Lake Nona High

2020-21 Schoolwide Improvement Plan

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Lake Nona High

12500 NARCOOSSEE RD, Orlando, FL 32832

https://lakenonahs.ocps.net/

Demographics

Principal: Maricarmen Aponte

Start Date for this Principal: 7/6/2017

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2019-20 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: B (57%) 2016-17: B (57%) 2015-16: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Orange 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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	40%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	B	B

School Board Approval

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SIP Authority

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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.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Gregory, Donielle	Assistant Principal	The Assistant Principal of Instruction supports curriculum and instruction, specifically as it relates to the master schedule. He conducts observations and provides feedback to staff, implements systems and structures for staff to engage in planning standards-based instruction, monitors student data, as well as works with Curriculum Leaders in each department to ensure a focus on increasing student achievement.
Chang, Martha	Principal	The Principal is responsible for all decisions that impact teaching and learning on our campus. She ensures the safety of our students and staff, conducts observations and provides feedback to staff, implements systems and structures for staff to engage in professional learning, monitors student data, as well as works with Curriculum Leaders in each department to ensure a focus on increasing student achievement.
Lafayette, Tammy	Dean	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.
Wolfe, Rosalinde	Administrative Support	The MTSS coordinator supports 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.
Davis, Christopher	Assistant Principal	The Assistant Principal conducts observations and provides feedback to staff, implements systems and structures for staff to engage in planning standards-based instruction, monitors student data, as well as works with Curriculum Leaders in each department to ensure a focus on increasing student achievement.
Berkes, Scott	Dean	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.
Durbin, Patrick	Administrative Support	The Safe Coordinator provides social-emotional support and/or behavioral support to our students. He also assists with resources and training to staff to ensure the safety and wellbeing of our students.
Hughes, Wilicia	Administrative Support	The Curriculum Resource Teacher (CRT) facilitates professional development in order to support our instructional staff with implementing standards-based instruction, appropriate interventions, and research-based best practices.

Name	Title	Job Duties and Responsibilities
Rivera, Juliza	Assistant Principal	The Assistant Principal conducts observations and provides feedback to staff, implements systems and structures for staff to engage in planning standards-based instruction, monitors student data, as well as works with Curriculum Leaders in each department to ensure a focus on increasing student achievement.
Buchanan, Dwayne	Assistant Principal	The Assistant Principal conducts observations and provides feedback to staff, implements systems and structures for staff to engage in planning standards-based instruction, monitors student data, as well as works with Curriculum Leaders in each department to ensure a focus on increasing student achievement.
Marcano, Alicia	Dean	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.
Vazquez, Vanessa	Attendance/ Social Work	School social workers serve as liaisons between home, school and community by providing direct services to students to enhance well-being and improve academic performance. School social workers help to reduce barriers for students and families by linking them with services and programs within the community. School social work services include attendance support, mental health intervention, crisis support and behavioral assessment.

Demographic Information

Principal start date

Thursday 7/6/2017, Maricarmen Aponte

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.*

6

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.*

14

Total number of teacher positions allocated to the school

178

Demographic Data

2020-21 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
2019-20 Title I School	No
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2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	971	952	906	818	3647
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	84	155	148	207	594
One or more suspensions	0	0	0	0	0	0	0	0	0	53	19	25	16	113
Course failure in ELA	0	0	0	0	0	0	0	0	0	187	251	182	207	827
Course failure in Math	0	0	0	0	0	0	0	0	0	122	318	282	220	942
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	105	104	131	117	457
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	95	81	89	128	393

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	171	274	232	254	931

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	1	1	0	4

Date this data was collected or last updated

Monday 6/15/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	949	927	854	768	3498
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	121	127	133	165	546
One or more suspensions	0	0	0	0	0	0	0	0	0	91	95	61	45	292
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	276	302	245	128	951
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	200	187	126	71	584

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	194	210	170	102	676

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

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	949	927	854	768	3498
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	121	127	133	165	546
One or more suspensions	0	0	0	0	0	0	0	0	0	91	95	61	45	292
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	276	302	245	128	951
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	200	187	126	71	584

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	194	210	170	102	676

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	68%	55%	56%	63%	51%	53%
ELA Learning Gains	60%	53%	51%	54%	46%	49%
ELA Lowest 25th Percentile	45%	40%	42%	46%	34%	41%
Math Achievement	64%	43%	51%	50%	34%	49%
Math Learning Gains	62%	49%	48%	35%	33%	44%
Math Lowest 25th Percentile	61%	46%	45%	28%	33%	39%
Science Achievement	76%	70%	68%	83%	64%	65%
Social Studies Achievement	78%	73%	73%	68%	67%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	**Grade Level (prior year reported)**				**Total**
	9	**10**	**11**	**12**	
	(0)	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
09	2019	64%	52%	12%	55%	9%
	2018	65%	50%	15%	53%	12%
Same Grade Comparison		-1%				
Cohort Comparison						
10	2019	63%	50%	13%	53%	10%
	2018	57%	49%	8%	53%	4%
Same Grade Comparison		6%				
Cohort Comparison		-2%				

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

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

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	73%	67%	6%	67%	6%
2018	68%	62%	6%	65%	3%
Compare	5%				

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2019	74%	69%	5%	70%	4%
2018	64%	65%	-1%	68%	-4%
Compare		10%			

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2019	57%	63%	-6%	61%	-4%
2018	34%	61%	-27%	62%	-28%
Compare		23%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2019	62%	53%	9%	57%	5%
2018	60%	65%	-5%	56%	4%
Compare		2%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	39	30	38	44	50	46	44		100	30
ELL	41	52	47	55	62	61	58	61		89	54
ASN	89	71		92	58		89	91		100	90
BLK	63	59	58	49	53	48	64	68		94	40
HSP	60	58	45	61	60	61	71	75		93	58
MUL	72	73		81			69	69		100	55
WHT	80	61	38	74	69	73	86	85		98	66
FRL	58	60	47	58	60	59	69	69		93	56

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

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	66
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	61
Total Points Earned for the Federal Index	731
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	58
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	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	60
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	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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	71
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	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

Although there has been a two-point increase in proficiency since 2018, the lower quartile in ELA was the lowest performing subgroup amongst all content areas. Two subgroups continue to reflect low performance historically, our Exceptional Student Education (ESE) and English Language Learners (ELL) students in ELA and Math. Based on classroom observations, there is a lack of differentiated instruction and embedded ESE and ELL strategies to support these students. We will continue to support our teachers by providing training on ESE and ELL strategies and model best practices to engage students in the content.

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

Our ESE students have shown a 2% decrease in proficiency from 2018 to 2019 in ELA. Historically, our ESE students have reflected a significant achievement gap in ELA (40pt) and Math (26pt) in comparison to our students without disabilities. Based on classroom observations, there is a lack of differentiated instruction and embedded ESE strategies to support these students with developing strong reading connections leading to standard mastery. We will continue to support our teachers by providing training on high yield ESE strategies and model best practices to engage students in the content within all courses especially ELA and Social Studies.

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

There are presently no learning gaps when comparing student proficiencies with Lake Nona High School and the state student achievement proficiencies. Data from the last year show that LNHS students are performing at a minimum of 3% proficiency above our state and district average.

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

Math achievement (64%) has shown a 21% increase since 2018. Math proficiency levels at LNHS are 12% higher than the district average and 7% above the state average. While monitoring progress throughout the 2019-20 school year using Performance Monitoring Assessments (PMA), students sustained a 70% average math proficiency throughout the 2019-20 school year. To sustain this progress, we implemented Professional Learning Communities (PLCs) that focused on collaboration to discuss standards, analyzing student data, and share best practices. We also implemented weekly tutoring to provide support for our students in Algebra and Geometry.

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

Course failures in ELA for the current 10th-grade cohort have been slightly elevated in comparison to other grade levels. A monitoring system has been put in place to evaluate course failures. The system includes a monitoring and reflection form that will be used to identify trends in failures and establish a plan of action for the next grading cycle.

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

1. Focus on learning gains and achievement for our ESE and ELL students
2. Focus on continuing to increase learning gains for our bottom 25% in ELA

3. Focus on learning gains and achievement for our Black and Hispanic subgroups
4. Focus on sustaining best practices learned through PLCs to support student learning in all core areas
5. Focus on building school culture and environment supporting Social Emotional Learning and Culturally Responsiveness.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	All content areas will engage in weekly Professional Learning Communities(PLC). Our PLCs will work to support collaborative efforts to increase student achievement amongst students performing in the lower quartile, students with disabilities, and English Language Learners (ELL). PLCs will serve to provide a protected space for teachers to improve instructional practice by discussing standards-based instruction, progressive student achievement, and curate best practices/strategies to support our ESE and ELL students. In the 2018-19 school year, students who performed within the lower quartile in ELA were at an average 45% proficiency which is 5% lower than the state average (42%) and 12% lower than the district average (40%). The ESE subgroup, performing at a 28% proficiency in ELA, has shown a 2% decrease in proficiency with a significant achievement gap of 40 percentile points. The ELL subgroup, performing at a 41% proficiency in ELA, has shown an achievement gap of 42 percentage points compared to non-English Language Learners.
Measurable Outcome:	As a result of standards-based, data-driven PLC planning meetings on ELA, ESE, and ELL strategies, the lower quartile will increase reading proficiency from 45% to 48% on the state FSA assessment. ESSA subgroups (ELL and ESE) will increase in proficiency by 3 percentage points (ELL 41% to 43% and ESE from 28% to 31%) by May 2021 given FSA ELA assessment scores.
Person responsible for monitoring outcome:	Juliza Rivera (juliza.rivera@ocps.net)
Evidence-based Strategy:	Build a culture of collaboration between professionals (ESE and non-ESE) to increase student success. Also, to increase expertise and use in ESE and ELL strategies within ELA instruction towards standards mastery.
Rationale for Evidence-based Strategy:	Professional Learning Communities (PLC) work to guide the instructional focus amongst content professionals. Weekly PLC meetings will allow for standard-based, data-driven discussions on student achievement with the sharing of expertise and the instructional focus. In order to support students, we will focus on the collaborative work of PLCs to embed ELL and ESE strategies within ELA instruction while also developing 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.

Action Steps to Implement

Monitoring and guiding effective PLC meetings. The ELA PLCs will work together to create collaborative lessons that include the implementation of close reading strategies embedded with ESE and ELL strategies throughout instruction. These strategies will support all students, as we engage students in a guided analysis of text and scaffold towards mastery of the standards.

Person Responsible	Juliza Rivera (juliza.rivera@ocps.net)

Training, providing resources, and monitoring the effective application of the use of culturally relevant and diverse texts for culturally responsive instruction, this includes texts and tasks in the Curriculum Resource Materials (CRMs) and daily lesson plans provided by the District.

Person Responsible	Wilicia Hughes (wilicia.hughes@ocps.net)

Training, providing resources, and monitoring differentiation of instruction to meet the needs of all students including the use of ESE and ELL strategies within ELA instruction.

Person Responsible Wilicia Hughes (wilicia.hughes@ocps.net)

#2. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Build and establish a culture for social and emotional learning at our school with adults and students. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to the subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following school needs: Our goal is to increase the number of students who feel connected to an adult advocate under the Well Being component of our annual Cognia survey from 43% to more than 50%.
Measurable Outcome:	The annual Cognia student, teacher, and parent surveys provide us with feedback on the systems and overall satisfaction of our instructional climate. The survey results from 2019 indicated that 46% of students did not feel connected to an adult on campus. This led us to strengthen our mentorship program in partnership with Valencia College. Also, the OCPS Culture Climate survey indicated that both parents and students could benefit from additional opportunities with guidance counselors. The schedule of the Student Services team has been adjusted to provide increased availability to students and parents. Our goal is to increase the number of students who feel connected to an adult advocate under the Well Being component of our annual Cognia survey from 43% to more than 50%.
Person responsible for monitoring outcome:	Martha Chang (martha.chang@ocps.net) Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students.
Evidence-based Strategy:	Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.
Rationale for Evidence-based Strategy:	In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change.

Action Steps to Implement

Establish a common language to support a culture of social and emotional learning at your school with adults and students

Person Responsible	Patrick Durbin (patrick.durbin@ocps.net)

Understand the connections between social and emotional learning and instructional strategies

Person Responsible	Wilicia Hughes (wilicia.hughes@ocps.net)

Implement strategies for social and emotional learning with adults and students to positively impact school climate and culture.

Person Responsible   Vanessa Vazquez (vanessa.vazquez@ocps.net)

Additional Schoolwide Improvement Priorities

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

To sustain this progress with math achievement, we will continue to implement Professional Learning Communities (PLCs) that focus on collaborative discussions on standards, analyzing student data, and share best practices. We will continue to implement weekly tutoring to provide support for our students in Algebra and Geometry. Afterschool tutoring that is made available after school allows for the ESE and ELL subgroups who reflect a low proficiency in Math (ESE 38% and ELL 55%) to gain additional practice. Effective strategies prove that manipulatives and increased opportunities support both ESE and ELL students work towards standard mastery. With additional tutoring, students will have an additional opportunity to support course work, engage in math concepts, and solidify approaches (concrete, representational, and then abstract).

Part IV: Positive Culture & Environment

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

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

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

Lake Nona High School continues to build a positive school culture and environment collaboratively with students, staff, parents, and community members. Parents, teachers, students, and community members have the opportunity to work collaboratively through the Parent-Teacher Association (PTSA) and School Advisory Committee (SAC) in the continuous development of the School Improvement Plan (SIP), to review and design goals and strategies in support of student achievement.

Communication is a critical component with keeping our school community connected in order to strengthen the relationship between home and school. Weekly newsletters and the school website keep families updated on student academic celebrations, events, scholarships, service opportunities, clubs, athletic opportunities, and more. Our Social media platforms provide daily updates to stakeholders and have proven a viable avenue for celebrating student success, college/career academic support avenues, and community service opportunities especially upon the onset of distance learning.

The Safe Coordinator is a part of the leadership team and works alongside the School Social Worker, Deans, the School Leadership Team, and School Resource Officer to ensure the social and emotional well-

being of students through conferences, small group sessions, safe spaces, Safe@Home virtual chat sessions, mentoring programs, restorative practices, and the building of a culturally responsive campus. Our School Community provides an additional mentoring program for our lower 25% and minority males through the Males of Color Initiative to support acceleration and closing the achievement gap amongst our Black and Hispanic subgroups. Our mentoring initiative will be done in collaboration with a number of community partners who send industry professionals to mentor students and provide career insight and academic support.

Collaboration with general education teachers, paraprofessionals, and support staff is necessary to support students' learning toward measurable outcomes and to facilitate students' social and emotional well-being across all school environments and instructional settings (e.g., co-taught). Collaboration with individuals or teams requires the use of effective collaboration behaviors (e.g., sharing ideas, active listening, questioning, planning, problem-solving) to develop and adjust instructional or behavioral plans based on student data, and the coordination of expectations, responsibilities, and resources to maximize student learning.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
		Total:	**$0.00**