Lake Minneola High School

2022-23 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: 8/15/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
2021-22 ESSA Subgroups Represented (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
School Grades History	2021-22: B (55%) 2018-19: A (62%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

* 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.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	58%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Shepherd, Linda	Principal	School Principal; 8/2011
Boykin, Rhonda	Assistant Principal	ELA/Reading Achievement
Branum, Mary	Teacher, K-12	ELA Department Head
Cavinder, Kristine	Assistant Principal	Social Studies Achievement
Harrison, Kim	Teacher, K-12	Science Department Head
Katz, Brian	Teacher, K-12	Social Studies Department Head
Jones, Pandora	Graduation Coach	Graduation Coordinator
Page, Cyndi	Assistant Principal	Math and Science Achievement
Paul, Gina	School Counselor	Guidance Department Head
Pautienus, Kristen	Teacher, K-12	AVID Site Coordinator
Snow, Debbra	Instructional Coach	Literacy Coach
Rice, Roger	Assistant Principal	
Pannett, Timothy	Assistant Principal	

Demographic Information

Principal start date
Monday 8/15/2022, Roberts William

Number of teachers with a 2022 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.*
1

Number of teachers with a 2022 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
108

Total number of students enrolled at the school
2,157

Identify the number of instructional staff who left the school during the 2021-22 school year.
23

Identify the number of instructional staff who joined the school during the 2022-23 school year.
23

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	591	491	501	514	2097
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	89	103	90	59	341
One or more suspensions	0	0	0	0	0	0	0	0	0	26	33	26	13	98
Course failure in ELA	0	0	0	0	0	0	0	0	0	71	98	114	62	345
Course failure in Math	0	0	0	0	0	0	0	0	0	70	97	26	13	206
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	191	122	313
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	95	94	189
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	45	47	59	48	199
	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	

Using the table above, complete the table below with the number of students by current grade level who have 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	77	122	118	61	378

Using current year data, complete the table below with the number of students identified as being "retained.":

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	12	10	14	7	43
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	1	0	0	2

Date this data was collected or last updated
Monday 8/15/2022

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	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	2	1	1	4	8

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	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	2	1	1	4	8

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	52%	45%	51%				61%	50%	56%
ELA Learning Gains	43%						55%	46%	51%
ELA Lowest 25th Percentile	34%						44%	33%	42%
Math Achievement	47%	33%	38%				57%	44%	51%
Math Learning Gains	42%						59%	45%	48%
Math Lowest 25th Percentile	37%						47%	36%	45%
Science Achievement	67%	38%	40%				74%	68%	68%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement	65%	41%	48%				74%	69%	73%

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

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
2022					
2019	72%	66%	6%	67%	5%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	71%	67%	4%	70%	1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	29%	52%	-23%	61%	-32%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	49%	12%	57%	4%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	20	33	34	23	37	34	26	28		95	44
ELL	41	52	33	21	45		65	48		100	60
ASN	61	43	27	56	30		77	61		100	71
BLK	47	38	29	32	36	30	52	57		100	55
HSP	48	47	40	41	39	39	66	61		97	63
MUL	41	37	30	31	38		64	70		100	68
WHT	57	43	32	58	48	48	71	70		97	75
FRL	39	38	29	32	37	38	50	50		97	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
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	619
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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
Asian Students	
Federal Index - Asian Students	58
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	55

Hispanic Students	
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	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial 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	60
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Grade level trends- Achievement equal to or higher than district and state with the exception of Algebra I and US History.
Subgroup trends-ESSA data shows subgroups are above the minimum 41% mark except for Students with disabilities (37%)
Core content area trends- Biology, Geometry and Algebra I have all increased above the state and district average while also increasing from 2021. ELA 9 and 10 remain above state and district average, but have both decreased since the 2021 school year. US History fell 2% in achievement and is now below the state average for achievement.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the assessment data from 2022 LMHS dropped in all areas except for learning gains for the lowest quartile in math. The greatest need for improvement lies in the area of ELA achievement(down 6%) and gains(down 6%) as well as lowest quartile in ELA(down7%). Additionally achievement and learning gains for students with disabilities must be addressed.

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

Contributing factors: Attendance is still an area of struggle; with students and staff continuing to struggle through the COVID pandemic leading to inconsistent instruction and learning.
New Actions: MHT was implemented at the beginning of the year to increase the ability of students to have access to additional assistance during the school day. Professional Learning Teams have been implemented and are being held accountable for outcomes for learning via common assessments and data chats. Continued focus on purpose through classroom walks and instructional coaching will lead to increased use of student to student collaboration.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math Achievement and learning gains showed the most improvement in the 2022 school year. Each area increased 2-3%.

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

The use of common planning and assessments increased the use of grade level appropriate assessments. The accountable use of ALEKS and IXL.

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

Professional Learning Teams for all content areas will meet weekly through common planning.
MHT will be implemented at the beginning of the year to allow for remediation and acceleration of student learning.
SAI and AP funded tutoring

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.

Administration and Leadership team will work to provide professional development for teachers in the area of effect PLT's. Thursdays will be designated day for the PLT's to meet to discuss instruction, common assessments and student outcomes. Focus will also be given to increasing a positive school culture.

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 ongoing manner to address the 4 questions of PLC's.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the core content data from the Needs Assessment Analysis section School Data Review, achievement in all tested content areas, and learning gains within ELA and Math are critical areas of focus. Areas in ELA and Math are identified as critical due to the decrease in achievement and growth from 2021 to 2022. In addition, focus will also be given to Science and Social Studies Achievement as again both areas dropped in achievement on the EOC 2022. If we focus instruction on purpose along with the implementation of common planning student to student collaboration will increase which will ultimately increase the student achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By focusing on this area, we expect to see increased mastery in each of the following areas: Meeting High Standards in ELA: Increase from 52% to 56% Making Learning Gains in ELA: Increase from 43% to 46% ELA lower quartile gains: Increase from 34% to 37% Meeting High Standards in Math: Increase from 47% to 50% Making Learning Gains in Math: Increase from 42% to 45% Math Lowest Quartile Gains: Increase from 37% to 40% Achievement in Biology: Increase from 67% to 70% Achievement in US History: Increase from 65% to 68%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Data will be collected from common assessments, district quarterly assessments, APM's, FAST.
Person responsible for monitoring outcome:	Linda Shepherd (shepherdl@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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." In addition common planning through PLT's will be held accountable to minutes submitted and plans for actions submitted focused on standards based instruction and increase of student mastery. AVID strategies will be implemented throughout classrooms and supported in the AVID elective with the use of tutors for tutorials. The following programs will be implemented in areas noted to suplement core instruction. StudySync(ELA) Achieve 3000(ELA) ALEKS(Alg. and Geometry) IXL(Alg. and Geometry) USA Testprep(Biology and USH) MHT (All)
Rationale for Evidence-	If we implement, monitor and support use of focus on purpose, student mastery of standards will increase. The use of classroom walkthrough data will allow teachers to

based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	view student understanding of the expected outcomes. The use of common planning to foster collaboration for teachers to create common assessments will foster the alignment data for comparison. The use of WICOR strategies within AVID are focused on higher level thinking and will increase student comprehension. Tutoring/MHT will increase student to teacher contact time and allow for additional remediation for lower quartile students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 to drive instruction.
4. Use of IXL, ALEKS. Studysync, USA Testprep, and Achieve 3000 for interventions nd extension
5. Use of intervent block to focus time for students.
6. Use of after school tutoring 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)
8. Weekly professional learning team meetings focused on using the four planning questions

Person Responsible	Linda Shepherd (shepherdl@lake.k12.fl.us)

#2. Positive Culture and Environment specifically relating to Early Warning Signs

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the EWS data from the needs assessment analysis, attendance is a critical are of focus. Attendance was identified as a critical area of need because 16% of our students missed more than 10 days of school, which significantly impacted our achievement level in all tested areas, as well as learning gains.

Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By focusing on attendance we expect to see a reduction of the percentage of students who miss more than 10 days to go from 16% to less than 10%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Skyward attendance reports will be utilized to monitor progress towards our goal of decreasing the percentage of students missing 10 or more days.
Person responsible for monitoring outcome:	Rhonda Boykin (boykinr1@lake.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Implementing positive school culture on campus will increase student connection to campus and positively impact their attendance. Methods to increase connection for students who are typically assigned out of school suspension will be made through PASS with the use of restorative practices. To monitor this impact administration will review quarterly attendance and disciplinary data.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	If we implement, monitor and support positive school connections in connection to the use of PASS and Restorative Practices attendance will ultimately increase and the percentage of students missing more than 10 days will be reduced to less than 10% of the population.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide professional development for faculty on restorative practices during preplanning
2. The implementation of Social contracts with in classrooms during opening week
3. Create positive connection opportunities through school faculty/staff with students
4. Use PASS to reduce OSS for minor disciplinary infractions.
5. Use of student awards and recognition to reward positive behaviors on campus (SAC funding), awards include end of year based on academic success, attendance, HAWKS creed, Hawk of the Month awards/ luncheons

Person Responsible	Linda Shepherd (shepherdl@lake.k12.fl.us)

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Base upon the ESSA data from the Needs Assessment Analysis section, the Federal Index for Students with Disabilities is our most critical area of need. This area of focus was identified as a critical area of need because it was the only area in which LMHS did not meet the federal target of 41%, instead only achieving 37%. If we focus on Purpose and collaboration between students within our professional learning teams students with disabilities will increase in achievement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By focusing on this area, we expect to see an increase in Students with Disabilities achievement, as determined by the Federal Index, from 37% to 41%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Data will be collected from common assessments, district quarterly assessments, APM's, FAST.
Person responsible for monitoring outcome:	Kristine Cavinder (cavinderk@lake.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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." In addition common planning through PLT's will be held accountable to minutes submitted and plans for actions submitted focused on standards based instruction and increase of student mastery. AVID strategies will be implemented throughout classrooms and supported in the AVID elective with the use of tutors for tutorials. The following programs will be implemented in areas noted to suplement core instruction. StudySync(ELA) Achieve 3000(ELA) ALEKS(Alg. and Geometry) IXL(Alg. and Geometry) USA Testprep(Biology and USH) MHT (All)
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this**	If we implement, monitor and support with an instructional focus on purpose and student collaboration, teachers will then be able to adjust instruction in response to student data on a weekly basis. These adjustments will allow for targeted MHT as well as opportunities to re-teach or remediate in support of all students, which will ultimately increase student achievement and learning gains specifically in the area of students with disabilities.

**specific strategy.
Describe the
resources/criteria
used for selecting
this strategy.**

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the
person responsible for monitoring each step.

1. Develop ESE support facilitation in tested areas
2. Schedule support teachers to attend common plan sessions for areas supported
3. Envelope AVID strategies in Learning Strategies classrooms to assist with student comprehension and
retention.
4. Use MHT to select students to attend focused remediation areas of need.

**Person
Responsible**   Linda Shepherd (shepherdl@lake.k12.fl.us)

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 is critical in formulating a
statement of vision, mission, values, goals, and employing school improvement strategies
that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Lake Minneola focuses it 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.

At the beginning of each year an orientation is held for all new Hawks to attend, this event is student run
and student driven. Following this the first week of school class meetings are held with each class to inform
the of the expectations of being a Hawk and how they can contribute positively to the community.

The MHL works continually throughout the year to create a culture of acceptance and inclusion. Anti-
bullying campaigns are completed with the appropriate trainings. The Teacher HAWKS Pride organization
works to create positive events for the students in an attempt to build positive relationships with students.
This organization works in conjunction with the student Varsity club to increase school pride and
connection.

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. Monthly, each department also nominates candidates for the Hawk of the Month designation, these students are then recognized with a luncheon with Mrs. Shepherd as well as a plaque. These efforts are 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 purchasing and maintenance of safety equipment, including golf carts, mules, fencing, directional signage, student and staff ID supplies, Uniform shirts for staff, etc. Additional funding is used from the Parking/Safety budget that is created by student parking pass purchases. These monies are designated by the principal for the use to increase student/campus safety and security.

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

LMHS has an established SAC which maintains memberships with parents, families, students, and community stakeholders. In addition we have representation from instruction, non-instruction members on the committee.

Mrs. Shepherd and the Administrative team work to encourage a positive culture and environment by developing relationships with students and families to promote the ONEHAWK culture.