Lake Nona High

2022-23 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: 7/11/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (66%) 2018-19: A (67%) 2017-18: 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	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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	39%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

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

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

Name	Position Title	Job Duties and Responsibilities
Campbell, Nikki	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.
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.
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.
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.
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.
Freund, Timothy	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.
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.

Name	Position Title	Job Duties and Responsibilities
Tatarka, Nicholas	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.
Bryant, Travis	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.
Shim, Shamica	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.
Cecilio, Olga	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.
John, Chelsea	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.
Allen, Lacresha	Curriculum Resource Teacher	The Curriculum Resource Teachers (CRTs) are responsible for providing targeted curriculum support systems for students, teachers, and administrators.
Penaranda Melo, Sonia	Curriculum Resource Teacher	The Curriculum Resource Teachers (CRTs) are responsible for providing curriculum support systems for students, teachers, and administrators.
Braun, Stephanie	Staffing Specialist	As the Principal's designee, the School Staffing Specialist (SSS)/LEA Representative is responsible for coordinating the staffing and educational planning process at the local school while ensuring that all IEP's are up-to-date and being utilized faithfully in the classroom.

Demographic Information

Principal start date
Monday 7/11/2022, Maricarmen Aponte

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
6

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

25

Total number of teacher positions allocated to the school

171

Total number of students enrolled at the school

4,194

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

35

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

34

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	1030	1097	975	943	4045
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	275	377	344	386	1382
One or more suspensions	0	0	0	0	0	0	0	0	0	55	83	40	58	236
Course failure in ELA	0	0	0	0	0	0	0	0	0	12	80	33	52	177
Course failure in Math	0	0	0	0	0	0	0	0	0	9	78	86	74	247
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	204	195	138	0	537
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	137	269	154	55	615
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	168	288	193	132	781

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	1	1	2

Date this data was collected or last updated

Thursday 7/28/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	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

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	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

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	67%	49%	51%				68%	55%	56%
ELA Learning Gains	64%						60%	53%	51%
ELA Lowest 25th Percentile	52%						45%	40%	42%
Math Achievement	49%	36%	38%				64%	43%	51%
Math Learning Gains	51%						62%	49%	48%
Math Lowest 25th Percentile	51%						61%	46%	45%
Science Achievement	72%	31%	40%				76%	70%	68%
Social Studies Achievement	77%	43%	48%				78%	73%	73%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	73%	67%	6%	67%	6%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	74%	69%	5%	70%	4%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	63%	-6%	61%	-4%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	53%	9%	57%	5%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	24	48	42	18	32	35	28	59		100	33
ELL	48	58	52	41	50	57	59	56		100	76
ASN	86	80	36	70	56		87	100		100	91
BLK	67	62	36	48	59	68	68	77		100	72
HSP	60	62	55	45	50	49	66	71		100	76
MUL	80	74		45			85	79		100	80
WHT	77	67	47	59	50	50	87	88		99	80
FRL	56	57	47	40	47	47	60	70		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
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
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

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	726
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
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	60
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	78
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	66
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	63
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	78
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	70
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	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our Students with Disabilities demonstrated lower achievement in the areas of English Language Arts, Math, and Science between 2021 and 2022. Our Social Studies achievement levels for our Students with Disabilities increased 16 points between 2021 and 2022. Across English Language Arts and Math, our Learning Gains and Learning Gains of the Lowest 25% showed substantial increase between almost all subgroups including Students with Disabilities and our English Language Learners.

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

The substantial decay of achievement levels for our Students with Disabilities in the areas of English Language Arts, Science, and Math demonstrate the greatest need for improvement based on assessment data retrieved during the 2021-2022 school year.

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

Contributing factors could be attendance rates, students and families still being subject to COVID-related illnesses, and lack of consistent support facilitation and paraprofessional support. In order to address the needs, consistent push-in academic supports from support facilitationists, paraprofessionals, and interventionists would combat the learning decays found as a result of the challenges of the 2021-2022 school year.

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

Based off of progress monitoring and 2022 state assessments, our Students with Disabilities and English Language Learners demonstrated the most improvement in the areas of Learning Gains of the Lowest 25% in English Language Arts and Math, as well as increased achievement levels for SWD and ELL students in Social Studies.

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

In order to target these improvements, common planning practices engaged with monitoring questions to ensure that these subgroups and their needs were being addressed by teams during the planning process - this included targeted questioning and remediation tactics being built in to the planning process.

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

Accelerated learning will be targeted by implemented interventionist support in core content areas, targeted remediation strategies built into the common planning process, and student ownership and acknowledgement of data received through progress monitoring.

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 opportunities for the 2022-2023 school year will be focused on strategies for working with students to close the achievement gaps for our English Language Learners and Students with Disabilities, as well as providing PD opportunities for teachers to engage with the data collection and monitoring process so that these processes become shared responsibilities between staff, students, and families.

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

Additional services that will be implemented include push-in interventionist support, after school tutoring opportunities, and academic programs such as Khan Academy, Princeton Review, and Livius Prep.

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

:

#1. Positive Culture and Environment specifically relating to Perceptions of the overall and social learning climate of the school.	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After reviewing the results from our annual Panorama survey distributed to teachers and staff, our team isolated "School Climate" as a specific area of focus for this upcoming school year. The data gathered showed a 9 percentage point decay between SY 20-21 and SY 21-22, down to 53% from 62%. The SY 21-22 data gathered was 2 percentage points above the average across the High School Office, but 5 percentage points below the average for all schools within our Board District.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	As a result of our targeted efforts to improve campus climate across students and staff, our team is looking to bring our average back up 7 percentage points from 53% in SY 21-22 to 60% in SY 22-23.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Area of Focus will be monitored throughout the year through conversations and open dialogues with Curriculum Leaders and campus leaders throughout various departments to ensure monitoring strategies are in effect to ensure School Climate is infused into our Professional Learning Communities, events, and daily operations.
Person responsible for monitoring outcome:	Nikki Campbell (nicolle.campbell@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The leadership team is working to ensure that all stakeholders (including our parent groups such as SAC and PTSA) are involved in the planning and execution of campus-wide activities that are targeted towards increasing student and staff engagement (i.e. Spirit Weeks). Each month, a community building activity is embedded into our faculty meeting which allows all staff members to feel a sense of belonging and community. Student leaders from on-campus groups such as Student Government Association will meet with Mrs. Campbell bi-weekly to gather a pulse of the student body and create actionable events based off of current feedback.
Rationale for Evidence-based Strategy: Explain the	We are utilizing these strategies as a best practice initiative gathered from Panorama data and parent feedback.

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

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

Principal will meet with SGA representatives bi-weekly to gauge student body pulse and create action plans moving forward.

Person Responsible   Nikki Campbell (nicolle.campbell@ocps.net)

Representatives from staff, PTSA, SAC, and the student body will be polled for feedback regarding campus community events to ensure needs are being met and satisfaction is trending upwards.

Person Responsible   Nikki Campbell (nicolle.campbell@ocps.net)

#2. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	While there was an increase across almost all data points for this subgroup between 2021 and 2022, the achievement gap between ELL students and non-ELL students shows that there is more work to be done in order to close this gap and make learning more equitable for all. Our goal is to improve student readiness for the public postsecondary level based on an annual analysis of the postsecondary feedback report data.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Lake Nona High School will increase data points across all subject areas (English Language Arts, Math, Science, and Social Studies - including achievement, learning gains, and learning gains of the lowest 25%) for our English Language Learners subgroup by 3 points between 2021-2022 and 2022-2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress monitoring data will be analyzed to ensure that our targeted interventions working with these students is resulting in an increase towards the desired goal.
Person responsible for monitoring outcome:	Nikki Campbell (nicolle.campbell@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	We have implemented targeted professional development opportunities for our staff that are focused on best practices within the ELL instructional community. We are also partnering with the Multilingual Services Department to ensure that our development opportunities are filled with best practices. We have partnered with MSD for the past three years, and the partnership this year will involve them walking classrooms and providing direct feedback to teachers.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	A debrief of our 2021-2022 FSA data showed that our ELL achievement gaps were in need of our targeted focus.

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

Instructional Coach will design and implement ELL-strategy based professional development opportunities based on feedback from Multilingual Services Department collaboration.

Person Responsible   Chelsea John (chelsea.john@ocps.net)

Positive Culture & Environment

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

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

After analyzing the data from our annual Panorama survey, it became evident that our school culture has room for positive growth amongst both students and staff. For the 2022-2023 academic year, the leadership team is working diligently to ensure that all students and staff have a positive interaction with at least one individual on campus each and every day. Our team is focused on creating the best possible high school experience for each of our students by providing them with countless academic and extracurricular opportunities throughout the day. By encouraging students to become more involved both during and after the school day, we believe all students will find a sense of belonging and purpose on our campus and this will contribute to the sense of campus pride we are striving to cultivate amongst all students and staff.

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

Leadership team - ensuring students and staff feel safe, welcomed, and have a positive interaction on campus each and every day

Students - responsible for participating in our campus community safely and effectively

Staff - responsible for ensuring that students feel safe and cared for both in and out of the classroom