Lake Nona High

2021-22 Schoolwide Improvement Plan

Table of Contents

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2020-21 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%)
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	

* 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.

Table of Contents

Lake Nona High

12500 NARCOOSSEE RD, Orlando, FL 32832

https://lakenonahs.ocps.net/

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	30%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

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

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.

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	Position Title	Job Duties and Responsibilities
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.
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.
Durbin, Patrick	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.
Hughes, Wilicia	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.
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.
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.
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.
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

Name	Position Title	Job Duties and Responsibilities
		support building authentic relationships with students, parents, and the community.
Morsher, Stephen	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.
Van, Linda	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.
Cotes, Danielle	Instructional Coach	The Instructional Coach facilitates professional development in order to support our instructional staff with implementing standards-based instruction, appropriate interventions, and research-based best practices.
Cunningham, Antonio	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.
Council, Jamie	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.
Witfield, Tammy	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.

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.*
3

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

14

Total number of teacher positions allocated to the school

199

Total number of students enrolled at the school

3,772

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

12

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

30

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	1	918	748	873	792	3332
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	174	132	209	152	667
One or more suspensions	0	0	0	0	0	0	0	0	0	21	33	36	27	117
Course failure in ELA	0	0	0	0	0	0	0	0	1	124	103	176	97	501
Course failure in Math	0	0	0	0	0	0	0	0	1	72	81	229	179	562
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	116	79	90	83	368
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	1	89	67	70	61	288
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	1	154	126	231	158	670

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	1	154	126	231	158	670

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	1	2	1	1	5

Date this data was collected or last updated

Thursday 7/1/2021

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	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

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	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

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				68%	55%	56%	66%	54%	56%
ELA Learning Gains				60%	53%	51%	53%	51%	53%
ELA Lowest 25th Percentile				45%	40%	42%	43%	40%	44%
Math Achievement				64%	43%	51%	53%	49%	51%
Math Learning Gains				62%	49%	48%	34%	44%	48%
Math Lowest 25th Percentile				61%	46%	45%	32%	39%	45%
Science Achievement				76%	70%	68%	70%	66%	67%
Social Studies Achievement				78%	73%	73%	70%	69%	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	64%	52%	12%	55%	9%
Cohort Comparison						
10	2021					
	2019	63%	50%	13%	53%	10%
Cohort Comparison		-64%				

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	73%	67%	6%	67%	6%
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	74%	69%	5%	70%	4%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	57%	63%	-6%	61%	-4%
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	62%	53%	9%	57%	5%

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used to compile the data below is the OCPS Progress Monitoring Assessments. These assessments are administered at the end of every quarter.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	72	68	72
	Economically Disadvantaged	65	61	65
	Students With Disabilities	36	27	35
	English Language Learners	53	48	53
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	60	68	61
	Economically Disadvantaged	61	58	62
	Students With Disabilities	36	45	44
	English Language Learners	61	66	60
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	93	89	91
	Economically Disadvantaged	90	86	88
	Students With Disabilities	76	71	70
	English Language Learners	91	85	87
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	61	52	63
	Economically Disadvantaged	51	40	53
	Students With Disabilities	32	19	32
	English Language Learners	33	28	42
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	41	55	53
	Economically Disadvantaged	34	52	50
	Students With Disabilities	31	35	48
	English Language Learners	34	57	52
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	71	67	64
	Economically Disadvantaged	64	59	64
	Students With Disabilities	52	53	64
	English Language Learners	63	63	51
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	50	50
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25	36	36
	Economically Disadvantaged	20	29	33
	Students With Disabilities	19	17	18
	English Language Learners	27	38	47
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	56	55	54
	Economically Disadvantaged	50	63	75
	Students With Disabilities	0	100	50
	English Language Learners	60	43	38
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	65	81	78
	Economically Disadvantaged	63	79	76
	Students With Disabilities	37	68	64
	English Language Learners	53	75	66

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	33	50	100
	Economically Disadvantaged	100	100	100
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	0	50	100
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	83	50	25
	Economically Disadvantaged	67	100	33
	Students With Disabilities	100	N/A	N/A
	English Language Learners	50	100	0

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	29	41	37	23	22	19	54	43		100	33
ELL	41	55	47	39	35	37	61	49		100	69
ASN	85	79		78	56		94	83		100	86
BLK	69	59	33	45	27	31	84	69		98	57
HSP	59	55	45	41	29	30	74	64		100	73

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	67	67		55			77			100	95
WHT	80	65	50	61	34	19	88	78		99	80
FRL	55	52	40	41	31	24	75	63		99	67
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

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	60
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	57
Total Points Earned for the Federal Index	656
Total Components for the Federal Index	11
Percent Tested	92%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	54
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	83
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	57
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	77
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	67
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	54
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?

Our ELL and ESE students continue to struggle to become proficient in reading and math. Based on our data and class 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.

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

Our student's greatest area of improvement is in Mathematics. Based on classroom observations, there is a lack of differentiated instruction and embedded ESE strategies to support these students with developing strong 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 Mathematics.

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

There are presently no learning gaps when comparing student proficiencies with Lake Nona High School and the state student achievement proficiencies.

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

ELA 9th grade demonstrated the most improvement.

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

The contributing factors were strong collaboration, planning, and the use of data to drive lessons and instructions.

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

We will continue to focus on using data to create lessons and drive instruction. In addition, the teams will monitor their ESE and ELL students to ensure that they are progressing.

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.

Professional development will be offered to all the different teams throughout the year. The literacy coach and curriculum resource teachers will provide professional development to our teachers based on data and individual PLC needs.

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

Professional development will give teachers the tools to support our special populations. Our monitoring systems will continue to be tracked to ensure our systems are supporting our student's needs. Constant monitoring and adjustments will be an integral part of our plan of action.

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 2020-21 school year, students who performed below grade level in ELA were at an average of 33% in ninth grade and 38% in tenth grade.
Measurable Outcome:	As a result of standards-based, data-driven PLC planning meetings on ELA, ESE, and ELL strategies students performing below grade level will increase reading proficiency from 33% to 38% in ninth grade and 38% to 43% in tenth grade on the state FSA assessment.
Monitoring:	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 for monitoring outcome:	Stephen Morsher (stephen.morsher@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 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

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	Danielle Cotes (danielle.cotes@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	Danielle Cotes (danielle.cotes@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 Student Sense of Belonging component of our annual Panorama survey from 33% to more than 40%.
Measurable Outcome:	The annual Panorama student, teacher, and parent surveys provide us with feedback on the systems and overall satisfaction of our instructional climate. The survey results from 2021 indicated that 33% 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 Student Sense of Belonging component of our annual Panorama survey from 33% to more than 40%.
Monitoring:	Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students.
Person responsible for monitoring outcome:	Martha Chang (martha.chang@ocps.net)
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 our school with adults and students.

Person Responsible	Tammy Witfield (tammy.witfield@ocps.net)

Understand the connections between social and emotional learning and instructional strategies.

Person Responsible	Danielle Cotes (danielle.cotes@ocps.net)

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

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

Additional Schoolwide Improvement Priorities

Using the 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.

Lake Nona High School was ranked number 119 out of 505 high schools statewide. However, our school ranked number four out of 26 schools in our county. We reported 1.8 incidents per 100 students. When compared to high schools statewide, our overall discipline incidents fall into the low category. Regarding our suspension rate, our school ranked number 235 out of 505 high schools statewide. In our county, we ranked number 10 out of 74. Our suspension rate per student is 10.8 with a total of 375 total suspensions reported. When compared to high schools statewide, our overall suspensions fall into the low category.

We will use HERO, our Positive Behavior Intervention System to monitor behavior incidents and interventions that have been put into place. Our discipline team will review the behavior data monthly and modify our school-wide discipline plan and actions as needed.

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 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), review and design goals and strategies in support of student achievement.

Communication is a critical component of 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.

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

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, 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.