstrate an understanding that students come from different cultures and backgrounds and recognize the importance of valuing students' sense of belonging. The school supports effective communication, mutual respect, and teaching from diverse perspectives. The school supports clubs and organizations that are multicultural in demographic makeup. The respective clubs are supported by teachers who understand academic achievement and student behavior are influenced by the quality of the teacher and student relationship.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Lakewood Ranch creates a safe and supportive school environment by identifying, clearly communicating, and supporting expectations for a safe and respected environment. Parameters to maintain a safe and respected environment are introduced and discussed in preschool orientation meetings attended by students, parents, community members, and faculty. Grade level meetings are held as forums where students are encouraged to strive for excellence and learn expectations for behavior grounded in the code of conduct. Administrative presence and support from disciplinary Deans provide fair and consistent monitoring and supervision of all areas of the campus before, during, and after school and at all sports and activities. All staff members share in the responsibility of maintaining a safe and respectful environment.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school employs a discipline matrix to support the behavioral expectations made clear during preschool orientation, grade level meetings, and the systems established

within the classrooms to promote a safe and respectful learning environment. Additionally, the school employs a three-tiered system of behavior instruction and support guided by a behavior map that identifies core, supplemental, and intensive criteria for interventions, look-fors, and progress monitoring of standard behavior. When needed, specific cases are addressed using a multi-tiered system of student support to positively affect student performance and behavior.

d. 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 theschool 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. The school also reaches out to student services and community programs such as Big Brother/Big Sister to provide additional counseling and mentorship.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

This section will be voluntarily completed using data generated for the 2016-2017 school year as it comes available. Lakewood Ranch High School's early warning system is a proactive problem-solving approach based on key indicators listed below.
Attendance - missed 10% or more instructional time;
Referrals and Suspensions -four or more behavior referrals and/or one or more referrals with suspension;
Course Failures - three or more failed courses in any subject; special focus on ELA and Math
Credits and GPA - grade point average less than 2.0

b. Provide the following data related to the school's early warning system

1. 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	
One or more suspensions	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	
Level 1 on statewide assessment	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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

School wide assessment data for the 2016-2017 school year will be reviewed frequently by the data team to identify the greatest area of need for each grade level. Data will also be culled for categorical themes so appropriate intervention strategies are selected and employed.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Lakewood Ranch maximizes opportunities to communicate with families toward increased involvement by utilizing various technology including a well-developed website that launches with the schools' 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 every monthly meeting 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).

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Lakewood Ranch builds and sustains partnerships with the local community by actively and aggressively pursuing sponsorship and business partners to support academic and athletic programs as well as Art, Business & Technology, and Public Service & Health Academies. Various community outreach methods are employed including invitations, breakfast buffets, family events, etc. The events are all designed to build a strong connection with the community and secure resources to support opportunities to prepare students for post-secondary success.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. 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
Mullen, Michael	Assistant Principal
Lowen, Valencia	Assistant Principal
Trent, Shawn	Other

b. Duties

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

In addition to the School Leadership Team members listed above, 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 and Assistant Principals, the members include Ann Fleury (Math); Irene Nikitopoulos (English Language Arts); Tony Cummins (Reading); Bryan Thomas (Science); Dave Frantz (Social Studies); Terry Thompson (Fine Arts); Valerie Finnegan (foreign language), Tracy Jordan (guidance counselor) Michael Escorcia (behavior), Kent Rinquist, 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.

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 or 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Craig Little	Principal
Mike Mullen	Student
Debbie Towe	Parent
Robyn Richards	Parent
Bridget Mendel	Parent
Patricia Rozek-Potter	Parent
Jill Mullins	Teacher
Lissa Prezzama	Parent
Diane Bartoszek	Parent
Karen Jackson	Business/Community
Susan Rodgers	Teacher
Irene Nikitopolous	Teacher
Mark Mendel	Parent
Hugo Perez	Parent
Valerie Trat	Parent
Tori Boudreau	Parent
Rachel Towe	Student
Linda Cox	Parent
Karen Hasku	Parent
Dewayne McFarlin	Parent
Andra Sanchez	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

On May 5, 2016, during the last SAC meeting held for the 2015-16 school year, SAC completed a self-evaluation assessment to determine if the activities completed had a direct influence in meeting the strategic action plan of the school. SAC also evaluated the degree of alignment with the goals of the School Improvement Plan (SIP). It was determined that SAC was highly effective in supporting the goals of LRHS and its SIP.

b. Development of this school improvement plan

The school improvement plan is developed with school based members of the School Improvement committee, district support, and School Advisory Council representation. Members of the SAC committee receive a link to review the draft of the SIP and are asked to provide recommendations on specific components of the plan such as goals for the school and strategies and evaluation procedures to measure student performance or generate questions if clarification is needed. The goals outlined in the SIP will be examined and discussed at the monthly meeting. After thoughtful analysis of the goals any suggestions for revision will be addressed then approval of the plan will be requested.

c. Preparation of the school's annual budget and plan

The SAC chair works directly with LRHS administration and the bookkeeper to determine available Lottery Funds. If funds continue to be available, a plan will be established to make the best use of those funds. It is recommended that mini grants are awarded to teachers who can substantiate a need that is aligned with goals stated within the SIP.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Funds available for use last year equaled $8,783. Of this amount, $6,520 was allotted to award various mini grants to teachers. These funds were awarded to classroom teachers, club sponsors, and program leaders who met the grant application criteria. Each grant had to be aligned with the school's strategic action plan and SIP goals. Teachers, club sponsors, and program leaders wrote a grant asking for assistance in purchasing books, remediation tools, equipment, or supplies that would help students achieve. Additionally, $1,000. was used to purchase curriculum guides for students' instructional planning for the upcoming school year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

During the SAC Self-Evaluation process it was determined that the SAC program at LRHS is in compliance with section 1001.452 of the Florida Statutes

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Little, Craig	Principal
Lundy, Melinda	Assistant Principal
Cummins, Anthony	Teacher, K-12
Colson, Roberta	Teacher, K-12
Escorica, Michael	Dean
Nikitopoulos, Irene	Teacher, K-12
Fazio, Julie	Teacher, ESE
Fleury, Ann	Teacher, K-12
Frantz, Dave	Teacher, K-12
Thomas, Bryan	Teacher, K-12
Thompson, Terry	Teacher, K-12
Finnegan, Valerie	Teacher, K-12
	Teacher, Adult

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The LLT aka the Instructional Leadership Team (ILT) provides leadership for the implementation of goals, strategies, and actionable items within the SIP related to building capacity and increasing student achievement in reading and writing across all content areas. Collectively, the team monitors and reviews data and progress toward obtaining related SIP goals. Data is reviewed school wide and for individual teachers to provide targeted instructional support. Members of the ILT are content experts with a Masters Degree in Reading. The expertise from the group is instrumental in providing purposeful professional learning opportunities related to content area literacy to enhance instruction toward strengthening students' critical/analytic thinking skills, vocabulary, and ability to read increasingly complex texts. The literacy standards for the grade level band are carefully analyzed and evidence of meeting/exceeding the expectations of the standards are look fors in the data.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The administrative team at Lakewood Ranch understands that collegial relationships are important in collaborative schools. Therefore, strategies to support positive working relationships include establishing collaborative planning partners within and across disciplines. Collaborative partners analyze student data and utilize effective discussion and problem solving techniques, share ideas and knowledge to collaboratively plan toward high student achievement, engage in teacher-teacher observation to promote idea exchanging techniques and instructional approaches to build common instructional language. In an effort to build interactive and supportive relationships to meet school improvement goals, Professional Learning Communities, Teacher Collaborative Teams, Data Teams, and Interdisciplinary Teams meet regularly throughout the school year. Additionally, Inclusion teaching teams consisting of ESE certified teachers and English Language Arts and Math teachers collaboratively teach to effectively meet the diverse needs of ESE students.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The administrative team at Lakewood Ranch High School recognizes one of the most important jobs we hold is to provide our students with highly qualified, certified-in-field, effective teachers. Therefore we maintain regular contact with universities and recruitment agencies and compete locally, statewide, and nationally for the best teachers. We monitor and support new hires with teacher mentors established at both the district and school level to support smooth and successful transitions into the field of teaching.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The administrative team at Lakewood Ranch High School is sensitive to the needs of new teachers and provides proper resources, training, materials, and support. The mentoring program is launched with a welcome breakfast where teachers are introduced to planning partners and support staff. A specific section in the faculty handbook is dedicated to supporting new teachers in regard to policy and procedure. The mentoring program includes pairing with a verteran teacher, scaffolded department meetings, and the

procedure and practice related to discipline for effective classroom management. Additionally, district based mentors are provided to new teachers. Mentors make weekly contact and work with new teachers one on one to develop plans, strengthen instruction, and support professional growth for enhanced student achievement.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Core instructional programs, materials, and resources are evaluated by the district and lead teachers at the school. The school leadership team further evaluates these programs and materials for alignment to Florida standards to ensure the appropriate level of complexity in teaching, learning, and assessment. Teachers are engaged in opportunities to unpack the Florida standards to gain a deeper understanding of what students are expected to know, understand, and do. Professional learning opportunities are provided monthly to build confidence in instructional decisions to support achieving grade level expectations.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Lakewood Ranch uses a variety of data systems to collect and analyze data toward increasing student achievement for a diverse group of students. Data is generated from core instructional programs, district benchmark assessments, and grade level formative assessments. A Data Team comprised of school leaders and an Instructional Leadership Team meets regularly to analyze specific data points from targeted reports and assessments that measure instructed standards and discuss targets for increased instructional focus. Members of the Instructional Leadership Team meet with Teacher Collaborative Teams to further breakdown student progress toward instructional targets and to identify how instruction can be modified or supplemented to assist students in meeting proficiency targets for grade level standards.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

Core academic support provided by content area teacher(s). This strategy includes migrant and ESOL students.

Strategy Rationale

Tutoring focuses on key instructional targets and is supported with corrective feedback.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Little, Craig, little1c@manateeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Formative assessment data aligned to instructional targets.

Strategy: Summer Program

Minutes added to school year: 0

Identify low level 1 and 2 math students and provide them with small learning groups to remediate them on ...concepts for Alg 1 EOC or equivalent graduation requirements...

Strategy Rationale

Helps to promote graduation

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Little, Craig, little1c@manateeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Test score data from Alg EOC and PERT math is collected via online score reporting from Pearson, FSA, and PERT. Data is analyzed by data team members including math ..... for prescriptive instructional strategies.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. 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.

b. College and Career Readiness

1. 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 is a Wall to Wall Career Academy School. All students are in one of four small learning communities (Freshman Learning Center; Business & Technology Academy; Public Service & Health Academy, or Art Academy). Throughout the school year, various presentations are presented to 10th - 12th grade students regarding career and college opportunities. Students meet within their learning community and attend either a presentation given by an industry professional or their academy 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.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Art Academy: Computer Graphics; Web Design; Game & Simulation Design. Industry Certifications include: Adobe Photoshop ADOBE022; Adobe Dreamweaver ADOBE010; Adobe Flash ADOBE011; Adobe Premier Pro ADOBE018; Adobe Illustrator ADOBE20; Adobe InDesign ADOBE021.
Business & Technical Academy: Engineering Technology; Television Production; Drafting; Web Design; Introduction to Information Technology. Industry Certifications include: Adobe Photoshop & Dreamweaver; Adobe Premier Pro & Flash; Microsoft Office Bundle MICRO069; MSSC MSSCN001; Solidworks; SOLID003; RECF Robotics: RECFN001; RECFN002.
Public Service & Health Academy: Early Childhood Education; Agritechnology. Industry Certifications include: Ag Technician FLFBR001; Holticulture Prof. FNGLA001; Child Development Assoc. CPREC001; CNA FDMQA002; EMT NREMT001; Culinary, ServSafe NRAEF003.
Additionally, Public Service and Health Courses offered via dual enrollment at Manatee

Technical College (MTC) include: Firefighting; Nursing Assistant; Emergency Medical Technician; Dental Assisting; Culinary.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

In our career and technical education program, students practice core competencies in math, reading, and writing. Collaboration between the career and technical education teacher and the English, math, and science department occurs for cross curricular projects with an eye on college and career readiness standards.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

In addition to hosting several informative sessions from college admissions counselors, the school hosts an annual field trip to Manatee Technical College (MTC) to expose students to technical education careers. College and career fairs are held on site in the Spring to host approximately 60 post-secondary institutions.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. In 2016-2017, Lakewood Ranch High School will increase proficiency achievement levels by 2% in English Language Arts as measured by the Florida Standards Assessment with a 6% increase in learning gains and a 6% increase of gains in the lower quartile; 2% in Science as measured by Biology EOC; 3% in Mathematics as measured by Florida Standards Assessment with a 6% increase in learning gains and a 6% increase of gains in the lower quartile; and 3% in US History as measured by the US History EOC.

G2. In 2016-2017, Lakewood Ranch High School will increase the amount of students with passing scores in accelerated courses by 6%.

G3. In 2016-2017, Lakewood Ranch High School will maintain a 94% graduation rate.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. In 2016-2017, Lakewood Ranch High School will increase proficiency achievement levels by 2% in English Language Arts as measured by the Florida Standards Assessment with a 6% increase in learning gains and a 6% increase of gains in the lower quartile; 2% in Science as measured by Biology EOC; 3% in Mathematics as measured by Florida Standards Assessment with a 6% increase in learning gains and a 6% increase of gains in the lower quartile; and 3% in US History as measured by the US History EOC. `1a`

🔑 G085863

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains District Assessment	65.0
Algebra I EOC Pass Rate	61.0
Bio I EOC Pass	77.0
U.S. History EOC Pass	80.0
Geometry EOC Pass Rate	61.0
Math Gains	60.0

Targeted Barriers to Achieving the Goal `3`

- systemic and efficient data management system to collect data points, sort data, and monitor student progress; lack of instructional resources; technology issues that hinder efficient use of acceleration and intervention programs; shortage of high quality teachers to reduce class size, and time restrictions for in-depth training, planning, and collaboration.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Key personnel will be utilized to support data tracking, professional development, collaborative planning, and progress monitioring.

Plan to Monitor Progress Toward G1. `8`

Person Responsible

Schedule

Evidence of Completion

G2. In 2016-2017, Lakewood Ranch High School will increase the amount of students with passing scores in accelerated courses by 6%. `1a`

🔑 G085864

Targets Supported `1b`

Indicator	Annual Target
District Grade - Percentage of Points Earned	67.0

Targeted Barriers to Achieving the Goal `3`

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Host College and Career Fairs to showcase Career and Technical courses tied to Industry Certification.

G3. In 2016-2017, Lakewood Ranch High School will maintain a 94% graduation rate. `1a`

`🔑 G085865`

Targets Supported `1b`

Indicator	Annual Target
College Readiness Reading	94.0
College Readiness Mathematics	94.0
4-Year Grad Rate (At-Risk)	94.0

Targeted Barriers to Achieving the Goal `3`

- systemic and efficient data management system to collect data points, sort data, and monitor student progress, lack of instructional resources, technology issues that hinder efficient use of intervention programs; shortage of high-quality teachers to reduce class size, and time restrictions for in-depth training, planning, content mapping, and collaboration; counseling and mentoring programs to support student buy-in when vocational and technical training is not available until Senior year

Resources Available to Help Reduce or Eliminate the Barriers `2`

- district approved resources that support the 12 graduation options available to our high schools, focused leadership team, dedicated personnel willing to collaborate toward common goals and promote common instructional language and methodology, professional development opportunities, and instructional support for intervention programs

Plan to Monitor Progress Toward G3. `8`

Data that illustrates growth toward proficiency targets.

Person Responsible
Craig Little

Schedule
Every 3 Weeks, from 8/10/2016 to 5/27/2017

Evidence of Completion
Action Plans from Teacher Collaborative Teams

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. In 2016-2017, Lakewood Ranch High School will increase proficiency achievement levels by 2% in English Language Arts as measured by the Florida Standards Assessment with a 6% increase in learning gains and a 6% increase of gains in the lower quartile; 2% in Science as measured by Biology EOC; 3% in Mathematics as measured by Florida Standards Assessment with a 6% increase in learning gains and a 6% increase of gains in the lower quartile; and 3% in US History as measured by the US History EOC. 1

🔑 G085863

G1.B1 systemic and efficient data management system to collect data points, sort data, and monitor student progress; lack of instructional resources; technology issues that hinder efficient use of acceleration and intervention programs; shortage of high quality teachers to reduce class size, and time restrictions for in-depth training, planning, and collaboration. 2

🔑 B228157

G1.B1.S1 Identify reliable data sources and adopt a streamlined approach to analyze data and monitor trends to inform instructional focus. 4

🔑 S240748

Strategy Rationale

This will help reduce the barrier of not having a reliable and systemic data management system. It will also empower the teachers to make informed instructional decisions.

Action Step 1 5

Refresh training on the data team process for identifying types and purposes of data for data team members. Select reports will be analyzed by the teacher and data team members to monitor fidelity of the implementation of the effectiveness of reaching proficiency targets. All stakeholders will plan for implementation and sustainability. Our goal is to monitor English Language Arts for a 2% overall goal in proficiency with a 6% gain in Learning Gains and 6% increase in gains made in the lower quartile; Mathematics for a 3% overall goal in proficiency with a 6% gain in Learning Gains and a 6% increase in gains made in the lower quartile; monitor Biology for 2% gain in proficiency and monitor US History for a 3% gain in proficiency.

Person Responsible

Craig Little

Schedule

Quarterly, from 9/20/2016 to 5/26/2017

Evidence of Completion

Data generated will be evaluated and monitor in regard to efficiency to collect and sort data points to inform student progress and instructional focus toward meeting the expectations of grade level standards.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Data team members will meet with department chairs to review instructional targets for identified standards, student performance, lesson effectiveness and pacing, mastery of concepts, and corrective feedback.

Person Responsible

Melinda Lundy

Schedule

On 5/26/2017

Evidence of Completion

Data collection and tracking of performance reports, small group data, benchmark data, feedback.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Administrators and Deans will be assigned an area focus for each department to monitor and support.

Person Responsible

Craig Little

Schedule

Every 3 Weeks, from 9/21/2016 to 5/26/2017

Evidence of Completion

Action plans with teacher collaborative teams that evidence strategies for building capacity.

G3. In 2016-2017, Lakewood Ranch High School will maintain a 94% graduation rate. 1

🔑 G085865

G3.B1 systemic and efficient data management system to collect data points, sort data, and monitor student progress, lack of instructional resources, technology issues that hinder efficient use of intervention programs; shortage of high-quality teachers to reduce class size, and time restrictions for in-depth training, planning, content mapping, and collaboration; counseling and mentoring programs to support student buy-in when vocational and technical training is not available until Senior year 2

🔑 B228159

G3.B1.S1 Identify reliable data sources and adopt a streamlined approach to analyze data and monitor trends to inform instructional focus. 4

🔑 S240750

Strategy Rationale

This will help to reduce the barrier of not having a reliable and systemic data management system. It will also empower teachers to make informed instructional decisions.

Action Step 1 5

Data team members will be trained on the data team process and on identifying types and purposes of data. Select reports will be anlayzed by the the teacher and the data team members to monitor fidelity of the implementation and the effectiveness of reaching proficiency targets. All stakeholders will plan for implementation and sustainability.

Person Responsible

Craig Little

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Data generated will be evaluated and monitored in regard to efficiency to collect and sort data points to inform student progress and instructional focus toward meeting the expectations of grade level standards.

Action Step 2 5

Establish a task force to identify, monitor, and promote the performance of the lower quartile in an effort to reach academic goals. The task force will be a cross-curriculum approach and will include members from each content area as well as members from guidance, discipline, and ESE. The action focus for the task force will include: remediation, parent education, a partnership with parents, extrinsic and intrinsic student buy-in, and both group and individual mentoring.

Person Responsible

Melinda Lundy

Schedule

On 5/5/2017

Evidence of Completion

Meetings, sign-in sheets, agenda, meeting notes, specific action plans as task force evolves.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Data team members will meet with the department chairs to review instructional targets for identified standards, student performance, lesson effectiveness and pacing, mastery of concepts, corrective feedback.

Person Responsible

Craig Little

Schedule

Monthly, from 9/14/2016 to 5/1/2017

Evidence of Completion

Data collection and tracking of performance reports, small group data, benchmark data, feedback.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

The task force's core committee will coordinate and monitor the function of the task force.

Person Responsible

Anthony Cummins

Schedule

On 5/1/2017

Evidence of Completion

Meeting agendas, sign-in sheets, meeting notes, data points including attendance, behavior, and core academics

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Adminstrators will be assigned to each department for monitoring and support.

Person Responsible

Craig Little

Schedule

Every 3 Weeks, from 8/10/2016 to 5/27/2017

Evidence of Completion

Action plans with teacher collaborative teams that evidence strategies for building capacity.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M320366	[no content entered]		No Start Date		No End Date one-time
G3.B1.S1.MA1 M320368	Data team members will meet with the department chairs to review instructional targets for...	Little, Craig	9/14/2016	Data collection and tracking of performance reports, small group data, benchmark data, feedback.	5/1/2017 monthly
G3.B1.S1.MA3 M320369	The task force's core committee will coordinate and monitor the function of the task force.	Cummins, Anthony	9/21/2016	Meeting agendas, sign-in sheets, meeting notes, data points including attendance, behavior, and core academics	5/1/2017 one-time
G3.B1.S1.A2 A311646	Establish a task force to identify, monitor, and promote the performance of the lower quartile in...	Lundy, Melinda	9/20/2016	Meetings, sign-in sheets, agenda, meeting notes, specific action plans as task force evolves.	5/5/2017 one-time
G1.B1.S1.MA1 M320364	Administrators and Deans will be assigned an area focus for each department to monitor and support.	Little, Craig	9/21/2016	Action plans with teacher collaborative teams that evidence strategies for building capacity.	5/26/2017 every-3-weeks
G1.B1.S1.MA1 M320365	Data team members will meet with department chairs to review instructional targets for identified...	Lundy, Melinda	9/21/2016	Data collection and tracking of performance reports, small group data, benchmark data, feedback.	5/26/2017 one-time
G1.B1.S1.A1 A311644	Refresh training on the data team process for identifying types and purposes of data for data team...	Little, Craig	9/20/2016	Data generated will be evaluated and monitor in regard to efficiency to collect and sort data points to inform student progress and instructional focus toward meeting the expectations of grade level standards.	5/26/2017 quarterly
G3.B1.S1.A1 A311645	Data team members will be trained on the data team process and on identifying types and purposes of...	Little, Craig	8/10/2016	Data generated will be evaluated and monitored in regard to efficiency to collect and sort data points to inform student progress and instructional focus toward meeting the expectations of grade level standards.	5/26/2017 monthly
G3.MA1 M320370	Data that illustrates growth toward proficiency targets.	Little, Craig	8/10/2016	Action Plans from Teacher Collaborative Teams	5/27/2017 every-3-weeks
G3.B1.S1.MA1 M320367	Administrators will be assigned to each department for monitoring and support.	Little, Craig	8/10/2016	Action plans with teacher collaborative teams that evidence strategies for building capacity.	5/27/2017 every-3-weeks

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. In 2016-2017, Lakewood Ranch High School will increase proficiency achievement levels by 2% in English Language Arts as measured by the Florida Standards Assessment with a 6% increase in learning gains and a 6% increase of gains in the lower quartile; 2% in Science as measured by Biology EOC; 3% in Mathematics as measured by Florida Standards Assessment with a 6% increase in learning gains and a 6% increase of gains in the lower quartile; and 3% in US History as measured by the US History EOC.

G1.B1 systemic and efficient data management system to collect data points, sort data, and monitor student progress; lack of instructional resources; technology issues that hinder efficient use of acceleration and intervention programs; shortage of high quality teachers to reduce class size, and time restrictions for in-depth training, planning, and collaboration.

G1.B1.S1 Identify reliable data sources and adopt a streamlined approach to analyze data and monitor trends to inform instructional focus.

PD Opportunity 1

Refresh training on the data team process for identifying types and purposes of data for data team members. Select reports will be analyzed by the teacher and data team members to monitor fidelity of the implementation of the effectiveness of reaching proficiency targets. All stakeholders will plan for implementation and sustainability. Our goal is to monitor English Language Arts for a 2% overall goal in proficiency with a 6% gain in Learning Gains and 6% increase in gains made in the lower quartile; Mathematics for a 3% overall goal in proficiency with a 6% gain in Learning Gains and a 6% increase in gains made in the lower quartile; monitor Biology for 2% gain in proficiency and monitor US History for a 3% gain in proficiency.

Facilitator

Data Leadership Team Members: Melinda Lundy and Craig Little

Participants

Data Team Members: Fleury; Nikitopoulos; Cummins; Thomas; Frantz; Thompson; Finnegan; Escorcia; Fazio; Wondering

Schedule

Quarterly, from 9/20/2016 to 5/26/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Refresh training on the data team process for identifying types and purposes of data for data team members. Select reports will be analyzed by the teacher and data team members to monitor fidelity of the implementation of the effectiveness of reaching proficiency targets. All stakeholders will plan for implementation and sustainability. Our goal is to monitor English Language Arts for a 2% overall goal in proficiency with a 6% gain in Learning Gains and 6% increase in gains made in the lower quartile; Mathematics for a 3% overall goal in proficiency with a 6% gain in Learning Gains and a 6% increase in gains made in the lower quartile; monitor Biology for 2% gain in proficiency and monitor US History for a 3% gain in proficiency.	$0.00
2	G3.B1.S1.A1	Data team members will be trained on the data team process and on identifying types and purposes of data. Select reports will be anlayzed by the the teacher and the data team members to monitor fidelity of the implementation and the effectiveness of reaching proficiency targets. All stakeholders will plan for implementation and sustainability.	$0.00
3	G3.B1.S1.A2	Establish a task force to identify, monitor, and promote the performance of the lower quartile in an effort to reach academic goals. The task force will be a cross-curriculum approach and will include members from each content area as well as members from guidance, discipline, and ESE. The action focus for the task force will include: remediation, parent education, a partnership with parents, extrinsic and intrinsic student buy-in, and both group and individual mentoring.	$0.00
		Total:	**$0.00**