Lake Mary High School

2021-22 Schoolwide Improvement Plan

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Lake Mary High School

655 LONGWOOD LAKE MARY RD, Lake Mary, FL 32746

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0071

Demographics

Principal: Mickey Reynolds   Start Date for this Principal: 5/6/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	44%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (59%) 2016-17: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Board Approval

This plan is pending approval by the Seminole 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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	44%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Lake Mary High School students are prepared to enter an ever-changing, complex society equipped with a comprehensive academic foundation, a depth of knowledge, and a respect for self and others as productive citizens of the 21st Century.

Provide the school's vision statement.

Lake Mary High School is committed to the development of the 21st Century student by providing rigorous courses that foster intellectual curiosity. Students will build expertise through integrated technology within a blended curriculum in which they will utilize creative and critical thinking skills. Students will be provided with opportunities to engage in diverse content areas that encourage entrepreneurship and leadership. Lake Mary High School is committed to the students' personal development by utilizing curriculum that will focus on individual character and needs. Each course will provide strategies for students to learn the importance of collaboration and learning. Students will have the opportunity to explore future career interests through a diverse selection of electives that are relevant and valuable for an ever-changing society. Individuals will demonstrate personal integrity, the highest standards of behavior, and initiative in their education.

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
Reynolds, Mickey	Principal	Ensuring School Improvement Plan is fully implemented and that all school board policy is followed to serve students with quality instruction and preparation for future success
Flory, Melissa	Assistant Principal	Science, Social Studies, JROTC, Cluster Liason, Professional Development, PTSA, Curriculum Leaders
Ayala-Cruz, Melisa	Assistant Principal	English, Reading, ESOL, World Languages, Support Staff, School Advisory Council, Graduation, Student/Teacher of the Month, Advanced Opportunities
Hennessy, Michael	Assistant Principal	Math, CTE, Fine Arts, Designee for Safety/Security, Athletics, Booster Club, Acceleration Rate
Oliver, Thomas	Assistant Principal	Principal Designee, ESE, PE, Student Services, Master Schedule, Paraprofessionals, Attendance, Clinic, Summer School Principal
Aslin, Kathy	Other	Testing Coordinator, AP Coordinator, Transition Program
Fuhrer, Andrea	Other	Discipline, MTSS, PBS, School Improvement Plan, School Advisory Council, Schedules and Calendars, Mentors/Dividends, Business Partners, Plato, Tell a Ram
Longarzo, Stephen		Discipline, Facilities, Custodians, Graduation, Textbooks, Facility Rentals, Parking
Southworth, Becca	Other	Discipline, In-School Suspension, Young Men of Excellence; Young Women of Excellence, Student Activities, Golden Fleece, Multi-Cultural/Black History Assemblies, Transportation, Catering

Demographic Information

Principal start date
Saturday 5/6/2017, Mickey Reynolds

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.*
5

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

134

Total number of students enrolled at the school

2,654

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

24

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

7

Demographic Data

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				59%	63%	56%	60%	63%	56%
ELA Learning Gains				55%	56%	51%	55%	55%	53%
ELA Lowest 25th Percentile				38%	43%	42%	41%	44%	44%
Math Achievement				50%	55%	51%	51%	56%	51%
Math Learning Gains				42%	49%	48%	41%	46%	48%
Math Lowest 25th Percentile				46%	42%	45%	38%	38%	45%
Science Achievement				72%	73%	68%	76%	75%	67%
Social Studies Achievement				73%	78%	73%	76%	80%	71%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	60%	61%	-1%	55%	5%
Cohort Comparison						
10	2021					
	2019	58%	61%	-3%	53%	5%
Cohort Comparison		-60%				

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

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

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State
2021					
2019	70%	71%	-1%	67%	3%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	72%	75%	-3%	70%	2%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	37%	61%	-24%	61%	-24%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	57%	64%	-7%	57%	0%

Grade Level Data Review - Progress Monitoring Assessments

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

Common District Created Benchmark Assessments were utilized to progress monitor:
• ELA – Grade 9 & 10
• Mathematics – Grade 9 & 10 enrolled in Algebra and Geometry
• US History – Grade 11 – Common District Created Benchmark Assessments
In Biology, teacher based formative assessments were used for progress monitoring. Data is unavailable for these assessments.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	345 71%	377 77%	435 84%
	Economically Disadvantaged	118 56%	129 62%	162 72%
	Students With Disabilities	16 24%	23 37%	31 46%
	English Language Learners	10 34%	14 52%	15 54%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	197 48%	202 49%	179 39%
	Economically Disadvantaged	58 33%	58 33%	65 31%
	Students With Disabilities	12 19%	15 25%	16 25%
	English Language Learners	12 55%	10 40%	11 41%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	312 66%	376 80%	382 76%
	Economically Disadvantaged	96 49%	136 72%	136 64%
	Students With Disabilities	18 29%	25 40%	22 35%
	English Language Learners	10 29%	11 38%	9 28%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	66 45%	63 40%	49 29%
	Economically Disadvantaged	30 44%	32 44%	23 27%
	Students With Disabilities	11 42%	10 36%	6 24%
	English Language Learners	6 50%	5 42%	2 13%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	08
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	194 68%	220 78%	216 72%
	Economically Disadvantaged	93 60%	111 72%	110 67%
	Students With Disabilities	24 51%	23 50%	18 35%
	English Language Learners	10 42%	12 50%	9 39%

Grade 12					
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	21	38	35	22	37	36	33	37		91	25
ELL	18	55	53	13	44	57	29	30		98	47
ASN	77	57		50	45		83	67		100	81
BLK	37	47	36	19	24	30	38	50		98	34
HSP	43	50	50	30	30	44	54	65		96	52

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
MUL	61	54		56	36		77			100	64
WHT	68	57	41	50	32	34	75	77		98	69
FRL	39	46	43	25	32	38	51	59		94	39
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	22	35	28	20	30	30	37	31		91	23
ELL	25	55	57	29	48	50	40	43		81	45
ASN	67	63		60	40		81	77		100	61
BLK	33	35	27	26	35	38	44	48		92	26
HSP	47	53	45	40	37	46	67	62		93	43
MUL	60	55		52	59		50			100	52
WHT	70	59	40	61	46	54	80	82		98	60
FRL	42	45	39	35	37	43	59	51		94	37
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	20	36	31	13	28	33	28	52		73	19
ELL	16	43	46	28	30	25	41	40		87	55
ASN	80	70		63	46		71	85		92	58
BLK	31	39	31	29	29	20	57	59		85	33
HSP	45	50	40	42	34	27	66	64		94	53
MUL	70	56		55	53		84	71		90	50
WHT	70	60	52	60	48	56	84	85		95	58
FRL	40	45	36	33	33	32	62	63		88	36

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	56
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	62
Total Points Earned for the Federal Index	618
Total Components for the Federal Index	11
Percent Tested	86%
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%	
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	60
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	48
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?

The performance of students with disabilities and African American students across all grade levels and content areas is a concerning trend.

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

The achievement and learning gains of students with disabilities and African American students demonstrates the greatest need for improvement.

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

Factors contributing to the low performance of students with disabilities and African American students in ELA and Math proficiency and learning gains include disruption in instructional continuity due to the pandemic that further widened gaps in students' foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need.

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

Grade 9 and 10 ELA reflects the most improvement.

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

Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards-based tutoring.

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

Acceleration strategies will include strategic monitoring of lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students, more frequent common formative assessment to gather progress monitoring data and highly structured professional learning community discussions using this data to collaborate on strategies to accelerate student learning.

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

Professional development will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success.

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

Additional services dedicated to student acceleration include social emotional learning support for students and families, data driven tutoring and acceleration support, expanded use of SCPS early warning tracking and MTSS based support, and additional progress monitoring opportunities in ELA for students in grades 9-11 and grade 12 reading and in mathematics for students enrolled in Algebra 1, Geometry and Liberal Arts Math 1.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Increasing academic achievement of students with disabilities and African American students. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.
Measurable Outcome:	Increase achievement and learning gains for students with disabilities and African American students.
Monitoring:	This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.
Person responsible for monitoring outcome:	Mickey Reynolds (mickey_reynolds@scps.k12.fl.us)
Evidence-based Strategy:	Lessons aligned to Florida Standards at the appropriate level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.
Rationale for Evidence-based Strategy:	Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

Action Steps to Implement

Student owned progress monitoring
Low 30% Monitoring
High Level 1 and High Level 2 Monitoring
Low Level 3 Acceleration
Collaborative Data Driven PLCs
See SCPS School Improvement Plan for additional details

Person Responsible	Mickey Reynolds (mickey_reynolds@scps.k12.fl.us)

Additional Schoolwide Improvement Priorities

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

Targeted discipline infractions will be addressed through restorative conferences (as part of the Restorative Action Plan). Discipline Data are reviewed by administration on a monthly basis and adjustments to discipline procedures will be made based upon this data. In addition, each month the SAFE Team (all administration, security, and school resource officers) meets to review safety plans in the school and examine ways to reduce high frequency infractions. The Threat Assessment Team (Discipline Administrators, Principal, School Social Worker, Licensed Mental Health Counselor, and School Resource Officers) meet to review specific students of concern and further examine school procedures related to potential threats. To minimize the number of discipline infractions and create meaningful learning opportunities for students, the discipline team also holds Discipline Roundtable sessions with teachers where they collectively collaborative on discipline data and reflect on ways to improve discipline procedures and positive behavior supports (PBS). LMHS makes a concerted effort to ensure all students are informed of the SCPS Discipline Code of Conduct and can engage in discussion with teachers in order to embody social responsibility for the policies. Based upon discipline data, administration identified high frequency discipline infractions. Through "Ram Talks" students review policies related to these infractions (vaping, skipping, etc.) and engage in meaningful discussion with their teacher through a restorative practice model. Be the Change is an initiative at Lake Mary High School that is focused on empowering students to ensure a positive school culture where all students feel safe, not only physically, but also emotionally. Be the Change Student Open Forums are held each month where students are able to bring up concerns in the school and be a part of creating solutions. Topics have been selected by students and include the following: inclusion of students with disabilities, ensuring a sense of belonging, anti-bullying, anti-racism, cultural sensitivity, conflict resolution, and LGBTQ acceptance. Lastly, Lake Mary High School maintains a commitment to engaging the school community in its shared purpose by upholding the school motto Be Responsible Be Respectful Be Engaged Be the Change. Lake Mary showcases this important mission all over the school. This PBS Poster hangs in every classroom, is recited each morning on announcements, is displayed over the football field stadium a community members drive by.

Part IV: Positive Culture & Environment

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

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

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

Ensuring a culture that impacts student experiences in a positive way is a priority for Lake Mary High. Through PBS a comprehensive approach is taken to ensure a positive culture for students and staff. To maintain a student centered approach, leadership engages students in monthly Be the Change Student Open Forum sessions. At these sessions, students have the opportunity to voice how leadership can improve in the way of ensuring meaning behind the purpose of Lake Mary High, while securing a positive culture for all. Each month a different focus topic is determined by students. Student feedback is shared with leadership to improve practices. Our vision statement (also our PBS motto), "Be Responsible, Be Respectful, Be Engaged, Be the Change" is known by all students and staff and is posted all over the school. It is recited each morning on announcements, is displayed over the football field stadium as community members drive by, and is a way of life that is embedded into instructional goals in each classroom. Teachers engage students in Restorative Practice Circles weekly in order to increase student voice, improve classroom climate, and assess instruction. One example of how Restorative Practice Circles are used is through RAM Talks. The RAM Talks serve as an avenue for teachers to engage in meaningful discussion with students regarding the behaviors and beliefs stated in the purpose statement. RAM Talks were an idea that originated from students in the Be the Change Student Open Forums. Each year, teachers engage in dialogue with students on policies, procedures, and student rights. Topics are selected based upon teacher input, student input and discipline data (anti-bullying, anti-harassment, student rights, etc). In addition to these efforts, excelling students and staff are highlighted each month through student of the month and staff of the month. Staff morale is further increased through Staff Shout Outs where specific efforts are highlighted.

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

Lake Mary High School has an extensive Business Partnership and Corporate Sponsorship program, which drives initiatives related to improving school culture. For example, at the beginning of each year, several business partners donate tangible items or monetary gifts that go back to programs like student of the month and staff of the month. In addition, the Be the Change Club encompasses a key group of students that work towards interacting with other clubs on campus to accomplish the goal of emotional safety and inclusiveness on campus. PTSA works extensively to also support this goal, by engaging in initiatives to reward excellence. PTSA organizes "Respectful Rams" where each teacher chooses one hard working student to be rewarded for their excellence with an event and prizes. To increase post secondary support and opportunities, we organize sessions multiple times each month with TRIO through Seminole State College. Seminole State and Trio have been instrumental in advising and mentoring to students who need application assistance or assistance with financial aid. Another key stakeholder group for Lake Mary High is Rotary. Rotary supports our "Graduate with Dignity Program", enabling several students to graduate with their classmates by providing financial support. Some of the students would not have walked because they could not afford their graduation fees, which include their caps, gowns, and graduation announcements. Rotary pays for tuxedoes, prom dresses, graduation attire, shoes, etc. Rotary also supports other initiatives at our school, including the food pantry (along with other groups and parents that help run our food pantry which has food for families every Friday to pick up). Lastly, Lake Mary High is proud of the Corporate Sponsorship program that is in place to support athletic programs. Local businesses pay a fee to have their branding endorsed on our athletics fields, raising on average $90,000 per year. In addition to the Corporate Sponsors program, the Athletics Boosters program raises another $30,000 per year to help ensure equipment and equitable opportunities for athletic participation. Band and JROTC also have Boosters programs to support funding for their programs.