Lyman High School

leadership
analysis
students
Florida
mission
college and career
ambitious
school improvement
family and community involvement
striving
achievement
teaching
relationships
success
learning
areas of focus
instruction
needs assessment
strategic planning
collaboration
vision
supportive environment
resources
growth

2021-22 Schoolwide Improvement Plan

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Lyman High School

865 S RONALD REAGAN BLVD, Longwood, FL 32750

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0431

Demographics

Principal: Michael Hunter

Start Date for this Principal: 6/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 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)	56%
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 (59%) 2017-18: B (55%) 2016-17: B (54%)
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 was approved by the Seminole County School Board on 11/16/2021.

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 PK, 9-12	No	55%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

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.

Empower the youth of today to innovate tomorrow.

Provide the school's vision statement.

Lyman High School will focus on: 1. Inspiring learning in all students. 2. Developing a culture of pride, spirit and community through building relationships. 3. Fostering a safe, academically supportive and inclusive environment. 4. Creating a campus of innovation utilizing cross-curricular learning tasks. 5. Encouraging students to "Get Involved" in the plethora of extra-curricular activities that Lyman High School has to offer. 6. Participation in "Paws Period" activities during school provide specified overviews/ lessons for each class (freshman, sophomore, junior and senior) to obtain grade appropriate academic and social lessons coupled with interventions.

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
Hunter, Michael	Principal	Principal of Lyman High School
Skipper, Suzanne	Assistant Principal	ELA, ESOL, Reading, Social Studies, SAC, Hound Academy, Curriculum Leaders, Summer School Coordinator, SIP and SAC
Cotter, Faith	Assistant Principal	Science, Academy of Engineering, CTE, Paws Period, Professional Development
Showalter, Michael	Assistant Principal	ESE, PE, Performing Arts, ROTC, World Languages, Discipline, Athletics, Tutoring, Alumni Relations, Future Leaders Program, Induction Program, COVID coordinator
Nelson, Trevis	Dean	Discipline, PBS, Title IX Coordinator, Hope Scholarship
Rogers, Ryan	Other	Director of Student Services, Registration, National Merit, Scholarship organization
Burns, Carly	Other	Athletic coach supervision, Student assistants, Field Maintenance coordinator, Activity/Duty calender, FHSAA Compliance, Business Partners
Walker, Jesse	Assistant Principal	Master Schedule, Math, Student Services, Student Activities, SGA/ Leadership, Instructional Model
Robinson, Ramsey	Other	Discipline, Hound Academy, Transition coordinator, Paraprofessionals, New Horizons, PBS, Title IX Coordinator, Hope Scholarship
Velazquez-Rivera, Johanna	Other	Discipline, Facilities, HERO System, Emergency Response, Transportation

Demographic Information

Principal start date
Tuesday 6/1/2021, Michael Hunter

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.*
1

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.*
18

Total number of teacher positions allocated to the school
122

Total number of students enrolled at the school
2,027

Identify the number of instructional staff who left the school during the 2020-21 school year.
29

Identify the number of instructional staff who joined the school during the 2021-22 school year.
8

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%	53%	63%	56%
ELA Learning Gains				54%	56%	51%	49%	55%	53%
ELA Lowest 25th Percentile				44%	43%	42%	41%	44%	44%
Math Achievement				49%	55%	51%	43%	56%	51%
Math Learning Gains				52%	49%	48%	43%	46%	48%
Math Lowest 25th Percentile				42%	42%	45%	40%	38%	45%
Science Achievement				68%	73%	68%	64%	75%	67%
Social Studies Achievement				69%	78%	73%	70%	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	54%	61%	-7%	55%	-1%
Cohort Comparison						
10	2021					
	2019	60%	61%	-1%	53%	7%
Cohort Comparison		-54%				

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	66%	71%	-5%	67%	-1%
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	67%	75%	-8%	70%	-3%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	38%	61%	-23%	61%	-23%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	55%	64%	-9%	57%	-2%

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	251 62%	299 72%	338 77%
	Economically Disadvantaged	120 51%	152 61%	182 69%
	Students With Disabilities	13 26%	20 34%	25 38%
	English Language Learners	10 37%	11 44%	4 50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	223 61%	231 64%	210 52%
	Economically Disadvantaged	123 55%	128 57%	120 47%
	Students With Disabilities	19 37%	25 48%	22 34%
	English Language Learners	15 58%	10 40%	11 35%
	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				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	221 63%	276 79%	288 81%
	Economically Disadvantaged	101 55%	128 71%	133 73%
	Students With Disabilities	4 15%	12 43%	12 36%
	English Language Learners	8 35%	12 57%	2 67%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46 26%	49 27%	58 29%
	Economically Disadvantaged	34 28%	29 23%	40 28%
	Students With Disabilities	6 21%	4 14%	4 11%
	English Language Learners	6 27%	3 13%	5 21%
	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 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	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
Mathematics	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
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	167 75%	177 83%	194 77%
	Economically Disadvantaged	81 66%	88 78%	101 70%
	Students With Disabilities	16 48%	20 59%	19 49%
	English Language Learners	8 57%	4 33%	6 46%

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	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
Mathematics	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
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

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	16	34	28	18	20	16	23	31		97	19
ELL	19	55	51	25	39	29	17	24		97	63
ASN	93	70		70	60		94	86		100	86
BLK	23	29	32	19	15	15	30	44		94	32
HSP	43	44	40	29	24	16	52	65		97	55

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	50	30		26	18		47	71		100	63
WHT	62	49	29	52	33	22	74	72		98	69
FRL	37	38	34	28	23	17	47	58		95	44

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	26	39	31	20	37	34	34	16		87	26
ELL	19	54	57	29	45	50	42	37		76	52
ASN	84	68		79			82	75		100	69
BLK	35	39	27	27	41	39	41	38		90	32
HSP	54	52	49	48	49	40	61	61		89	47
MUL	55	49		41	48		71	69		89	53
WHT	67	59	54	57	58	45	78	81		94	67
FRL	46	44	37	40	46	42	57	54		88	44

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	25	38	32	18	29	31	30	55		69	32
ELL	8	50	48	27	46	56	23	31		77	56
ASN	78	42		68	67		89	73		100	89
BLK	31	42	41	21	38	42	40	49		79	35
HSP	45	45	37	39	42	47	55	66		86	60
MUL	59	68	60	30	11		67	42		71	60
WHT	62	52	42	55	46	31	75	81		92	71
FRL	41	44	39	34	39	39	54	57		85	49

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	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	539
Total Components for the Federal Index	11
Percent Tested	91%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	43
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	82
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	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
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	51
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	54
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	43
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 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 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 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 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 Students with Disabilities	
Area of Focus Description and Rationale:	Increasing academic achievement of students with disabilities. 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.
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:	Michael Hunter (michael_hunter@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	Michael Hunter (michael_hunter@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.

Lyman High School will incorporate Restorative Practices for the 2021-22 school year. Teachers were introduced to Restorative Practices during Pre-Plan--August 6 and will continue to receive training for implementation on October 8. Visitations will occur from Administration and representatives from the district to monitor how teachers, staff and the Administrative team is incorporating supports for students to improve their social and emotional growth.

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.

Lyman is committed to building and maintaining sustainable relationships with students, colleagues and the community through Restorative Practices. The beginning stages of introduction began during Pre-Plan for all faculty during an introduction session which incorporated modeling circle activities. It was noticed that during the first week of school the majority of the faculty introduced a "getting to know you" activity either through a partner activity or during a circle activity. Follow-up trainings will occur on Friday, October 8 and during the second semester with persistent monitoring by the Administrative team to support the faculty/ staff in this endeavor. The focused goal is to build relationships that will cultivate our school culture and the community. Through the trust and knowledge of students and colleagues our school will be better prepared to offer specific resources and support.

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

The stakeholders to promote a positive culture and environment include: faculty/staff, students, families and the community. Plans are also in the early stages to include the Men of Excellence and Women of Excellence to build more collaborative relationships with community members.