Lake Nona High

2018-19 Schoolwide Improvement Plan

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Lake Nona High

12500 NARCOOSSEE RD, Orlando, FL 32832

https://lakenonahs.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	41%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	A*

School Board Approval

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

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.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement.

To be the top producer of successful students in the nation.

School Leadership Team

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

Name	Title
Browning, Paul	Assistant Principal
DiMarzo, Amanda	Assistant Principal
Chang, Martha	Principal
Hoffman, James	Assistant Principal
Lafayette, Tammy	Dean
Wolfe, Rosalinde	Dean
Whalen, Angelina	Administrative Support
Gregory, Donielle	Assistant Principal
Krugh, Cristen	Administrative Support

Duties

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

The Principal and Assistant Principals observe and provide feedback to staff, implement systems and structures for staff to engage in planning standards-based instruction and monitoring student data, as well as work with Curriculum Leaders in each department to ensure a focus on increasing student achievement. The Deans support the efforts to establish and maintain a positive culture as they provide staff with resources and training to support building authentic relationships with students, parents and the community. The Administrative support provide resources and training to staff for appropriate interventions; academic support, social-emotional support and/or behavioral support.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	154	187	214	433	988
One or more suspensions	0	0	0	0	0	0	0	0	0	62	63	67	41	233
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	251	242	276	182	951
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	213	177	22	7	419

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	199	205	165	160	729

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	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	2	1	0	0	3

Date this data was collected

Tuesday 7/17/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	136	165	162	104	567
One or more suspensions	0	0	0	0	0	0	0	0	0	131	105	85	60	381
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	200	231	205	119	755
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	111	122	0	0	233
	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 identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	173	173	115	55	516

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	136	165	162	104	567
One or more suspensions	0	0	0	0	0	0	0	0	0	131	105	85	60	381
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	200	231	205	119	755
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	111	122	0	0	233
	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 identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	173	173	115	55	516

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

1. Attendance below 90% and course failures have significantly increased in every grade level.
2. Our black subgroup is performing significantly lower than other population subgroups in ELA and Math.
3. Learning gains in ELA and Math have decreased from the previous school year.
4. Students with Disabilities (SWD) performed lowest in achievement in ELA and Math.

Which data component showed the greatest decline from prior year?

1. Biology EOC scores decreased 11% from the previous school year.
2. The 9th and 10th grade ELA cohort shows a 7% decrease in achievement.
3. 9th and 10th grade ELA shows a 3% decrease in learning gains for the lowest 25%.
4. The SWD subgroup in the lowest 25% significantly decreased in learning gains in ELA and Math.

Which data component had the biggest gap when compared to the state average?

Math showed a 14% disparity in learning gains and a 13% disparity regarding students in the lowest 25% as compared to the state averages.

Which data component showed the most improvement? Is this a trend?

1. Achievement in both ELA and Math increased by 3%.
2. Suspensions decreased in all grade levels.
3. ELL subgroup increased in achievement for ELA and Math.

Describe the actions or changes that led to the improvement in this area.

1. Vertical alignment in ELA and Math PLCs; implementation of close reading strategies,
2. Implemented restorative justice practices to mediate discipline issues.
3. CCT and two bilingual paras supported teachers in core areas; ELA and Math focused on vocabulary instruction and appropriate scaffolds for ELL students.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	66%	54%	56%	63%	51%	52%
ELA Learning Gains	53%	51%	53%	56%	47%	46%
ELA Lowest 25th Percentile	43%	40%	44%	46%	36%	38%
Math Achievement	53%	49%	51%	51%	40%	43%
Math Learning Gains	34%	44%	48%	54%	51%	39%
Math Lowest 25th Percentile	32%	39%	45%	55%	55%	38%
Science Achievement	70%	66%	67%	72%	66%	65%
Social Studies Achievement	70%	69%	71%	70%	67%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	154 (136)	187 (165)	214 (162)	433 (104)	988 (567)
One or more suspensions	62 (131)	63 (105)	67 (85)	41 (60)	233 (381)
Course failure in ELA or Math	251 (200)	242 (231)	276 (205)	182 (119)	951 (755)
Level 1 on statewide assessment	213 (111)	177 (122)	22 (0)	7 (0)	419 (233)

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	2018	65%	50%	15%	53%	12%
	2017	64%	49%	15%	52%	12%
Same Grade Comparison		1%				
Cohort Comparison						
10	2018	57%	49%	8%	53%	4%
	2017	54%	47%	7%	50%	4%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		3%				
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
2018	68%	62%	6%	65%	3%
2017	79%	60%	19%	63%	16%
Compare		-11%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	64%	65%	-1%	68%	-4%
2017	62%	64%	-2%	67%	-5%
Compare		2%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	34%	61%	-27%	62%	-28%
2017	37%	53%	-16%	60%	-23%
Compare		-3%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	60%	65%	-5%	56%	4%
2017	50%	43%	7%	53%	-3%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		10%			

Subgroup Data

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	30	37	28	36	23	14	40	45		88	9
ELL	32	45	42	38	34	26	52	46		92	39
ASN	88	71		79	54		91	81		100	83
BLK	57	47	38	35	18	13	54	60		95	28
HSP	59	49	42	47	32	31	66	63		94	45
MUL	76	61		67	39		95			100	50
WHT	76	59	45	64	40	44	79	84		97	63
FRL	55	50	40	44	29	26	61	56		94	41
2017 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	24	41	42	18	31	27	41	51		78	6
ELL	25	43	42	29	36	33	58	34		94	37
ASN	85	67		69	42		89	78		100	55
BLK	51	48	28	33	28	18	79	60		95	36
HSP	54	51	45	43	32	27	79	60		95	40
MUL	81	72		66	42		100			100	27
WHT	75	58	61	62	42	35	87	80		97	58
FRL	48	49	44	37	29	29	76	55		94	34

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Implementation of shared strategies and practices learned in the District Professional Learning Community
Rationale	Based on school data, course failures are increasing in all core subject areas and learning gains have decreased in both Math and ELA. This displays a weakness in the utilization of effective student-centered instructional practices. Consequently, increased support and training regarding the implementation of District Professional Learning Community (DPLC) strategies and practices will have a positive impact on instruction and student learning.
Intended Outcome	Course failures will decrease by 5% and learning gains will increase by 5% with the focus that Lake Nona High School will have on implementing the DPLC practices with fidelity.
Point Person	Martha Chang (martha.chang@ocps.net)
Action Step	
Description	1. DPLC site team models strategies in Professional Learning Communities (PLCs). 2. PLCs work together to create collaborative lessons based on an analysis of student data in order to apply strategies in the classroom. 3. Create and sustain a positive culture in PLCs in order to engage in ghost walks and peer observations and share best practices.
Person Responsible	Donielle Gregory (donielle.gregory@ocps.net)
Plan to Monitor Effectiveness	
Description	1. Collect observational data from PLCs and classroom instruction, including a discussion of student work. 2. Disaggregate and analyze Progress Monitoring Activities (PMA) data to determine effectiveness and the overall impact of the implementation of the DPLC strategies and practices on student achievement.
Person Responsible	Donielle Gregory (donielle.gregory@ocps.net)

Activity #2	
Title	Planning and implementing Culturally Responsive Instruction
Rationale	School subgroup data shows a disparity in our achievement for our Black and Hispanic subgroups, as well as Students with Disabilities (SWD). In order to support students, our PLCs need to work together to plan and implement culturally responsive instruction that includes diverse texts and tasks, student-centered instructional strategies and foster a positive culture by engaging students, parents and the community.
Intended Outcome	Lake Nona High School will increase learning gains by 5% in FSA ELA & FSA Math for the lowest 25%.
Point Person	Martha Chang (martha.chang@ocps.net)

Action Step	
Description	1. Develop a positive school culture by engaging in job-embedded professional development to support building and maintaining authentic relationships with students, families and the community: a) Learning, applying and reflecting on classroom management strategies (i.e. Character Lab, HERO) b) Offering opportunities for family and community engagement 2. Increase the use of culturally relevant and diverse texts in the classroom and employ active, student-centered instructional strategies: a) Utilize the suggested texts and tasks in the Curriculum Resource Materials (CRMs) and daily lesson plans provided by the District. b) Utilize digital tools that enhance the student experience with the content.
Person Responsible	Donielle Gregory (donielle.gregory@ocps.net)

Plan to Monitor Effectiveness	
Description	1. Observational data from PLCs and classroom walkthroughs to show an increase in the strategic use of culturally-relevant and diverse texts in the classroom 2. Observational data from PLCs and classroom walkthroughs to show effective implementation of digital tools and student-centered instructional strategies 3. Monitor student performance on the PMAs in all core areas 4. Track attendance and discipline referrals for all subgroups 5. Analyze AdvancED survey data from staff and parents
Person Responsible	Donielle Gregory (donielle.gregory@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Lake Nona High School will continue to engage parents and encourage parental involvement through a variety of opportunities. This effort is made to give parents and guardians an opportunity to be active participants in their student's educational experience.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Students that have been identified to have social and/or emotional needs greater than those of peers and are struggling to maintain adequate academic progress are provided support multiple ways. This effort may include team members from the ESE department, Guidance, Discipline, and SAFE working together collaboratively to ensure a student's needs are met so that they can focus on academic achievement and success.

Parent conferences, continual collaboration and communication across departments are common. Referrals to outside agencies, including OCPS approved School Based Services providers may be facilitated. Immediate assessments for "at risk" behavior is made and appropriate steps taken to secure a safe environment and in extreme cases School Resource Officer involvement for possible Baker Acts. The purpose of these interventions is to ensure the student is actively engaged in his/her academics and is able to experience success.

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

Guidance Counselors and College Career Specialist are available and meet with students throughout the school day to keep them aware of their credits to fulfill their academic plan in their cohort groups and on track to graduate. Parent meetings are held for specific grade levels to prepare the students/parents of what is expected of them during the school year. Teachers prepare the students for classes for the following year by setting foundations of learning in their classes to help them prepare for the following grade level.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Leadership Team meets regularly to discuss progress with initiatives and troubleshoot issues with implementation and/or monitoring of student progress. Assistant Principals function as support for all grade levels and groups of students. Each Dean acts as a grade-level specific leader for intervention for identified students. They work with teachers directly to ensure students are receiving appropriate interventions at the appropriate tier. The Guidance Counselors act as additional support for identification and monitoring of students and their instructional/intervention needs. Curriculum Leaders assist in implementation across curricular areas and specific grade levels. The MTSS Leadership Team is comprised of members from all areas across the school organization. As a result, the efforts of MTSS are integrated into the processes for all areas. The weekly meetings provide a forum for exchange of information and monitoring processes.

Title I -- N/A

Title II funds will be used for Professional Development to support Math and Reading. The majority of

funds will be used to support the continued implementation of the rotational model in our math classes. For reading, Title II funds will be used to support content area literacy training.

Title III funds are used to support efforts in closing the achievement gap that exists among ELL students. Funds are used to purchase additional resources for ELL students.

Title VI -- N/A

Title X – LNHS follows all McKinney Vento guidelines with regard to providing access to education and adhering to FERPA regulations for these students. Our SAFE coordinator maintains a record of these students and assists with resources for these students and families.

SAI – Funds are used to pay for a resource teacher to support teachers with instructional improvement and CCSS implementation.

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

Guidance Counselors and College Career Specialist visit the classrooms at least twice a year and discuss course selection and future goals and planning. The Guidance Counselors also list a breakdown of suggested courses for each year of high school for three different post-secondary goals. In addition, we have evening presentations for students and parents regarding AP, Dual Enrollment, Colleges and college planning, and Financial Aid. Finally, we also discuss Technical Dual Enrollment and Valencia Dual Enrollment with students.