

Lake County Schools

# Lake Minneola High School



## 2021-22 Schoolwide Improvement Plan

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# Lake Minneola High School

101 N HANCOCK RD, Minneola, FL 34715

<https://lmh.lake.k12.fl.us/>

## Demographics

**Principal: Roberts William**

Start Date for this Principal: 6/16/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	58%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Native American Students Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (62%) 2017-18: B (60%) 2016-17: B (61%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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 Lake 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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# Lake Minneola High School

101 N HANCOCK RD, Minneola, FL 34715

<https://lmh.lake.k12.fl.us/>

## School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	48%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

## School Grades History

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

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## SIP Authority

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<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 Lake Minneola High School is to educate ethical and responsible learners who will be accepting, kind, compassionate, and tolerant citizens for an ever-changing global society. Learners are prepared for college and career in a technology-rich environment that promotes scholarship while developing critical thinking skills for academic and personal decision making."

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

"Lake Minneola is a student-centered school working together to create a foundation of positive relationships and technological expertise that will result in high academic performance and real world success."

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Shepherd, Linda	Principal	
Cole, Devon	Assistant Principal	Curriculum AP; Social Studies, PE; Guidance; Grade Recovery
Boykin, Rhonda	Assistant Principal	Discipline Grade 10; ELA, Reading, AVID Administrator
Cavinder, Kristine	Assistant Principal	11th Grade Discipline; Foreign Language, ESE AP
Page, Cyndi	Assistant Principal	9th Grade Discipline, Math; Science AP
Snow, Debbra	Instructional Coach	Literacy Coach
Jones, Pandora	Other	
Branum, Mary	Teacher, K-12	ELA Dept. Head
Haberkorn, Pamela	Teacher, Adult	Elective Department Head
Harrison, Kim	Teacher, K-12	Science Dept. Chair
Johnson, Daisy	Teacher, K-12	PASS Teacher
Katz, Brian	Teacher, K-12	Social Studies Department Head
Paul, Gina	School Counselor	Guidance Dept. Head
Nash, Bartholomew	Teacher, K-12	CTE Dept. Head
Pautienus, Kristen	Teacher, K-12	AVID Coordinator
Rice, Roger	Assistant Principal	CTE; Performing Arts AP; 12th Grade Discipline

## Demographic Information

### Principal start date

Wednesday 6/16/2021, Roberts William

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

2



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

10

**Total number of teacher positions allocated to the school**

62

**Total number of students enrolled at the school**

1,848

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

6

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

12

### Demographic Data

## Early Warning Systems

### 2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	530	510	537	433	2010
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	89	93	86	109	377
One or more suspensions	0	0	0	0	0	0	0	0	0	9	11	15	11	46
Course failure in ELA	0	0	0	0	0	0	0	0	0	42	53	51	137	283
Course failure in Math	0	0	0	0	0	0	0	0	0	80	80	44	78	282
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	49	105	154
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	10	116	126
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	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	315	183	122	620

**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	2	8	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	2	1	4	8

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

Thursday 8/12/2021

## 2020-21 - 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	433	489	445	392	1759
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	34	40	53	58	185
One or more suspensions	0	0	0	0	0	0	0	0	0	0	11	20	23	13	67
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	13	19	30	3	65
Course failure in Math	0	0	0	0	0	0	0	0	0	0	13	18	31	3	65
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	49	105	135	289
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	10	116	70	196

**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	252	215	214	200	881	

**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	14	1	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	3	2	3	10

## 2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	433	489	445	392	1759
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	34	40	53	58	185
One or more suspensions	0	0	0	0	0	0	0	0	0	11	20	23	13	67
Course failure in ELA	0	0	0	0	0	0	0	0	0	13	19	30	3	65
Course failure in Math	0	0	0	0	0	0	0	0	0	13	18	31	3	65
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	49	105	135	289
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	10	116	70	196

**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	252	215	214	200	881

**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	14	1	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	2	3	2	10

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				61%	50%	56%	61%	49%	56%
ELA Learning Gains				55%	46%	51%	55%	49%	53%
ELA Lowest 25th Percentile				44%	33%	42%	45%	44%	44%
Math Achievement				57%	44%	51%	52%	50%	51%
Math Learning Gains				59%	45%	48%	53%	47%	48%
Math Lowest 25th Percentile				47%	36%	45%	48%	41%	45%
Science Achievement				74%	68%	68%	72%	65%	67%
Social Studies Achievement				74%	69%	73%	69%	72%	71%

### Grade Level Data Review - State Assessments

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	57%	47%	10%	55%	2%
Cohort Comparison						
10	2021					
	2019	60%	48%	12%	53%	7%
Cohort Comparison		-57%				

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
2021					
2019	72%	66%	6%	67%	5%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	71%	67%	4%	70%	1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	29%	52%	-23%	61%	-32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	49%	12%	57%	4%

### Grade Level Data Review - Progress Monitoring Assessments

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

LSA and Benchmark Assessments will be used to compile data.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51.925	38.57	58
	Economically Disadvantaged			
	Students With Disabilities			16
	English Language Learners			16
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37.1	36.95	28
	Economically Disadvantaged			
	Students With Disabilities	15	14	9
	English Language Learners	13	13	8
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52.4	46	55
	Economically Disadvantaged			
	Students With Disabilities			16
	English Language Learners			25
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	35	33
	Economically Disadvantaged			
	Students With Disabilities	21	14	10
	English Language Learners	17	25	27
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	23	73
	Economically Disadvantaged			
	Students With Disabilities	1	4	53
	English Language Learners	0	18	38
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	72	65	70
	Economically Disadvantaged			
	Students With Disabilities	4	13	33
	English Language Learners	0	0	100

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

### Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	28	39	32	15	35	39	49	44		96	38
ELL	26	41	46	21	34	31	30	57		100	38
ASN	67	71	75	60	42		89	89		100	88
BLK	51	51	48	26	33	31	46	48		100	49
HSP	53	44	30	45	41	49	66	68		99	60



2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
MUL	49	50	50	27	40		53	76		100	85
WHT	62	49	42	53	38	26	76	74		98	71
FRL	52	51	44	34	30	29	58	61		98	58
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	38	37	27	49	45	37	43		94	22
ELL	35	54	62	35	52	33	55	14		70	
ASN	72	61		66	65		78	70		96	44
BLK	42	51	38	38	45	41	55	66		98	35
HSP	55	49	41	49	56	44	65	64		96	51
MUL	66	38		54	47	40	80	83		100	65
WHT	67	60	49	65	65	53	81	81		98	59
FRL	47	48	44	46	54	41	60	68		94	46
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	37	42	33	27	48	40	57	40		86	16
ELL	31	42	33	33	33		20			86	25
ASN	71	77	60	69	65		86	68		100	68
BLK	41	41	37	37	49	50	65	57		93	33
HSP	51	51	45	39	50	42	60	60		92	48
MUL	71	54	40	60	76		72	60		83	40
WHT	69	58	47	62	52	50	78	78		95	58
FRL	49	50	42	41	46	42	64	59		92	41

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	59
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	75
Total Points Earned for the Federal Index	646
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
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%	
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Across all areas of testing student mastery, gains and lowest quartile gains decreased on average of 3% for students test at LMHS.

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

Based on the most recent EOC/FSA data the greatest need for improvement is in the area of lowest quartile gains for mathematics. Only 35% of the students in the lowest quartile made gains in math in 2021, this is down from 44% in 2019.

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

COVID, Lake Live and inconsistent attendance is a huge factor for the mastery of these skills. This year, all math classes will be in person as well as year long courses. The implementation of the use of ALEKS from the beginning of the year will also be a positive impact. Students will also be afforded the opportunity to use MHT to get additional assistance on content.

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

The college and career acceleration area showed the most growth for 2021. Growing from 67% from 53%.

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

The extended opportunities for students to be able to complete CTE programs for industry certification as well as open enrollment for students wishing to participate in AP coursework on campus.

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

In connection with remediation time, teachers will provide opportunities to students to continue learning through MoHawk Time. In addition, students will be given open opportunity to take AP and advanced courses.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Teachers will be provided professional development in the areas of collaborative planning to implement rigorous lesson for all students while creating differentiation for students to find success within the curriculum.

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

Administrative and Guidance tracking of student progress will be used to determine effectiveness of the improvement plan. Adjustments will be made in an ongoing manner to address the question, "what do we do when they don't learn it".

### Part III: Planning for Improvement

#### Areas of Focus:

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

<b>Area of Focus Description and Rationale:</b>	Based on Math Achievement data indicating that Algebra 1 pass rate on the EOC at 30% continued work in purpose is necessary. However, to effectively increase student attainment of skills work will be focused on teacher led modeling of skills. By providing a clear thought process to students within instruction the student level of mastery of the benchmarks will increase. This focus will also have a direct impact on the Math Lowest 25% percentile growth.
<b>Measurable Outcome:</b>	By focusing on this area, we expect to see increased benchmark mastery in Algebra I as evidences through classroom walkthroughs, benchmark assessments and common assessments. The expected growth will be at least 33% up from 30%. The focus will also be measured by looking at the learning gains for the lowest 25% in math from 41 to 44%.
<b>Monitoring:</b>	This area of focus will be monitored by administration completion of classroom walkthroughs, PLC minutes of documented data driven discussions as well as common assessments that meet the level of the EOC expectations. Student outcomes will be reviewed with teachers monthly via data chats.
<b>Person responsible for monitoring outcome:</b>	Cyndi Page (pagec@lake.k12.fl.us)
<b>Evidence-based Strategy:</b>	To increase the student achievement in this area, classroom walkthroughs will focus on collecting data using the 3 questions, "what are you learning, why are you learning it, and how will you know when you have learned it." This will be followed with questions to teacher during common planning time on how they are answering these questions and interventions/extensions for students. Time will be spent during Algebra I common planning to focus on how skills will be presented with modeling strategies. The master of the benchmarks will be documented using benchmark assessments as well as teacher created common assessments. AVID strategies will also be implemented throughout classrooms and supported in the AVID elective with the use of tutors for tutorials. After school tutoring will also be provided with transportation to allow students increased remediation time specifically focused on the lowest quartile in math.
<b>Rationale for Evidence-based Strategy:</b>	If we implement, monitor, and support use of focus on modeling student mastery of standards will increase. The use of classroom walkthroughs data will allow teachers to view student understanding of the expected learning target. The use of common planning to foster collaboration for teachers to create common assessments will foster the alignment of data for comparison. The WICOR strategies within AVID are focused on higher level thinking and will increase student comprehension. Tutoring will increase student to teacher contact time and allow for additional remediation for lower quartile students. An ESE TA will assist with tutoring to increase intervention effectiveness with students.

**Action Steps to Implement**

1. Create a schedule for common planning and Instructional Planning Days
2. Collect data through classroom walkthroughs focused on the 3 questions
3. Use of Common Assessments and data
4. Use of IXL and ALEKS for intervention and extension
5. Use of intervention block to focus time for students.
6. Use of after school tutoring to time for students with requested teacher resources. (SAI Funded)
7. Use of AVID tutors within the AVID classroom to increase impact of WICOR strategies. (SAI Funded)

**Person Responsible** Cyndi Page (pagec@lake.k12.fl.us)

## #2. Culture & Environment specifically relating to Early Warning Systems

<b>Area of Focus Description and Rationale:</b>	With high expectations and implementation of the HAWKS creed that focuses on climate and culture LMHS will increase student attendance as well as decrease disciplinary incidents. In addition, this family atmosphere will increase the ability to recruit highly effective teachers and retain them in the future.
<b>Measurable Outcome:</b>	The measurable outcome for students will be visible with the reduced need for suspensions, both In-School and Out-of-School. Specific attention will be given to repeat offenders who would typically be suspended in or out more than once in a year. The goal is to have 10 or less students with multiple suspensions. As far as staff, the effectiveness of this focus area will be based on the amount of time it takes to fill open positions on campus with qualified candidates who meet the expectations of relationship building and instructional knowledge. If done effectively, no position will be outstanding longer than 2 weeks.
<b>Monitoring:</b>	In an effort to monitor this focus, administration will review discipline data monthly and work with the problem solving team as necessary to implement alternative discipline steps to ensure reduced repeat offenses. Administration will also review weekly any staffing changes that are needed to ensure that the ONEHAWK culture is in place with all hires.
<b>Person responsible for monitoring outcome:</b>	Linda Shepherd (shepherdl@lake.k12.fl.us)
<b>Evidence-based Strategy:</b>	Teachers will focus on implementing Caputring Kids Hearts training through social contracts, appropriate interactions and the use of the 3 questions. Teen Leadership will continue the "ONEHAWK" mindset with ongoing student led activities. Teachers will take an active role in developing a culture of belonging with the implementation of the Pep Squad. Teachers will participate in challenges to increase collegiality and connection to each other and students. Teachers and students will be celebrated throughout the year, with gifts, parties, food, awards, etc. Academic achievements will be a strong focus for celebrating students. Implementation of the mental health professional development to increase emotional stability within the student body by implementing counseling and restorative practices with in the PASS program.
<b>Rationale for Evidence-based Strategy:</b>	By decreasing student removal from educational setting because of behavior issues the result will be a higher level of mastery in all content areas. The increased ability in finding appropriate faculty members will allow for students to feel attached to the school and for the reduced need for hiring of additional staff.

### Action Steps to Implement

1. Train faculty on ONEHAWK expectations
2. Monitor students in the MTSS and progress monitoring
3. Provide family and stakeholder support through conferencing.
4. Maintain and review exit interviews of faculty leaving
5. Review data regarding discipline as an administrative team monthly.

**Person Responsible** Devon Cole (coled1@lake.k12.fl.us)

**#3. Instructional Practice specifically relating to Differentiation**

<b>Area of Focus Description and Rationale:</b>	Based on School Data including Biology EOC pass rate of 68% from the Needs Assessment/Analysis section differentiation is one of our most critical areas of focus. By providing differentiation throughout instruction the student level of mastery of the benchmarks will increase. This focus will have a direct impact on increasing the pass rate for students on the Biology EOC.
<b>Measurable Outcome:</b>	Increased focus on differentiation will result in increased achievement for Biology EOC from 68% to 74%. This focus will also result in an increase in students passing of the Biology course as well as preparation for more rigorous science course works such as AP Biology. The increase enrollment in AP Biology is expected to grow by 5% to allow for an additional section of this course being offered at LMHS.
<b>Monitoring:</b>	This area of focus will be monitored by administration completion of classroom walkthroughs, PLC minutes of documented data driven discussions as well as common assessments that meet the level of the EOC expectations. Student outcomes will be reviewed with teachers monthly via data chats.
<b>Person responsible for monitoring outcome:</b>	Cyndi Page (pagec@lake.k12.fl.us)
<b>Evidence-based Strategy:</b>	To increase the student achievement in this area, classroom walkthroughs will focus on collecting data using the 3 questions, "what are you learning, why are you learning it, and how will you know when you have learned it." Focus will be on the third question in common planning teachers will be asked to collaborate on how to adjust instruction to focus on skills students have not mastered with the implementation of differentiated instruction. AVID strategies will also be implemented throughout classrooms and supported in the AVID elective with the use of tutors for tutorials.
<b>Rationale for Evidence-based Strategy:</b>	If we implement, monitor, and support use of focus on differentiation student mastery of standards will increase. The use of classroom walkthroughs data will allow teachers to view student understanding of the expected learning target. The use of common planning to foster collaboration for teachers to create common assessments will foster the alignment of data for comparison. The WICOR strategies within AVID are focused on higher level thinking and will increase student comprehension. Tutoring will increase student to teacher contact time and allow for additional remediation for lower quartile students.

**Action Steps to Implement**

1. Create a schedule for common planning and Instructional Planning Days
2. Collect data through classroom walkthroughs focused on the 3 questions
3. Use of Common Assessments and data
4. Use of intervention block to focus time for students.
5. Use of after school tutoring to time for students with requested teacher resources. (SAI Funded)
6. Use of USA TestPrep for remediation and extension.

**Person Responsible** Cyndi Page (pagec@lake.k12.fl.us)



**#4. Instructional Practice specifically relating to Standards-aligned Instruction**

<b>Area of Focus Description and Rationale:</b>	Based on ELA Achievement data indicating that FSA pass rate on the EOC at 58% continued work in purpose is necessary. However, to effectively increase student attainment of skills work will be focused on teacher led modeling of skills within the writing process. By providing a clear thought process to students within instruction the student level of mastery of the benchmarks will increase. This focus will also have a direct impact on the Math Lowest 25% percentile growth.
<b>Measurable Outcome:</b>	By focusing on this area, we expect to see increased benchmark mastery on ELA FSA through classroom walkthroughs, benchmark assessments and common assessments. The expected growth will at least 61% up from 58% a 3% growth. The focus will also be measured by looking at the learning gains for the lowest 25% in math from 39% to 59%. Although this is a large increase, it is felt by the team that it is possible given a more structured year long course for students instead of the block schedule that was 2020-2021.
<b>Monitoring:</b>	This area of focus will be monitored by administration completion of classroom walkthroughs, PLC minutes of documented data driven discussions as well as common assessments that meet the level of the FSA expectations. Student outcomes will be reviewed with teachers monthly via data chats.
<b>Person responsible for monitoring outcome:</b>	Rhonda Boykin (boykinr1@lake.k12.fl.us)
<b>Evidence-based Strategy:</b>	To increase the student achievement in this area, classroom walkthroughs will focus on collecting data using the 3 questions, "what are you learning, why are you learning it, and how will you know when you have learned it." This will be followed with questions to teacher during common planning time on how they are answering these questions and interventions/extensions for students. The master of the benchmarks will be documented using benchmark assessments as well as teacher created common assessments. Writing samples will be reviewed as part of the common planning sessions. AVID strategies will also be implemented throughout classrooms and supported in the AVID elective with the use of tutors for tutorials. After school tutoring will also be provided with transportation to allow students increased remediation time specifically focused on the lowest quartile in ELA.
<b>Rationale for Evidence-based Strategy:</b>	If we implement, monitor, and support use of focus on modeling the writing process student master of standards will increase. The use of classroom walkthroughs data will allow teachers to view student understanding of the expected learning target. The use of common planning to foster collaboration for teachers to create common assessments will foster the alignment of data for comparison. The WICOR strategies within AVID are focused on higher level thinking and will increase student comprehension. Tutoring will increase student to teacher contact time and allow for additional remediation for lower quartile students. An ESE TA will assist with tutoring to increase intervention effectiveness with students.

**Action Steps to Implement**

1. Create a schedule for common planning and Instructional Planning Days
2. Collect data through classroom walkthroughs focused on the 3 questions
3. Use of Common Assessments and data
4. Use of Common writing prompts for feedback and student exemplars
5. Use of intervention block to focus time for students.
6. Use of after school tutoring to time for students with requested teacher resources. (SAI Funded)



7. Use of AVID tutors within the AVID classroom to increase impact of WICOR strategies. (SAI Funded)

**Person Responsible** Rhonda Boykin (boykinr1@lake.k12.fl.us)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**See EWS goal.**

### 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.

Lake Minneola focuses its effort on creating a positive culture and environment by implementing the #ONEHAWK and HAWKS Creed. The mindset of the school is that if we work together as a whole the students, teachers and families will be successful. The HAWKS Creed stands for Honorable, Academically focused, Wise, Kind-Hearted and Successful. This creed is woven into each decision that is made for the students and faculty at LMHS. The use of this mindset allows for a positive culture and environment where students, faculty and staff have high level of expectations upon them. The continued use of Capturing Kids Hearts training will reinforce the culture and impact the reduction of disciplinary actions on campus. To encourage students to earn high levels of excellence, awards are part of the HAWK culture. Students are awarded at the end of each year with certificates, plaques, trophies, stoles. This effort is funded by the SAC. To increase student pride funds will also be allocated to assist with buying a HAWK tunnel to be used at events as a source of school pride. The environment at Lake Minneola is also one that needs to be safe. To assist with safety, the SAC continues to assist with funding PPE equipment, purchasing and maintenance of safety equipment, including golf carts, fencing, directional signage, etc

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

Linda Shepherd and Administrative team will work to encourage a positive culture and environment by developing relationships with students and families. SAC and communities partners will work to support the ONEHAWK community with spirit nights, volunteering and general support.

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Standards-aligned Instruction</b>				<b>\$8,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0901 - Lake Minneola High School	Other		\$3,500.00
	3336	519-Technology-Related Supplies	0901 - Lake Minneola High School	General Fund		\$5,000.00
			<i>Notes: IXL and USA Test Prep</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Early Warning Systems</b>				<b>\$11,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0901 - Lake Minneola High School			\$6,000.00
			<i>Notes: SAC will purchase on request Awards for student of the month, GPA and Graduation stols, pins, cords, etc.</i>			
			0901 - Lake Minneola High School			\$5,000.00
			<i>Notes: Safety equipment to include, but not limited to PPE for students and staff.</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Differentiation</b>				<b>\$7,377.40</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	0901 - Lake Minneola High School	Other		\$4,000.00
			<i>Notes: AVID Tutor SAI</i>			
	5100	240-Workers Compensation	0901 - Lake Minneola High School	Other		\$58.80
			<i>Notes: AVID Tutor Workers Comp.</i>			
	5100	250-Unemployment Compensation	0901 - Lake Minneola High School	Other		\$24.40
			<i>Notes: AVID Unemployment</i>			
	5100		0901 - Lake Minneola High School	Other		\$2,800.00
			<i>Notes: Non-Instructional Tutor TA</i>			
	5100		0901 - Lake Minneola High School			\$280.00
			<i>Notes: Retirement Non-Instructional TA</i>			

	5100		0901 - Lake Minneola High School			\$173.60
			<i>Notes: FICA</i>			
	5100		0901 - Lake Minneola High School			\$40.60
			<i>Notes: Medicare Non-Instructional TA</i>			
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Standards-aligned Instruction</b>				<b>\$7,543.32</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0901 - Lake Minneola High School			\$6,000.00
			<i>Notes: Tutoring</i>			
	5100		0901 - Lake Minneola High School			\$600.00
			<i>Notes: Retirement Tutoring</i>			
	5100		0901 - Lake Minneola High School			\$372.00
			<i>Notes: Medicare Tutoring</i>			
	5100		0901 - Lake Minneola High School			\$36.60
			<i>Notes: work Comp Tutoring</i>			
	5100		0901 - Lake Minneola High School			\$534.72
			<i>Notes: Tutoring Supplies</i>			
<b>Total:</b>						<b>\$34,420.72</b>