

Manatee County Public Schools

Lakewood Ranch High School



2020-21 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: 1/2/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	23%
2018-19 ESSA Subgroups Represented (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
School Grades History	2018-19: A (67%) 2017-18: A (70%) 2016-17: A (64%) 2015-16: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Dahlquist, Dustin	Principal	<p>PERFORMANCE RESPONSIBILITIES: 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>Personnel Action Services 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>School Operations / Delivery Systems 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>Staker, Michael</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</p>

Name	Title	Job Duties and Responsibilities
		<p>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>

<p>Fleury, Ann</p>	<p>Teacher, K-12</p>	<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 evaluation. Establish appropriate testing environment and test security. Demonstrate knowledge and understanding of subject matter content. Apply principles of learning and effective teaching in instructional delivery. Use a multimedia approach utilizing a variety of materials and</p>
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equipment to meet the needs of students.
 Use appropriate strategies and techniques to enhance critical thinking skills in students.
 Apply appropriate instructional modification for students with special needs.
 Provide quality work for students that is challenging and relevant to the goals and objectives of the class.
 Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
 Provide instruction on safety procedures and proper handling of materials and equipment.
 Use appropriate materials, technology and resources to help meet learning needs of all students.
 Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
 Communicate effectively, both orally and in writing, with other professionals, students, parents and the community.
 Collaborate with other professionals and parents after recognizing student distress or abuse.
 Collaborate with peers to enhance the instructional environment.
 Assist others in acquiring skills and knowledge in specific areas of responsibility.
 Engage in a continuing quest for personal growth through inservice, classes and study.
 Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
 Model professional and ethical conduct when dealing with students, peers, parents and the community.
 Perform and fulfill all professional responsibilities.
 Prepare all required reports and maintain all appropriate records.
 Support school improvement initiatives by active participation in school activities, services and programs.
 Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.
 Perform other duties and responsibilities as assigned by the principal.
 Demonstrate the appropriate level of accomplished practices.

Thomas, Bryan	Teacher, K-12	<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</p>
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		<p>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> <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</p>

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<p>Finnegan, Valerie</p>	<p>Teacher, K-12</p>	<p>PERFORMANCE RESPONSIBILITIES:</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</p>
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 Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.
 Perform other duties and responsibilities as assigned by the principal.
 Demonstrate the appropriate level of accomplished practices.

Fazio, Julie	Teacher, ESE	<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</p>
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		<p>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> <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</p>

Name	Title	Job Duties and Responsibilities
		<p>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>PERFORMANCE RESPONSIBILITIES:</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 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>
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Name	Title	Job Duties and Responsibilities
		<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> <p>Coordinate programs for pre-interns and interns from the university.</p> <p>Participate in parent organization meetings including School</p>

Name	Title	Job Duties and Responsibilities
		<p>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.</p>

Galindo, Jeannie	Assistant Principal	
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Lowen, Valencia	Assistant Principal	<p>PERFORMANCE RESPONSIBILITIES: 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 programs and services. Personnel Action Services 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.</p>
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Name	Title	Job Duties and Responsibilities
		<p>Facilitate the development and implementation of an effective staff development program.</p> <p>Provide trainin opportunities and feedback to personnel at the assigned school.</p> <p>Assign tasks and supervise personnel in task accomplishment.</p> <p>Make difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.</p> <p>School Operations / Delivery Systems</p> <p>Supervise the operation, activities, and functions at the school site.</p> <p>Manage and supervise the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.</p> <p>Establish and mange student accounting and attendance procedures at the assigned school.</p> <p>Supervise and monitor the accurate and timely completion of data collection and reporting requirements.</p> <p>Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials.</p> <p>Use technology effectively.</p> <p>Coordinate school maintenance and facility needs and monitor progress toward meeting those needs.</p> <p>Monitor the custodial program at the school to ensure a clean, healthy, and safe learning environment.</p> <p>Supervise transportation services at the assigned school.</p> <p>Coordinate the supervision of all extracurricular programs at the assigned school.</p> <p>Student Support Services</p> <p>Facilitate a program of family and community involvement.</p> <p>Supervise the guidance program to ensure individual student educational and developmental needs are addressed.</p> <p>Work with parents to resolve complaints or concerns.</p> <p>Serve as the final arbitrator for serious discipline problems.</p> <p>Develop and maintain positive school / community relations and ac as liaison between the two.</p> <p>Direct and develop the recruitment of Business Partners to benefit the school and community.</p> <p>Supervise transportation services at the assigned school.</p> <p>Coordinate the school food service program at the assigned school including the free and reduced requirements.</p> <p>Personal / Professional Employee Qualities</p> <p>Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>Model and maintain high standards of professional conduct.</p> <p>Set high standards and expectations for self, others, and school.</p> <p>Use appropriate interpersonal styles and methods to guide individuals and groups to task and accomplishments.</p> <p>Use effective communication techniques with students, teachers,</p>

Name	Title	Job Duties and Responsibilities
		<p>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, 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. 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 disciplinary procedures and policies for 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>

Haeussler, Patricia Teacher,
 K-12

Grant, Jennifer Teacher,
 K-12

Demographic Information

Principal start date

Wednesday 1/2/2019, Dustin Dahlquist

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

Total number of teacher positions allocated to the school

98

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	23%
2018-19 ESSA Subgroups Represented (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
School Grades History	2018-19: A (67%) 2017-18: A (70%) 2016-17: A (64%) 2015-16: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

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

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	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 8/26/2020

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	
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

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	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
Students retained two or more times	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	
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

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	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
Students retained two or more times	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	
	(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.

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%
	2018	67%	52%	15%	53%	14%
Same Grade Comparison		-1%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	82%	69%	13%	67%	15%
2018	91%	72%	19%	65%	26%
Compare		-9%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	80%	71%	9%	70%	10%
2018	78%	71%	7%	68%	10%
Compare		2%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	52%	65%	-13%	61%	-9%
2018	64%	65%	-1%	62%	2%
Compare		-12%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	74%	61%	13%	57%	17%
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%

Subgroup Data

Students With Disabilities

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

English Language Learners

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

Asian Students

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

Black/African American Students	
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
Hispanic Students	
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
Multiracial Students	
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
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	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

Data is being used from the 2018/2019 school year due to non testing in the year 2019/2020 due to the (Covid 19 pandemic). 9th and 10th grade students were not given state assessment in Spring 2020. However, our lowest performance came in the area of Math Achievement (66) points and Acceleration points (66), compared to the prior year with Math Achievement points (68) and Acceleration points (68). Contributing factors in math may include an increase in enrollment with students coming in from middle school and out of state with lower test scores. For Acceleration, some seniors were not a part of any curriculum which included an Acceleration component.

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

The data shows that Science (Biology EOC) showed the greatest decline with an 8 point drop in performance achievement from the prior year. One contributing factor for this decline is requiring students to have passed the FSA in the prior school year in order to take Biology and requiring that they made a B or higher in their previous year in Science. Students who did not meet this criteria were scheduled into Physical Science or Environmental Science to better prepare for the Biology EOC.

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

The largest gap in the School Data (2019) was a 15 point gap in Math Achievement with Lakewood Ranch High School's School grade component being 66% and the State average being 51%. The same is true for school testing year (2018) with a 14 point gap in Math between Lakewood Ranch High School 68% and the State average being 51%

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

Most improved in the 2019 school year was both Science (83%) in component points and Social Studies with (81%) in achievement component points. Collaborative planning, differentiated classroom instruction and team building are important components in this success. The use of standards based instruction provide a streamlined method of instruction ensuring that teaching practices deliberately focus on agreed learning targets.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

According to the 2020-2021 Schoolwide Improvement Plan (SIP): Leadership Guide page 3: D. Early Warning System, EWS - This section requires the school to provide information and data related to its early warning system. Only schools with grades K through 8 are required to complete this section, pursuant to 1001.42(18)(a)., F.S.

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

1. Data review and analysis by subject and grade level teams.
2. Common calendar for standards' focus developed by subject and grade level teams.
3. Assignments and assessments that mirror the performance requirements of the standards.
4. Use of common assessments for formative assessment to drive instruction.
5. Daily explicit instruction and skill development.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: 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 material for alignment to the 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.

Measurable Outcome: 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 (Leadership) team comprised of school leaders and instructional leaders meet monthly to analyze specific data points from targeted reports and assessments that measure instructed standards and to discuss targets for increased instructional focus. Members of the 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. Increasing learning gains by 5 points in the L25 ELA Reading and L25 Math is ambitious, however, using standards based instruction is a specific measurable way to monitor student progress.

Person responsible for monitoring outcome: Valencia Lowen (lowenv@manateeschools.net)

Evidence-based Strategy: Each school year the primary focus is placed on increasing learning gains in the L25 ELA and Math. While proficiency levels exceed those of the County and State, improving L25 learning gains should increase overall learning gains and proficiency performance.

Rationale for Evidence-based Strategy: By identifying low level 1 and 2 ELA Reading and Math students we provide them with small learning groups to remediate. As mentioned, standards based instruction helps guide the planning, implementation, and assessment of students. Resources include (but are not limited to) the Florida Standards, Core academic support by content area teachers, tutoring on key instructional targets , teacher collaboration, planning and professional development. Standards based instruction ensure better accountability by holding teachers and schools responsible for what content is taught in the classroom. 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 targeted outcomes.

Action Steps to Implement

Use results of the GAP assessment to determine areas of focus for grade 9 and 10 who may have been affected by the months away from live instruction due to the Covid virus. Select reports will be analyzed by teachers and data teams (D/F reports, etc.) to monitor fidelity of the implementation of effectiveness in reaching proficiency targets. Teachers (along with

school leaders and admin) will implement highest-priority goals with the overview of the current state of the school in mind. As a school we will define strategic goals and establish targets to be reached, i.e., increasing learning gains for the L25 in Reading and Mathematics. We will identify barriers that could hinder achieving those goals and the resources that could be used to eliminate or reduce those barriers. Finally, we will design implementation and monitoring plans for strategies to resolve selected barriers then monitor their progress.

Person Responsible Valencia Lowen (lowenv@manateeschools.net)

#2. Instructional Practice specifically relating to Career & Technical Education

Area of Focus Description and Rationale: Acceleration - Each student across ability levels should have the opportunity for earning acceleration credit. In school year 2018/2019 66% of Lakewood Ranch High School students in Manatee County, Florida had achieved an acceleration point against the state's accountability standards. While this is good data representing our school, the percentage represents a 2% decrease from the prior school year. Whether the goal for students is College or Career Readiness, earning acceleration credit gives students a competitive edge. Students leaving high school with industry certification or with college credits, are better prepared to succeed at the next level.

Measureable Outcome: Lakewood Ranch High School will increase Acceleration percentages from 66% to at least 70% by implementing more Career and Technical courses that offer an Industry Certification option.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: In the area of high school Acceleration:
 1. Academic acceleration provides greater benefits than any approach, such as differentiated instruction or enrichment.
 2. Research has provided no evidence of social or emotional maladjustment due to acceleration.
 3. Academic acceleration contributes to meeting a gifted students' social and emotional needs by providing a better matched peer group.
 Failure to accelerate a student who is able to is likely to have adverse effects on motivation and productivity.
 'source' U.S. Report, A Nation Delivered 2015'

Rationale for Evidence-based Strategy: Valid certification 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 ready skills i.e., critical thinking, focusing and prioritizing.

Action Steps to Implement

1. From FOCUS run advanced reports identifying students who have earned acceleration credit. Then filter those students who have not. Track those students to make sure their scheduling will include acceleration before their senior year.
2. Expand opportunities where possible (particularly in the area of Vocational/Tech and College & Career)
3. Support teacher certification efforts.
5. Provide multiple opportunities for students to test and demonstrate proficiency.

Person Responsible Valencia Lowen (lowenv@manateeschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Effective school leadership is comprised of teacher leaders, guidance counselors, Dean of students, administration, MTSS tier support systems, school psychologists, inclusion teachers, and support staff come together forming an alliance to support student success in making learning gains.

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. A progress monitoring cycle is established to bring all of the above together (through school leadership) monthly 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. From these discussions an action plan would be 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 normally shared with district level support and executive directors.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The staff and admin at Lakewood Ranch High School 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 student's 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.

Lakewood Ranch High School 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, coaches, 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 hours. This includes all sporting events and the many other activities occurring around campus and beyond. All staff members share in the responsibility of maintaining a safe and respectful environment.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget			
1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education	\$0.00
Total:			\$0.00