

Orange County Public Schools

Lake Nona Middle



2022-23 Schoolwide Improvement Plan

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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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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)	37%
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 (74%) 2018-19: A (76%) 2017-18: A (73%)
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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<https://lakenonams.ocps.net/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>37%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>76%</p>

School Grades History

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

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SIP Authority

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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

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
McCloe, Robert	Principal	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.
Pritz, Jill	Assistant Principal	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. They also support, encourage, mentor and evaluate staff. They foster teamwork between teachers, staff and parents.
Berson, Steven	Assistant Principal	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. They also support, encourage, mentor and evaluate staff. They foster teamwork between teachers, staff and parents.
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	Instructional Media	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 of teaching and learning.
Gill, Roxanne	Other	The 504 coordinator works closely with the staffing specialist and ESE department to ensure that our students with health concerns and/or disabilities are cared for.
Munich, Lynette	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.
Nuckels, Dustin	Dean	The academic deans of students have a responsibility of protecting the health and welfare of our students. They assist students in establishing high

Name	Position Title	Job Duties and Responsibilities
		standards of conduct and address the improvement of student attendance and discipline.
Alfonzo-Reyes, Luzeana	Curriculum Resource Teacher	The instructional coach leads and supports PLC meetings weekly. The instructional coach also assists with testing and analyzing data.
Baez, Anne	Administrative Support	
Sella, Rebeca	Other	The SAFE coordinator works closely with the deans, counselors, and social worker to support our students. The SAFE coordinator also runs the threat assessment meetings.

Demographic Information

Principal start date

Tuesday 7/13/2021, Jennifer Fugate

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.*

27

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.*

8

Total number of teacher positions allocated to the school

106

Total number of students enrolled at the school

1,703

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

30

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

30

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	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	79	89	118	0	0	0	0	286
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	5	1	0	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	7	3	1	0	0	0	0	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	90	72	117	0	0	0	280
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	1	87	44	98	0	0	0	230
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	1	65	50	97	0	0	0	213

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	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

Friday 9/2/2022

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

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	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

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	69%	49%	50%				77%	52%	54%
ELA Learning Gains	63%						71%	52%	54%
ELA Lowest 25th Percentile	51%						68%	45%	47%
Math Achievement	79%	36%	36%				83%	55%	58%
Math Learning Gains	80%						73%	55%	57%
Math Lowest 25th Percentile	69%						66%	50%	51%
Science Achievement	74%	55%	53%				67%	51%	51%
Social Studies Achievement	88%	61%	58%				88%	67%	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	2022					
	2019	70%	52%	18%	54%	16%
Cohort Comparison						
07	2022					
	2019	71%	48%	23%	52%	19%
Cohort Comparison		-70%				
08	2022					
	2019	74%	54%	20%	56%	18%
Cohort Comparison		-71%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	73%	43%	30%	55%	18%
Cohort Comparison						
07	2022					
	2019	77%	49%	28%	54%	23%
Cohort Comparison		-73%				
08	2022					
	2019	57%	36%	21%	46%	11%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	62%	49%	13%	48%	14%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	66%	20%	71%	15%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	91%	63%	28%	61%	30%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	53%	45%	57%	41%

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	29	36	24	35	61	60	28	52			
ELL	48	58	55	65	71	61	54	75	87		
ASN	84	73	20	93	96	100	78	82	95		
BLK	55	54	32	59	73	56	56	81	91		
HSP	63	60	53	76	77	69	70	86	87		
MUL	76	70		87	90		92	100	93		
WHT	82	68	70	88	82	72	84	92	91		
FRL	50	53	46	68	76	67	59	78	84		

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		
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		

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	71
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	712
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	41
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	62
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	80
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	62
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	69
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	87
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	81
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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?

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 2022 state assessments, demonstrate the greatest need for improvement?

Our greatest need is improvement in proficiency for ELA. We will focus on our bottom 25% for not only proficiency, but learning gains as well. We will continuously monitor for our students with disabilities and

students with high frequency in their attendance. We stayed the same from the previous year, so we do want to see growth.

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

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 B.E.S.T. benchmarks/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 2022 state assessments, showed the most improvement?

The data component displaying the highest increase was in Math 6-8. This component showed a 19 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 math department. The Math PLC discussed the data on a regular basis and identified the greatest need(s) for these students.

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 begin to become more familiar with the B.E.S.T. standards. 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.

Due to the gaps created by the current shift to the B.E.S.T. standards continuous trainings and resources will be used to address achievement gaps.

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

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.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and
Rationale: To integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student (within multiple subgroups). Focus on students academic, social, and emotional learning and wellbeing. The Rationale of academic learning to be enhanced when students have opportunities to interact with each other and making those meaningful connections. By strengthening our school culture amongst all different sub groups we can focus on social and emotional learning.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 80% of students agree/ strongly agree that their social and emotional needs are supported by their school. Our student data will show an increase of 9 percentage points for the topic of "Sense of Belonging" from 41% in the 2021-2022 school year to 50% in 2022-2023.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.
 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:
 Jill Pritz (36561@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented
 We will facilitate PD sessions centered around the continued implementation of Social and Emotional Learning (SEL) in our school. Teachers will then continue to 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, illness, family issues, and/or 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.

for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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

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.

Facilitate Social Emotional PD'S and Support to all Staff Members.

Person Responsible Veronica Prigel (veronica.prigel@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 B.E.S.T. Standards

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

The areas of focus related to the B.E.S.T Standards aligned instruction for LNMS are to focus on our lowest 25% for ELA.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By enhancing our instructional practices specifically related to B.E.S.T. standards-based instruction, Lake Nona Middle School will increase the percent of students in the lowest 25% in ELA that will make learning gains as well as, increase the number of students showing proficiency.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Lake Nona Middle School will implement early diagnostic/ baseline assessments. We will be progress monitoring throughout the year by utilizing standards-based common assessments, 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:
Describe the evidence-based strategy being implemented for this Area of Focus.

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

The loss of skills for our students has caused increased need for our teachers to utilize more rigorous progress monitoring. 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
 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.

Progress Monitoring will give teachers a baseline data point for all students at the beginning of the 2022-2023 school year.

Person Responsible Jill Pritz (36561@ocps.net)

Identify students that need additional differentiated ESOL support.

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

Identify students that need additional differentiated ESE support.

Person Responsible Roxanne Gill (roxanne.gill@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.

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 school culture and environment.

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.