

Manatee County Public Schools

# Lakewood Ranch High School



## 2019-20 Schoolwide Improvement Plan

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# Lakewood Ranch High School

5500 LAKEWOOD RANCH BLVD, Bradenton, FL 34211

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

## Demographics

**Principal: Dustin Dahlquist**

Start Date for this Principal: 6/19/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School PK, 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	23%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: A (67%) 2017-18: A (70%) 2016-17: A (64%) 2015-16: B (58%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	N/A

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

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## School Demographics

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

## School Grades History

Year Grade	2018-19	2017-18	2016-17	2015-16
	A	A	A	B

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## SIP Authority

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

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

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

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

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

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

### School Leadership Team

#### **Membership**

Identify the name, email address and position title for each member of the school leadership team:



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

Name	Title	Job Duties and Responsibilities
		<p>Supervise transportation services at the assigned school.                      Coordinate the supervision of all extracurricular programs at the assigned school.</p> <p>Student Support Services                      Facilitate a program of family and community involvement.                      Supervise the guidance program to ensure individual student educational and developmental needs are addressed.                      Work with parents to resolve complaints or concerns.                      Serve as final arbitrator for serious discipline problems.                      Develop and maintain positive school / community relations and act as liaison between the two.                      Direct and develop the recruitment of Business Partners to benefit the school and community.                      Supervise transportation services at the assigned school.                      Coordinate the school food service program at the assigned school including the free and reduced food service requirements.</p> <p>Personal / Professional Employee Qualities                      Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.                      Model and maintain high standards of professional conduct.                      Set high standards and expectations for self, others, and school.                      Use appropriate interpersonal styles and methods to guide individuals and groups to task an accomplishment.                      Use effective communication techniques with students, teachers, parents, and stakeholders.                      Model effective listening and positive interaction skills.                      Participate in District management meetings and other activities to enhance professional development.</p> <p>Leadership                      Provide leadership and direction for all aspects of the school's operation.                      Exercise proactive leadership in promoting the vision and mission of the District.                      Establish and actively pursue a vision and mission for the school in collaboration with staff, parents, students, and other stakeholders.                      Build teams to accomplish plans, goals, and priorities.                      Promote / market the school and its priorities to the community.                      Facilitate and coordinate the development of the School's Improvement Plan.                      Initiate programs and organize resources to carry out the School Improvement Plan.                      Provide recognition and celebration for student, staff, and school accomplishments.                      Access District and community resources to meet school needs.                      Maintain visibility and accessibility on the school campus and at school-related activities and events.                      Establish guidelines for proper student conduct and implement</p>

Name	Title	Job Duties and Responsibilities
		<p>disciplinary procedures and policies that ensure a safe and orderly environment.                      Anticipate difficult situations and develop plans to handle them.                      Establish procedures used in the event of school crisis and / or civil disobedience and provide leadership in the event of such incidents.                      Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.                      Deal with problems associated with change.                      Perform other incidental tasks consistent with the goals and objectives of this position.</p>
<p>Lowen, Valencia</p>	<p>Assistant Principal</p>	<p>PERFORMANCE RESPONSIBILITIES:                      Assist the Principal in providing leadership, direction, and oversight for the administrative and instructional functions of the school.                      Assist in developing a school curriculum guide to be utilized by students as they register for classes.                      Assist in developing a process for registration and monitor its implementation.                      Assist in coordinating the school's accreditation programs.                      Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions.                      Oversee the administration of all testing programs at the school.                      Administer drop-out prevention program.                      Assist Principal with interviews and selection of personnel.                      Assist in providing teachers and students with a safe and secure teaching/learning environment.                      Supervise extracurricular activities.                      Work with staff to establish a plan for personal and professional growth.                      Provide curriculum and instructional leadership.                      Seek and support School business Partners.                      Demonstrate a proactive orientation in recognizing and solving school problems.                      Anticipate potential problems in planning and implementing programs and activities.                      Assist in the development and implementation of the School's Improvement Plan.                      Evaluate course offerings to ensure that student needs are considered and met.                      Conduct needs assessment to determine an appropriate program for professional growth.                      Assist in coordinating the school technology plan.                      Assist in monitoring curriculum and instructional implementation to determine that District and state guidelines are met.                      Assist in monitoring ESE programs and ascertain that all state and federal guidelines and statutes are followed.                      Assist in monitoring substitute teacher selection and assignments.</p>

Name	Title	Job Duties and Responsibilities
		<p>Assist Principal in developing personnel assignments, duty rosters and FISH Report.</p> <p>Organize safety drills and submit reports.</p> <p>Assist in supervising facilities and grounds operation including student parking lot.</p> <p>Submit and follow up on work orders or assist in overseeing the process.</p> <p>Prepare or oversee the preparation of required reports.</p> <p>Assist in preparing and managing the school textbook and instructional resource budget.</p> <p>Develop schedules for facility utilization by the community.</p> <p>Monitor budget for assigned programs.</p> <p>Assist in monitoring effectiveness of guidance functions and practices.</p> <p>Assist in developing, implementing, and monitoring a school-wide attendance plan.</p> <p>Assist in coordinating schedules for extracurricular activities.</p> <p>Assist in developing and monitoring an in-service program which meets the needs for professional growth.</p> <p>Seek to improve skills and knowledge through in-service and other professional development activities.</p> <p>Maintain and model high standards of professional conduct.</p> <p>Set high standards of performance for self, others, and school.</p> <p>Work with assigned personnel to ascertain that the discipline code is consistently and fairly administered.</p> <p>Work with coaches, athletic director and Booster Clubs to develop and maintain a sound athletic program.</p> <p>Confer with students, parents, and teachers to resolve problems which inhibit learning.</p> <p>Use appropriate interpersonal styles and methods to guide individuals and groups toward task accomplishment.</p> <p>Be visible in areas of the building with high potential for disruptions.</p> <p>Support and attend community functions.</p> <p>Assist in preparing and disseminating newsletters, memos, and letters.</p> <p>Use effective strategies to communicate with a variety of audiences.</p> <p>Make presentations to faculty, students, and parents as requested by the Principal.</p> <p>Assist with the induction of beginning teachers and monitor progress.</p> <p>Seek advice on topics and/or functions which reach beyond acquired level of expertise.</p> <p>Coordinate programs for pre-interns and interns from the university.</p> <p>Participate in parent organization meetings including School Advisory Council (SAC).</p> <p>Promote an effective public relations program through newsletters, parent/teacher conferences and meetings.</p> <p>Utilize county staff for problem resolution when appropriate.</p> <p>Exhibit confidence and commitment to the vision and mission of the school and District.</p>

Name	Title	Job Duties and Responsibilities
		<p>Assist Principal in establishing procedures to be used in event of school crisis and provide leadership in event of such incidents. Deal with emergency situations such as facilities problems, student disciplinary incidents, and safety.</p> <p>Deal effectively and appropriately with abuse situations. Investigate student accidents and other incidents and take appropriate action.</p> <p>Serve as an administrator of the physical plant to which they are assigned during an emergency and cooperate with district officials and Manatee County Emergency Management Agencies to assure that all emergency procedures are implemented as detailed in the Shelter Operations Plan.</p> <p>Perform other tasks consistent with the goals and objectives of this position.</p>

**PERFORMANCE RESPONSIBILITIES:**

Galindo,  
Jeannie

Assistant  
Principal

Assist the Principal in providing leadership, direction, and oversight for the administrative and instructional functions of the school.

Assist in developing a school curriculum guide to be utilized by students as they register for classes.

Assist in developing a process for registration and monitor its implementation.

Assist in coordinating the school's accreditation programs.

Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions.

Oversee the administration of all testing programs at the school.

Administer drop-out prevention program.

Assist Principal with interviews and selection of personnel.

Assist in providing teachers and students with a safe and secure teaching/learning environment.

Supervise extracurricular activities.

Work with staff to establish a plan for personal and professional growth.

Provide curriculum and instructional leadership.

Seek and support School business Partners.

Demonstrate a proactive orientation in recognizing and solving school problems.

Anticipate potential problems in planning and implementing programs and activities.

Assist in the development and implementation of the School's Improvement Plan.

Evaluate course offerings to ensure that student needs are considered and met.

Conduct needs assessment to determine an appropriate program for professional growth.

Assist in coordinating the school technology plan.

Assist in monitoring curriculum and instructional implementation to

Name	Title	Job Duties and Responsibilities
		<p>determine that District and state guidelines are met.</p> <p>Assist in monitoring ESE programs and ascertain that all state and federal guidelines and statutes are followed.</p> <p>Assist in monitoring substitute teacher selection and assignments.</p> <p>Assist Principal in developing personnel assignments, duty rosters and FISH Report.</p> <p>Organize safety drills and submit reports.</p> <p>Assist in supervising facilities and grounds operation including student parking lot.</p> <p>Submit and follow up on work orders or assist in overseeing the process.</p> <p>Prepare or oversee the preparation of required reports.</p> <p>Assist in preparing and managing the school textbook and instructional resource budget.</p> <p>Develop schedules for facility utilization by the community.</p> <p>Monitor budget for assigned programs.</p> <p>Assist in monitoring effectiveness of guidance functions and practices.</p> <p>Assist in developing, implementing, and monitoring a school-wide attendance plan.</p> <p>Assist in coordinating schedules for extracurricular activities.</p> <p>Assist in developing and monitoring an in-service program which meets the needs for professional growth.</p> <p>Seek to improve skills and knowledge through in-service and other professional development activities.</p> <p>Maintain and model high standards of professional conduct.</p> <p>Set high standards of performance for self, others, and school.</p> <p>Work with assigned personnel to ascertain that the discipline code is consistently and fairly administered.</p> <p>Work with coaches, athletic director and Booster Clubs to develop and maintain a sound athletic program.</p> <p>Confer with students, parents, and teachers to resolve problems which inhibit learning.</p> <p>Use appropriate interpersonal styles and methods to guide individuals and groups toward task accomplishment.</p> <p>Be visible in areas of the building with high potential for disruptions.</p> <p>Support and attend community functions.</p> <p>Assist in preparing and disseminating newsletters, memos, and letters.</p> <p>Use effective strategies to communicate with a variety of audiences.</p> <p>Make presentations to faculty, students, and parents as requested by the Principal.</p> <p>Assist with the induction of beginning teachers and monitor progress.</p> <p>Seek advice on topics and/or functions which reach beyond acquired level of expertise.</p> <p>Coordinate programs for pre-interns and interns from the university.</p> <p>Participate in parent organization meetings including School Advisory Council (SAC).</p> <p>Promote an effective public relations program through newsletters,</p>

Name	Title	Job Duties and Responsibilities
		<p>parent/teacher conferences and meetings.                      Utilize county staff for problem resolution when appropriate.                      Exhibit confidence and commitment to the vision and mission of the school and District.                      Assist Principal in establishing procedures to be used in event of school crisis and provide leadership in event of such incidents.                      Deal with emergency situations such as facilities problems, student disciplinary incidents, and safety.                      Deal effectively and appropriately with abuse situations.                      Investigate student accidents and other incidents and take appropriate action.                      Serve as an administrator of the physical plant to which they are assigned during an emergency and cooperate with district officials and Manatee County Emergency Management Agencies to assure that all emergency procedures are implemented as detailed in the Shelter Operations Plan.                      Perform other tasks consistent with the goals and objectives of this position.</p>
Staker, Michael	Assistant Principal	<p><b>PERFORMANCE RESPONSIBILITIES:</b>                      Assist the Principal in providing leadership, direction, and oversight for the administrative and instructional functions of the school.                      Assist in developing a school curriculum guide to be utilized by students as they register for classes.                      Assist in developing a process for registration and monitor its implementation.                      Assist in coordinating the school's accreditation programs.                      Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions.                      Oversee the administration of all testing programs at the school.                      Administer drop-out prevention program.                      Assist Principal with interviews and selection of personnel.                      Assist in providing teachers and students with a safe and secure teaching/learning environment.                      Supervise extracurricular activities.                      Work with staff to establish a plan for personal and professional growth.                      Provide curriculum and instructional leadership.                      Seek and support School business Partners.                      Demonstrate a proactive orientation in recognizing and solving school problems.                      Anticipate potential problems in planning and implementing programs and activities.                      Assist in the development and implementation of the School's Improvement Plan.                      Evaluate course offerings to ensure that student needs are considered and met.</p>

Name	Title	Job Duties and Responsibilities
		<p>Conduct needs assessment to determine an appropriate program for professional growth.</p> <p>Assist in coordinating the school technology plan.</p> <p>Assist in monitoring curriculum and instructional implementation to determine that District and state guidelines are met.</p> <p>Assist in monitoring ESE programs and ascertain that all state and federal guidelines and statutes are followed.</p> <p>Assist in monitoring substitute teacher selection and assignments.</p> <p>Assist Principal in developing personnel assignments, duty rosters and FISH Report.</p> <p>Organize safety drills and submit reports.</p> <p>Assist in supervising facilities and grounds operation including student parking lot.</p> <p>Submit and follow up on work orders or assist in overseeing the process.</p> <p>Prepare or oversee the preparation of required reports.</p> <p>Assist in preparing and managing the school textbook and instructional resource budget.</p> <p>Develop schedules for facility utilization by the community.</p> <p>Monitor budget for assigned programs.</p> <p>Assist in monitoring effectiveness of guidance functions and practices.</p> <p>Assist in developing, implementing, and monitoring a school-wide attendance plan.</p> <p>Assist in coordinating schedules for extracurricular activities.</p> <p>Assist in developing and monitoring an in-service program which meets the needs for professional growth.</p> <p>Seek to improve skills and knowledge through in-service and other professional development activities.</p> <p>Maintain and model high standards of professional conduct.</p> <p>Set high standards of performance for self, others, and school.</p> <p>Work with assigned personnel to ascertain that the discipline code is consistently and fairly administered.</p> <p>Work with coaches, athletic director and Booster Clubs to develop and maintain a sound athletic program.</p> <p>Confer with students, parents, and teachers to resolve problems which inhibit learning.</p> <p>Use appropriate interpersonal styles and methods to guide individuals and groups toward task accomplishment.</p> <p>Be visible in areas of the building with high potential for disruptions.</p> <p>Support and attend community functions.</p> <p>Assist in preparing and disseminating newsletters, memos, and letters.</p> <p>Use effective strategies to communicate with a variety of audiences.</p> <p>Make presentations to faculty, students, and parents as requested by the Principal.</p> <p>Assist with the induction of beginning teachers and monitor progress.</p> <p>Seek advice on topics and/or functions which reach beyond acquired level of expertise.</p>



Name	Title	Job Duties and Responsibilities
		<p>Coordinate programs for pre-interns and interns from the university. Participate in parent organization meetings including School Advisory Council (SAC).</p> <p>Promote an effective public relations program through newsletters, parent/teacher conferences and meetings.</p> <p>Utilize county staff for problem resolution when appropriate.</p> <p>Exhibit confidence and commitment to the vision and mission of the school and District.</p> <p>Assist Principal in establishing procedures to be used in event of school crisis and provide leadership in event of such incidents.</p> <p>Deal with emergency situations such as facilities problems, student disciplinary incidents, and safety.</p> <p>Deal effectively and appropriately with abuse situations.</p> <p>Investigate student accidents and other incidents and take appropriate action.</p> <p>Serve as an administrator of the physical plant to which they are assigned during an emergency and cooperate with district officials and Manatee County Emergency Management Agencies to assure that all emergency procedures are implemented as detailed in the Shelter Operations Plan.</p> <p>Perform other tasks consistent with the goals and objectives of this position.</p>

**PERFORMANCE RESPONSIBILITIES:**

Establish short- and long-range goals based on student needs and District and state curriculum requirements.

Plan and prepare standards-based lessons and strategies which support the School Improvement Plan and District mission.

Plan and prepare lessons which are meaningful and engaging.

Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.

Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.

Assist in assessing changing curricular needs and plans for improvement.

Maintain a positive, organized and safe learning environment.

Manage time, materials and equipment effectively.

Instruct and supervise the work of volunteers and aides when assigned.

Establish and maintain effective and efficient record keeping procedures.

Use effective student behavior management techniques.

Assist in enforcement of school rules, administrative regulations and School Board policies.

Develop effective assessment strategies to assist the continuous development of students.

Interpret data for diagnosis, instructional planning and program

Fleury,  
Ann      Teacher,  
            K-12

Name	Title	Job Duties and Responsibilities
		<p>evaluation.</p> <p>Establish appropriate testing environment and test security.</p> <p>Demonstrate knowledge and understanding of subject matter content.</p> <p>Apply principles of learning and effective teaching in instructional delivery.</p> <p>Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students.</p> <p>Use appropriate strategies and techniques to enhance critical thinking skills in students.</p> <p>Apply appropriate instructional modification for students with special needs.</p> <p>Provide quality work for students that is challenging and relevant to the goals and objectives of the class.</p> <p>Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.</p> <p>Provide instruction on safety procedures and proper handling of materials and equipment.</p> <p>Use appropriate materials, technology and resources to help meet learning needs of all students.</p> <p>Provide a positive environment in which students are encouraged to be actively engaged in the learning process.</p> <p>Communicate effectively, both orally and in writing, with other professionals, students, parents and the community.</p> <p>Collaborate with other professionals and parents after recognizing student distress or abuse.</p> <p>Collaborate with peers to enhance the instructional environment.</p> <p>Assist others in acquiring skills and knowledge in specific areas of responsibility.</p> <p>Engage in a continuing quest for personal growth through inservice, classes and study.</p> <p>Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.</p> <p>Model professional and ethical conduct when dealing with students, peers, parents and the community.</p> <p>Perform and fulfill all professional responsibilities.</p> <p>Prepare all required reports and maintain all appropriate records.</p> <p>Support school improvement initiatives by active participation in school activities, services and programs.</p> <p>Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.</p> <p>Perform other duties and responsibilities as assigned by the principal.</p> <p>Demonstrate the appropriate level of accomplished practices.</p>

Name	Title	Job Duties and Responsibilities
Thomas, Bryan	Teacher, K-12	<p><b>PERFORMANCE RESPONSIBILITIES:</b></p> <p>Establish short- and long-range goals based on student needs and District and state curriculum requirements.</p> <p>Plan and prepare standards-based lessons and strategies which support the School Improvement Plan and District mission.</p> <p>Plan and prepare lessons which are meaningful and engaging.</p> <p>Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.</p> <p>Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.</p> <p>Assist in assessing changing curricular needs and plans for improvement.</p> <p>Maintain a positive, organized and safe learning environment.</p> <p>Manage time, materials and equipment effectively.</p> <p>Instruct and supervise the work of volunteers and aides when assigned.</p> <p>Establish and maintain effective and efficient record keeping procedures.</p> <p>Use effective student behavior management techniques.</p> <p>Assist in enforcement of school rules, administrative regulations and School Board policies.</p> <p>Develop effective assessment strategies to assist the continuous development of students.</p> <p>Interpret data for diagnosis, instructional planning and program evaluation.</p> <p>Establish appropriate testing environment and test security.</p> <p>Demonstrate knowledge and understanding of subject matter content.</p> <p>Apply principles of learning and effective teaching in instructional delivery.</p> <p>Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students.</p> <p>Use appropriate strategies and techniques to enhance critical thinking skills in students.</p> <p>Apply appropriate instructional modification for students with special needs.</p> <p>Provide quality work for students that is challenging and relevant to the goals and objectives of the class.</p> <p>Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.</p> <p>Provide instruction on safety procedures and proper handling of materials and equipment.</p> <p>Use appropriate materials, technology and resources to help meet learning needs of all students.</p> <p>Provide a positive environment in which students are encouraged to be actively engaged in the learning process.</p> <p>Communicate effectively, both orally and in writing, with other professionals, students, parents and the community.</p>

Name	Title	Job Duties and Responsibilities
		<p>Collaborate with other professionals and parents after recognizing student distress or abuse.</p> <p>Collaborate with peers to enhance the instructional environment.</p> <p>Assist others in acquiring skills and knowledge in specific areas of responsibility.</p> <p>Engage in a continuing quest for personal growth through inservice, classes and study.</p> <p>Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.</p> <p>Model professional and ethical conduct when dealing with students, peers, parents and the community.</p> <p>Perform and fulfill all professional responsibilities.</p> <p>Prepare all required reports and maintain all appropriate records.</p> <p>Support school improvement initiatives by active participation in school activities, services and programs.</p> <p>Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.</p> <p>Perform other duties and responsibilities as assigned by the principal.</p> <p>Demonstrate the appropriate level of accomplished practices.</p>

<p>Finnegan, Valerie</p>	<p>Teacher, K-12</p>	<p><b>PERFORMANCE RESPONSIBILITIES:</b></p> <p>Establish short- and long-range goals based on student needs and District and state curriculum requirements.</p> <p>Plan and prepare standards-based lessons and strategies which support the School Improvement Plan and District mission.</p> <p>Plan and prepare lessons which are meaningful and engaging.</p> <p>Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.</p> <p>Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.</p> <p>Assist in assessing changing curricular needs and plans for improvement.</p> <p>Maintain a positive, organized and safe learning environment.</p> <p>Manage time, materials and equipment effectively.</p> <p>Instruct and supervise the work of volunteers and aides when assigned.</p> <p>Establish and maintain effective and efficient record keeping procedures.</p> <p>Use effective student behavior management techniques.</p> <p>Assist in enforcement of school rules, administrative regulations and School Board policies.</p> <p>Develop effective assessment strategies to assist the continuous development of students.</p>
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Name	Title	Job Duties and Responsibilities
		<p>Interpret data for diagnosis, instructional planning and program evaluation.</p> <p>Establish appropriate testing environment and test security.</p> <p>Demonstrate knowledge and understanding of subject matter content.</p> <p>Apply principles of learning and effective teaching in instructional delivery.</p> <p>Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students.</p> <p>Use appropriate strategies and techniques to enhance critical thinking skills in students.</p> <p>Apply appropriate instructional modification for students with special needs.</p> <p>Provide quality work for students that is challenging and relevant to the goals and objectives of the class.</p> <p>Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.</p> <p>Provide instruction on safety procedures and proper handling of materials and equipment.</p> <p>Use appropriate materials, technology and resources to help meet learning needs of all students.</p> <p>Provide a positive environment in which students are encouraged to be actively engaged in the learning process.</p> <p>Communicate effectively, both orally and in writing, with other professionals, students, parents and the community.</p> <p>Collaborate with other professionals and parents after recognizing student distress or abuse.</p> <p>Collaborate with peers to enhance the instructional environment.</p> <p>Assist others in acquiring skills and knowledge in specific areas of responsibility.</p> <p>Engage in a continuing quest for personal growth through inservice, classes and study.</p> <p>Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.</p> <p>Model professional and ethical conduct when dealing with students, peers, parents and the community.</p> <p>Perform and fulfill all professional responsibilities.</p> <p>Prepare all required reports and maintain all appropriate records.</p> <p>Support school improvement initiatives by active participation in school activities, services and programs.</p> <p>Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.</p> <p>Perform other duties and responsibilities as assigned by the principal.</p> <p>Demonstrate the appropriate level of accomplished practices.</p>

Name	Title	Job Duties and Responsibilities
Fazio, Julie	Teacher, ESE	<p><b>PERFORMANCE RESPONSIBILITIES:</b></p> <p>Establish short- and long-range goals based on student needs and District and state curriculum requirements.</p> <p>Plan and prepare standards-based lessons and strategies which support the School Improvement Plan and District mission.</p> <p>Plan and prepare lessons which are meaningful and engaging.</p> <p>Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.</p> <p>Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.</p> <p>Assist in assessing changing curricular needs and plans for improvement.</p> <p>Maintain a positive, organized and safe learning environment.</p> <p>Manage time, materials and equipment effectively.</p> <p>Instruct and supervise the work of volunteers and aides when assigned.</p> <p>Establish and maintain effective and efficient record keeping procedures.</p> <p>Use effective student behavior management techniques.</p> <p>Assist in enforcement of school rules, administrative regulations and School Board policies.</p> <p>Develop effective assessment strategies to assist the continuous development of students.</p> <p>Interpret data for diagnosis, instructional planning and program evaluation.</p> <p>Establish appropriate testing environment and test security.</p> <p>Demonstrate knowledge and understanding of subject matter content.</p> <p>Apply principles of learning and effective teaching in instructional delivery.</p> <p>Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students.</p> <p>Use appropriate strategies and techniques to enhance critical thinking skills in students.</p> <p>Apply appropriate instructional modification for students with special needs.</p> <p>Provide quality work for students that is challenging and relevant to the goals and objectives of the class.</p> <p>Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.</p> <p>Provide instruction on safety procedures and proper handling of materials and equipment.</p> <p>Use appropriate materials, technology and resources to help meet learning needs of all students.</p> <p>Provide a positive environment in which students are encouraged to be actively engaged in the learning process.</p> <p>Communicate effectively, both orally and in writing, with other professionals, students, parents and the community.</p>

Name	Title	Job Duties and Responsibilities
		<p>Collaborate with other professionals and parents after recognizing student distress or abuse.</p> <p>Collaborate with peers to enhance the instructional environment.</p> <p>Assist others in acquiring skills and knowledge in specific areas of responsibility.</p> <p>Engage in a continuing quest for personal growth through inservice, classes and study.</p> <p>Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.</p> <p>Model professional and ethical conduct when dealing with students, peers, parents and the community.</p> <p>Perform and fulfill all professional responsibilities.</p> <p>Prepare all required reports and maintain all appropriate records.</p> <p>Support school improvement initiatives by active participation in school activities, services and programs.</p> <p>Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.</p> <p>Perform other duties and responsibilities as assigned by the principal.</p> <p>Demonstrate the appropriate level of accomplished practices.</p>

Bieber, Jillian	Assistant Principal	<p><b>PERFORMANCE RESPONSIBILITIES:</b></p> <p>Assist the Principal in providing leadership, direction, and oversight for the administrative and instructional functions of the school.</p> <p>Assist in developing a school curriculum guide to be utilized by students as they register for classes.</p> <p>Assist in developing a process for registration and monitor its implementation.</p> <p>Assist in coordinating the school's accreditation programs.</p> <p>Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions.</p> <p>Oversee the administration of all testing programs at the school.</p> <p>Administer drop-out prevention program.</p> <p>Assist Principal with interviews and selection of personnel.</p> <p>Assist in providing teachers and students with a safe and secure teaching/learning environment.</p> <p>Supervise extracurricular activities.</p> <p>Work with staff to establish a plan for personal and professional growth.</p> <p>Provide curriculum and instructional leadership.</p> <p>Seek and support School business Partners.</p> <p>Demonstrate a proactive orientation in recognizing and solving school problems.</p> <p>Anticipate potential problems in planning and implementing</p>
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Name	Title	Job Duties and Responsibilities
		<p>programs and activities.</p> <p>Assist in the development and implementation of the School's Improvement Plan.</p> <p>Evaluate course offerings to ensure that student needs are considered and met.</p> <p>Conduct needs assessment to determine an appropriate program for professional growth.</p> <p>Assist in coordinating the school technology plan.</p> <p>Assist in monitoring curriculum and instructional implementation to determine that District and state guidelines are met.</p> <p>Assist in monitoring ESE programs and ascertain that all state and federal guidelines and statutes are followed.</p> <p>Assist in monitoring substitute teacher selection and assignments.</p> <p>Assist Principal in developing personnel assignments, duty rosters and FISH Report.</p> <p>Organize safety drills and submit reports.</p> <p>Assist in supervising facilities and grounds operation including student parking lot.</p> <p>Submit and follow up on work orders or assist in overseeing the process.</p> <p>Prepare or oversee the preparation of required reports.</p> <p>Assist in preparing and managing the school textbook and instructional resource budget.</p> <p>Develop schedules for facility utilization by the community.</p> <p>Monitor budget for assigned programs.</p> <p>Assist in monitoring effectiveness of guidance functions and practices.</p> <p>Assist in developing, implementing, and monitoring a school-wide attendance plan.</p> <p>Assist in coordinating schedules for extracurricular activities.</p> <p>Assist in developing and monitoring an in-service program which meets the needs for professional growth.</p> <p>Seek to improve skills and knowledge through in-service and other professional development activities.</p> <p>Maintain and model high standards of professional conduct.</p> <p>Set high standards of performance for self, others, and school.</p> <p>Work with assigned personnel to ascertain that the discipline code is consistently and fairly administered.</p> <p>Work with coaches, athletic director and Booster Clubs to develop and maintain a sound athletic program.</p> <p>Confer with students, parents, and teachers to resolve problems which inhibit learning.</p> <p>Use appropriate interpersonal styles and methods to guide individuals and groups toward task accomplishment.</p> <p>Be visible in areas of the building with high potential for disruptions.</p> <p>Support and attend community functions.</p> <p>Assist in preparing and disseminating newsletters, memos, and letters.</p> <p>Use effective strategies to communicate with a variety of audiences.</p> <p>Make presentations to faculty, students, and parents as requested</p>



Name	Title	Job Duties and Responsibilities
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by the Principal.  
 Assist with the induction of beginning teachers and monitor progress.  
 Seek advice on topics and/or functions which reach beyond acquired level of expertise.  
 Coordinate programs for pre-interns and interns from the university.  
 Participate in parent organization meetings including School Advisory Council (SAC).  
 Promote an effective public relations program through newsletters, parent/teacher conferences and meetings.  
 Utilize county staff for problem resolution when appropriate.  
 Exhibit confidence and commitment to the vision and mission of the school and District.  
 Assist Principal in establishing procedures to be used in event of school crisis and provide leadership in event of such incidents.  
 Deal with emergency situations such as facilities problems, student disciplinary incidents, and safety.  
 Deal effectively and appropriately with abuse situations.  
 Investigate student accidents and other incidents and take appropriate action.  
 Serve as an administrator of the physical plant to which they are assigned during an emergency and cooperate with district officials and Manatee County Emergency Management Agencies to assure that all emergency procedures are implemented as detailed in the Shelter Operations Plan.  
 Perform other tasks consistent with the goals and objectives of this position.

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	23	30	41	34	128
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	3	1	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	14	58	51	0	123
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	69	69	75	89	302
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	6	30	30	37	103

**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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FTE units allocated to school (total number of teacher units)**

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

Friday 8/16/2019

**Prior Year - 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	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 with two or more early warning indicators:**

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

**Prior Year - 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	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 with two or more early warning indicators:**

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

**Part II: Needs Assessment/Analysis**

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

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	23 (18)	30 (31)	41 (45)	34 (30)	128 (124)
One or more suspensions	0 (1)	1 (0)	3 (2)	1 (4)	5 (7)
Course failure in ELA or Math	14 (0)	58 (37)	51 (20)	0 (43)	123 (100)
Level 1 on statewide assessment	69 (0)	69 (79)	75 (106)	89 (107)	302 (292)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (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.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	70%	53%	17%	55%	15%
	2018	73%	52%	21%	53%	20%
Same Grade Comparison		-3%				
Cohort Comparison						
10	2019	66%	49%	17%	53%	13%

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
	2018	67%	52%	15%	53%	14%
Same Grade Comparison		-1%				
Cohort Comparison		-7%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	82%	69%	13%	67%	15%
2018	91%	72%	19%	65%	26%
Compare		-9%			

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	80%	71%	9%	70%	10%
2018	78%	71%	7%	68%	10%
Compare		2%			

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	52%	65%	-13%	61%	-9%
2018	64%	65%	-1%	62%	2%
Compare		-12%			

<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	74%	61%	13%	57%	17%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	71%	56%	15%	56%	15%
Compare		3%			

**Subgroup Data**

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 2016-17	C & C Accel 2016-17
SWD	32	43	39	35	47	47	32	48		87	21
ELL	20	39	36	36	38	43	33	52		93	36
ASN	80	67		92	71		95	87		100	90
BLK	35	42	45	38	44	45	47	58		92	36
HSP	56	52	44	53	45	44	68	76		91	55
MUL	77	46		77	53		87	81		100	67
WHT	74	62	47	70	58	48	86	83		95	68
FRL	46	47	39	51	50	52	63	62		84	42

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	29	45	40	29	61	50	58	49		80	28
ELL	24	42	41	33	64					69	64
ASN	77	57		83	79		90	77			
BLK	44	47	52	27	40		71	52		67	27
HSP	55	54	47	56	47	50	90	70		88	63
MUL	76	76		85	75		100	86		92	58
WHT	75	60	52	72	58	63	92	82		94	71
FRL	49	51	49	48	49	42	84	65		79	55

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	741
Total Components for the Federal Index	11
Percent Tested	98%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
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%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

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%	0
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

**Analysis**

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year’s low performance and discuss any trends**

The data component showing the lowest performance is ELA at 69%. Disaggregated, 9th grade achievement was 70% and 10th grade achievement was 66%. Factors suspected of contributing to low performance include lack of daily targeted explicit skills instruction in the English Language Arts, assignments and assessments that do not mirror the task demands of the standards and weighting of text type inconsistent with balance seen on the state's assessments. For example, as much as 70% of the state's assessment is geared toward informational text. It was common to see more of an 80% literary text to 20% informational text balance in the ELA classes at Lakewood Ranch.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline**

Learning gains for the bottom quartile in both reading and math represent the components showing the greatest decline from the prior year. (7% decrease in L25 learning gains in ELA, 8% decrease in L25 learning gains in Math.) Factors contributing to this decline include an emphasis on remediation over acceleration. Instructional support for less than proficient students must be provided in the context of grade level expectations and grade level materials. Additionally, intensive support was disconnected in some scenarios from core instruction.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends**

LRHS exceeded the state average in every data component. The component closest to the state average, although over, was the L25 learning gains in ELA. The state average

was 42% and LRHS achieved 45%, a 3% gap state to LRHS. While exceeding the state average, there is room for improving overall learning gains and the learning gains of the L25. Factors contributing to this decline include an emphasis on remediation over acceleration. Instructional support for less than proficient students must be provided in the context of grade level expectations and grade level materials. Additionally, intensive support was disconnected in some scenarios from core instruction.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Social Studies achievement showed the most improvement from 78% proficient to 81%. Actions taken in this area included the following: daily standards focused instruction, assignments and assessments that mirror the task demands of the standards, using test item specifications to determine scope and sequence, and spiraled review via the EOC question of the Day in all US History classes.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

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**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year**

1. L25 Learning Gains in ELA
2. L25 Learning Gains in Math
3. Overall Learning Gains in ELA
4. Overall Learning Gains in Math
5. Acceleration

## Part III: Planning for Improvement

### Areas of Focus:



<b>#1</b>	
<b>Title</b>	L25 Learning Gains in ELA and Math
<b>Rationale</b>	With proficiency levels that exceed the district and state averages in both ELA and Math, 69% and 74% respectively, one would expect that L25 learning gains would be much higher than the 45% and 51% reflected in the data. Improving L25 learning gains should not only increase overall learning gains but proficiency rates as well, multiplying the impact of targeted efforts.
<b>State the measureable outcome the school plans to achieve</b>	Our goals are ambitious: increase L25 learning gains from 45% to 55% in ELA and from 49% to 60% in Math. The cascading impact will result in an increase in overall learning gains in ELA from 59% to 69% in ELA and from 55 to 65% in Math.
<b>Person responsible for monitoring outcome</b>	Dustin Dahlquist (dahlquid@manateeschools.net)
<b>Evidence-based Strategy</b>	<p>The evidence based strategy selected for improving the L25 learning gains is standards based instruction. The standards describe what students should know, understand and be able to do. Using backward design, teachers are able to use the standards to design meaningful and rigorous learning activities providing students with the opportunity to achieve proficiency against those standards.</p> <p>The use of standards to streamline instruction ensures that teaching practices deliberately focus on agreed upon learning targets. Expectations for student learning are mapped out with each prescribed standard. Teachers follow standards based instruction to ensure that their students meet the demands targeted.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>Standards ensure better accountability - holding teachers and schools responsible for what goes on in the classrooms. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and helps keep them on track.</p> <p>Standards based instruction helps guide the planning, implementation, and assessment of student learning. Teachers follow standards based instruction to ensure that their students meet the demands targeted.</p> <p>Resources used to make this determination include the Florida Standards and the State's Test Item Specifications that define scope and performance requirements for each standard.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Data review and analysis by subject and grade level teams</li> <li>2. Common calendar for standards' focus developed by subject and grade level teams</li> <li>3. Use of common assessments for formative assessment to drive instruction</li> <li>4. Assignments and assessments that mirror the performance requirements</li> </ol>

of the standards

5. Daily explicit instruction and skill development

**Person  
Responsible**

Jeannie Galindo (galindoj@manateeschools.net)

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<b>#2</b>	
<b>Title</b>	Acceleration
<b>Rationale</b>	Each student across ability levels should have the opportunity for acceleration. Currently, 66% of LRHS students have achieved an acceleration point against the state's accountability standards. While admirable level of achievement, the percentage represents a 2% decrease from the previous year and leaves 34% of the students without the benefit of acceleration. Whether the goal is college or career readiness, acceleration gives students a competitive advantage over peers without acceleration. Students leaving high school with industry certifications or with college credits, for example, are prepared to succeed at the next level.

<b>State the measureable outcome the school plans to achieve</b>	LRHS will increase Acceleration from 66% to 70% during the 19-20 school year.
<b>Person responsible for monitoring outcome</b>	Jillian Bieber (bieberj@manateeschools.net)
<b>Evidence-based Strategy</b>	<p>High School Acceleration -</p> <p>The influential 2004 U.S. report A Nation Deceived articulated 20 benefits of academic acceleration, which can be further distilled into four key points:</p> <ol style="list-style-type: none"> <li>1. Academic acceleration provides greater benefits than any approach, such as differentiated instruction or enrichment.</li> <li>2. Research has provided no evidence of social or emotional maladjustment due to acceleration.</li> <li>3. Academic acceleration contributes to meeting a gifted student's social and emotional needs by providing a better-matched peer group and removing them from a difficult social environment.</li> <li>4. Failure to accelerate a student who is able to accelerate is likely to have adverse effects on motivation and productivity, and may even lead to dropping out.</li> </ol> <p>The 2015 follow-up to that report, A Nation Empowered, highlights the research that has occurred over the past decade, and provides further evidence that academic acceleration, when applied correctly, can be highly beneficial for gifted students.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>Valid certification truly is "industry standard." Pursuing and achieving an industry certification allows high school students to acquire and practice some of the most critical college and career-readiness skills, such as critical thinking, focusing, and the ability to prioritize.</p> <p>High grades and scores in an AP and/or Dual Enrollment class indicate to colleges that a student is driven and capable of working at a high level. A rigorous high school course load is very important to selective colleges, and</p>

AP courses may be considered stronger indicators of your academic abilities than community college classes.

Action Step

<b>Description</b>	<ol style="list-style-type: none"><li>1. Pull acceleration reports from Focus</li><li>2. Analyze the data</li><li>3. Expand opportunities where possible (ex. GIS in 9th Grade Geography)</li><li>4. Support teacher certification efforts</li><li>5. Provide multiple opportunities to test and demonstrate proficiency</li></ol>
<b>Person Responsible</b>	Jillian Bieber (bieberj@manateeschools.net)

**Additional Schoolwide Improvement Priorities** (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

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

**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 Schoolwide Improvement Plan 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**

**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**

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

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 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**

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.

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

**Part V: Budget**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: L25 Learning Gains in ELA and Math</b>	<b>\$0.00</b>
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Acceleration</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>