

Orange County Public Schools

# Lake Nona Middle



2021-22 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>20</b>
<b>Positive Culture &amp; Environment</b>	<b>24</b>
<b>Budget to Support Goals</b>	<b>25</b>

# Lake Nona Middle

13700 NARCOOSSEE RD, Orlando, FL 32832

<https://lakenonams.ocps.net/>

## Demographics

**Principal: Jennifer Fugate**

Start Date for this Principal: 7/13/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	37%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (76%) 2017-18: A (73%) 2016-17: A (73%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>20</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>25</b>

# Lake Nona Middle

13700 NARCOOSSEE RD, Orlando, FL 32832

<https://lakenonams.ocps.net/>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	No	26%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

## School Grades History

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

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## SIP Authority

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<https://www.floridacims.org>.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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
McCloe, Robert	Principal	<p>The Principal serves as the instructional leader and chief administrator of the school which involves developing, implementing and supporting policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student as well as the professional development of each staff member.</p>
Cain, Brandi	Assistant Principal	<p>The assistant principals' position is to assist the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. This includes responsibilities such as: leading, directing, counseling and supervising a variety of personnel and programs. Assistant principals are key in creating effective parent, teacher, and student communications. The also support, encourage, mentor and evaluate staff. They foster teamwork between teachers, staff and parents.</p>
Rosado, Damian	Assistant Principal	<p>The assistant principals' position is to assist the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. This includes responsibilities such as: leading, directing, counseling and supervising a variety of personnel and programs. Assistant principals are key in creating effective parent, teacher, and student communications. The also support, encourage, mentor and evaluate staff. They foster teamwork between teachers, staff and parents.</p>
Berson, Steven	Dean	<p>The academic deans of students have a responsibility of protecting the health and welfare of our students. They</p>



Name	Position Title	Job Duties and Responsibilities
		assist students in establishing high standards of conduct and address the improvement of student attendance and discipline.
Thate, Chenia	Dean	The academic deans of students have a responsibility of protecting the health and welfare of our students. They assist students in establishing high standards of conduct and address the improvement of student attendance and discipline.
Alberti, Roxana	Staffing Specialist	The staffing specialist is responsible for providing support to the school to ensure that students with disabilities demonstrate increased participation and performance in the standards and statewide assessments.
Huerta-Kirkland, Teresa	ELL Compliance Specialist	The ESOL Compliance Specialist assists in the coordination of eligibility and placement of ESOL students. They provide leadership for improving instruction for ESOL students.
Powers, Sharon	Other	Support personnel like instructional coaches provide job embedded and ongoing professional development for teachers, staff, and administration. The coaches interface with the principal to work towards the vision of high quality teaching and learning.

### Demographic Information

**Principal start date**

Tuesday 7/13/2021, Jennifer Fugate

**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.*

10

**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.*

17

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

98

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

1,445

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

10

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

11

**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	446	481	493	0	0	0	0	1420
Attendance below 90 percent	0	0	0	0	0	0	36	77	69	0	0	0	0	182
One or more suspensions	0	0	0	0	0	0	3	8	5	0	0	0	0	16
Course failure in ELA	0	0	0	0	0	0	4	6	34	0	0	0	0	44
Course failure in Math	0	0	0	0	0	0	5	19	28	0	0	0	0	52
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	36	49	43	0	0	0	0	128
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	33	50	40	0	0	0	0	123
Number of students with a substantial reading deficiency	0	0	0	0	0	0	36	49	43	0	0	0	0	128

**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	24	52	54	0	0	0	0	130

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

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

Thursday 7/22/2021

**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	516	504	535	0	0	0	0	1555
Attendance below 90 percent	0	0	0	0	0	0	22	32	47	0	0	0	0	101
One or more suspensions	0	0	0	0	0	0	3	12	18	0	0	0	0	33
Course failure in ELA	0	0	0	0	0	0	11	41	50	0	0	0	0	102
Course failure in Math	0	0	0	0	0	0	21	31	34	0	0	0	0	86
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	48	55	64	0	0	0	0	167
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	49	56	52	0	0	0	0	157

**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	35	59	68	0	0	0	0	162

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

**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	516	504	535	0	0	0	0	1555
Attendance below 90 percent	0	0	0	0	0	0	22	32	47	0	0	0	0	101
One or more suspensions	0	0	0	0	0	0	3	12	18	0	0	0	0	33
Course failure in ELA	0	0	0	0	0	0	11	41	50	0	0	0	0	102
Course failure in Math	0	0	0	0	0	0	21	31	34	0	0	0	0	86
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	48	55	64	0	0	0	0	167
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	49	56	52	0	0	0	0	157

**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	35	59	68	0	0	0	0	162

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

**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				77%	52%	54%	75%	52%	53%
ELA Learning Gains				71%	52%	54%	64%	50%	54%
ELA Lowest 25th Percentile				68%	45%	47%	63%	42%	47%
Math Achievement				83%	55%	58%	82%	53%	58%
Math Learning Gains				73%	55%	57%	67%	51%	57%
Math Lowest 25th Percentile				66%	50%	51%	57%	44%	51%
Science Achievement				67%	51%	51%	73%	51%	52%
Social Studies Achievement				88%	67%	72%	93%	68%	72%

**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
06	2021					
	2019	70%	52%	18%	54%	16%
Cohort Comparison						
07	2021					
	2019	71%	48%	23%	52%	19%
Cohort Comparison		-70%				
08	2021					
	2019	74%	54%	20%	56%	18%
Cohort Comparison		-71%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	73%	43%	30%	55%	18%
Cohort Comparison						
07	2021					
	2019	77%	49%	28%	54%	23%
Cohort Comparison		-73%				
08	2021					
	2019	57%	36%	21%	46%	11%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	62%	49%	13%	48%	14%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	66%	20%	71%	15%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	91%	63%	28%	61%	30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	53%	45%	57%	41%

**Grade Level Data Review - Progress Monitoring Assessments**

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

iReady Reading and Math (BOY, MOY and EOY) and PMA were used to compile the data below.

Grade 6					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		121/28%	139/30%	157/34%
	Economically Disadvantaged		38/23%	45/26%	51/29%
	Students With Disabilities		0/0%	2/5%	1/3%
	English Language Learners		20/16%	21/16%	28/21%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		69/16%	93/21%	138/32%
	Economically Disadvantaged		15/9%	23/13%	32/20%
	Students With Disabilities		1/3%	1/3%	3/8%
	English Language Learners		6/5%	11/9%	21/17%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	135/30%	147/32%	157/34%
	Economically Disadvantaged	23/14%	29/18%	28/18%
	Students With Disabilities	0/0%	1/3%	1/3%
	English Language Learners	13/11%	14/12%	12/10%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10/3%	13/4%	24/7%
	Economically Disadvantaged	1/1%	3/2%	7/5%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	2/2%	3/3%	3/3%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	356/80%	397/84%	392/87%
	Economically Disadvantaged	94/64%	120/73%	109/76%
	Students With Disabilities	16/57%	17/49%	18/58%
	English Language Learners	54/57%	92/73%	92/77%

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	115/24%	132/28%	161/33%
	Economically Disadvantaged	29/15%	41/21%	48/25%
	Students With Disabilities	2/6%	2/6%	1/4%
	English Language Learners	10/8%	16/13%	27/21%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0/0%	2/1%	3/2%
	Economically Disadvantaged	0/0%	1/1%	1/2%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	2/3%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	260/56%	278/58%	341/69%
	Economically Disadvantaged	71/40%	89/48%	113/59%
	Students With Disabilities	2/8%	5/18%	2/7%
	English Language Learners	45/38%	52/43%	64/52%

**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	23	40	34	29	48	38	23	57	38		
ELL	46	59	54	61	61	60	44	74	79		
ASN	77	66	50	88	73		85	91	93		
BLK	63	57	22	56	55	39	68	77	85		
HSP	61	58	53	70	60	57	58	82	76		
MUL	70	62		83	57			91	100		
WHT	79	60	55	84	64	58	81	94	88		
FRL	53	51	49	62	57	53	57	75	68		
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	40	49	41	46	61	59	44	61	75		
ELL	59	72	70	70	74	69	43	74	82		



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
ASN	87	71		97	80		83	95	97		
BLK	74	67	68	81	69	52	55	90	91		
HSP	71	70	68	77	72	66	58	84	84		
MUL	84	79		84	84						
WHT	87	74	67	92	74	73	91	95	94		
FRL	65	71	70	71	69	64	44	80	83		

  

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	33	50	48	43	43	34	35	70			
ELL	52	67	69	63	61	56	49	84	86		
ASN	86	71		97	76		92	100	89		
BLK	68	56	53	76	60	56	63	94	88		
HSP	69	64	64	75	62	54	66	90	83		
MUL	81	85		86	80				73		
WHT	84	65	69	92	74	66	82	98	90		
FRL	65	63	61	71	60	55	63	86	86		

**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	66
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	60
Total Points Earned for the Federal Index	662
Total Components for the Federal Index	10
Percent Tested	97%

  

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

<b>English Language Learners</b>	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	77
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
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%	
<b>White Students</b>	
Federal Index - White Students	74
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	58
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?

As an overall trend, each data component saw improvement throughout the year from Fall to Spring. Of the three sub-groups monitored, students with economically disadvantaged households perform closest to the school average. Students with disabilities are performing significantly lower than the school average, as well as, the other sub-groups.

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

The data component needing the most improvement, based off of iReady data is Math. Keeping in mind this data excludes students that are in Algebra 1 and Geometry because they do not take the iReady assessment, this data shows that 6th and 7th grade regular and advance, as well as Pre-Algebra students have the greatest need for improvement. Additionally, on the 2019 state assessments, the lowest data component was Math lowest 25% learning gains especially with our SWD, thus Math for SWD is the area that appears to need the most improvement based off both sets of data. The EWS with the highest frequency is students with less than 90% attendance.

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

The main contributing factor to Math scoring such low proficiency on iReady Assessments would be a lack of motivation and diligence put towards these assessments. The 20-21 school year was the first year that our students were required to take these assessments. Students and teachers were not clear on the implications of the test results, and may not have given their best effort. Students in the lowest quartile of Math and SWD need to be targeted for support with standards-based instruction. Teachers will focus on individual student data and target deficient standards for reteach and remediation.

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

The data component displaying the highest increase was 8th Grade Science across all three PMAs. This component showed over a ten point increase in all subgroups except Students with Disabilities.

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

The greatest contributing factor to this improvement is the Strategic Triage Plan implemented by the Science department. Because this assessment culminates standards from 6th through 8th grade, 8th grade teachers rotated science teachers from lower grade-levels into their classes to allow the

content experts to review older standards with students. This prepared students for their 8th Grade Science Quarter 3 PMA and state assessment.

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

To accelerate student learning, we will need to implement subject area diagnostics in each subject area. Using that data, teachers will need to gauge student loss of academic skills that may have resulted from at-home learning or other Covid-19 related factors. We will then need to address these learning gaps through direct instruction, bellwork and digital practice.

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

Teachers will need a combination of SEL and academic scaffolding professional development. Due to the number of emotional challenges faced by students, teachers and staff will need to learn how to better address student anxieties in order to get them in a state-of-mind that allows the student to work and succeed academically. Due to the gaps created by last year's learning modalities, teachers will have to be trained on how to address achievement gaps through spiraling older standards and skills as they address current standards.

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

The student services team will be implementing SEL lessons for teachers, families and students, small group SEL groups and counseling sessions to assist students that are having challenges with mental and emotional health. These efforts will help students to better concentrate on their academics and achievement. Targeted tutoring and small group instruction will be implemented in core subject areas. Additionally, this year we will be taking a new focus on student data and data driven instruction and accountability.

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** Description: Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally  
 Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school’s culture for social and emotional learning, we will address the following school needs:  
 Students have opportunities to build social relationships and engage in social interactions through participating in after-school tutoring and extra-curricular activities.  
 The Student Services and Resource Teams will target students with academic and emotional deficiencies, as well as, low attendance through individual and small group counseling and check-ins.  
 Parent and families will have a better understanding of how we can work together to improve student achievement after attending parent SEL and curriculum events.

**Measurable Outcome:** By implementing a strong social and emotional school wide support system, Lake Nona Middle School will decrease the number of students with attendance below 90 percent, decrease the number of major disciplinary infractions that lead to internal or external suspensions, and increase Accreditation Stakeholder Student Survey. Student data will show that over 75% of students agree/strongly agree that their social and emotional needs are supported by their school .

**Monitoring:** Panorama student data will show an increase of four percentage points for the topic of "Sense of Belonging" from 41% in the 2020-2021 school year to 45% in 2021-2022.  
 To decrease the number of students with attendance below 90%, we will collect student attendance data weekly. We will utilize classified staff members and guidance counselors to monitor the data and connect with students that are showing a pattern of low attendance. We will monitor student participation in SEL activities and events through Google Forms and sign-ins. We will monitor parent participation in family engagement event and collect customer satisfaction data at the end of the sessions.

**Person responsible for monitoring outcome:** Brandi Cain (brandi.cain@ocps.net)

**Evidence-based Strategy:** We will facilitate two professional development sessions centered around the implementation of Social and Emotional Learning (SEL) in our school. Teachers will then infuse SEL as part of their normal standards-based instructions. We will also communicate with the parents of these students. As part of this communication, staff will address the student’s reason for absenteeism. We will address factors such as: transportation, technology issues, internet connectivity, and mental health. To decrease the number of disciplinary infractions that lead to internal or external suspensions we will continue to utilize the H.E.R.O. system to implement PBIS. Teachers will utilize the minor infraction form to track behavior and parent communication prior to assigning a disciplinary referral.

**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.  
 By closely monitoring student attendance data from the beginning, we will be able to

address the needs of both the students and their families that may be causing the student to miss valuable instruction time. Similarly, by getting the student's family involved early when minor infractions occur, we can prevent the student from missing classes due to escalation of student behavior. The idea is to create a solid community of support between the student, the family and our school.

### Action Steps to Implement

Facilitate SEL PD for staff members.

**Person Responsible** Veronica Prigel (veronica.pragel@ocps.net)

Implement PBIS using the H.E.R.O. system.

**Person Responsible** Steven Berson (steven.berson@ocps.net)

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

**Area of Focus**  
**Description and Rationale:** The areas of focus related to standards-aligned instruction for Lake Nona Middle are: the Math Lowest 25th Percentile, Science Achievement proficiency, PMA and iReady Reading and Math scores will increase.

**Measurable Outcome:** By enhancing our instructional practices specifically related to standards-based instruction, Lake Nona Middle School will increase the percent of students in the lowest 25% in math that will make learning gains on the FSA, as well as, increase the number of students showing proficiency on the Science NGSSS. Students will perform with higher proficiency on iReady Math and Reading Assessments and PMA throughout the school year.

**Monitoring:** Lake Nona Middle School will implement early diagnostic/ baseline assessments. We will be progress monitoring throughout the year by utilizing standards-based common assessments, iReady, district-wide Progress Monitoring Assessments (PMA) and frequent formative assessments. Teachers will engage in peer observations and share weekly feedback during Professional Learning Community Meetings (PLC).

**Person responsible for monitoring outcome:** Robert McCloe (robert.mccloe@ocps.net)

**Evidence-based Strategy:** Teachers will participate in department data chats, one-on-one data chats with admin, and student data chats. Teachers will use the data collected from assessments to drive student learning and the differentiation of instruction, reteach and remediate deficient standards.

**Rationale for Evidence-based Strategy:** The dual learning models caused by the impact of Covid-19 increased the need teachers to utilize more rigorous progress monitoring to address potential loss of skills. It is imperative that we use a variety of progress monitoring tools so that we may address student needs in a timely manner. It is also important that all stakeholders are aware of their student data. This allows for stakeholder buy-in and the early addressing of deficient standards.

**Action Steps to Implement**

Progress monitoring will give teachers a baseline data for all students at the beginning of 2021-2022 school year.

**Person Responsible** Brandi Cain (brandi.cain@ocps.net)

Identify students that need additional differentiated ELL support.

**Person Responsible** Teresa Huerta-Kirkland (teresa.huerta-kirkland@ocps.net)

Identify students that need additional differentiated ESE support.

**Person Responsible** Roxana Alberti (roxana.alberti@ocps.net)

Teachers will analyze student data, share instructional strategies and give feedback in PLC meetings.

**Person Responsible** Brandi Cain (brandi.cain@ocps.net)

School-based Focus Walks by the Resource Team will monitor implementation of research based strategies.

**Person Responsible** Robert McCloe (robert.mccloe@ocps.net)

### Additional Schoolwide Improvement Priorities

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

**According to the FL School Safety Dashboard, in 2019, Lake Nona Middle ranks #274 out of 553 middle schools in the state for disciplinary infractions. This puts LNMS at a moderate rating. The greatest areas of concern are student suspensions and loss of property. This year there will be a greater focus on PBIS through the H.E.R.O. system and rewarding positive behavior as an incentive to improve student behavior. This will assist with school culture and environment and thus bring down the number of incidents.**

### 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 Middle School celebrates student personal achievement with award programs. Students receive recognition for All A's each nine-week marking period; Science Fair school and district level placement winners; Sun Games placement winners; Spelling Bee participants; French and Spanish Honor Society inductions; Chess Club district winners; and more. All of these accomplishments are recognized in the weekly newsletter for parents, students and members of our community to celebrate. Lake Nona Middle School established school norms that build positive values. We use the HERO system to award students for applying our norms and use the data from the HERO system to track positive and challenging areas.

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

Lake Nona Middle School generates clear, open communication with the parents of our students. LNMS uses a weekly newsletter, "The Kingdom's Chronicle," that gives us a platform for feedback on classroom activities or school programs. LNMS uses Facebook, Canvas and Instagram for reminders of activities or deadlines for parents and students. Parents, the community and other stakeholders utilize these platforms as a means to communicate with



school administration and teachers.

We use HERO as an additional tool to keep parents informed of student behavior and attendance. Parents may also communicate with teachers and deans using this program. Our School Advisory Committee of parents and community members monitors the progress of our School Improvement Plan (SIP). Parents on this committee support the SIP by providing Teacher Grants with funds in order to furnish materials for a teacher initiated activity.

**Part V: Budget**

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

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$3,800.00
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
			1931 - Lake Nona Middle	Other	\$550.00	
		<i>Notes: Cultural Awareness Events will be utilized to support student pride for events such as Black History, PRIDE and Hispanic Heritage months.</i>				
			1931 - Lake Nona Middle	Other	\$2,500.00	
		<i>Notes: Day of Excellence/ Awards Ceremonies</i>				
			1931 - Lake Nona Middle	Other	\$750.00	
		<i>Notes: HERO implementation and rewards.</i>				
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$2,200.00
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
			1931 - Lake Nona Middle	Other	\$500.00	
		<i>Notes: Testing material for all BOY, MOY, EOY and FSA.</i>				
			1931 - Lake Nona Middle	Other	\$500.00	
		<i>Notes: Tutoring snacks and incentives.</i>				
			1931 - Lake Nona Middle	Other	\$1,200.00	
		<i>Notes: Science Fair, Sun Games and other academic and curriculum nights material.</i>				
<b>Total:</b>					<b>\$6,000.00</b>	