

Seminole County Public Schools

Lake Mary Elementary School



2022-23 Schoolwide Improvement Plan

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Lake Mary Elementary School

132 S COUNTRY CLUB RD, Lake Mary, FL 32746

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0081>

Demographics

Principal: Charlotte Little

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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)	50%
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: B (61%) 2018-19: A (67%) 2017-18: A (62%)
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	ATSI
* 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 10/25/2022.

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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Lake Mary Elementary School

132 S COUNTRY CLUB RD, Lake Mary, FL 32746

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0081>

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)
Elementary School PK-5	No	50%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

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

School Board Approval

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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.

The mission of Lake Mary Elementary is to promote self-esteem, strong academic achievement, creativity and acceptance of responsibility through building relationships and establishing high academic expectations in a safe, positive environment that unifies staff, parents and community to prepare all students for success in real-life experiences.

Provide the school's vision statement.

The vision of Lake Mary Elementary is to ensure every students will have one year's academic growth in one year's time. Lake Mary Elementary will continue to increase overall academic achievement for all students in preparation for college and career readiness.

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
Gamble, Pam	Principal	Oversee school operations and safety and ensure the academic success of all students.
Felipa-Hayes, Grace	Assistant Principal	Assist the principal in the overall operation and safety of the school and ensure the academic success of all students.
Shapiro, Angela	Reading Coach	Reading intervention, iReady, FAST and MTSS support. New teacher support
Pitzen, Rebecca	Instructional Coach	Instructional coach for teachers, MTSS and curriculum support
Citrano, Lisa	School Counselor	Management of student study, exceptional student education, students with 504 plans and social-emotional instruction in classrooms.

Demographic Information

Principal start date

Wednesday 7/1/2020, Charlotte Little

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.*

4

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.*

10

Total number of teacher positions allocated to the school

57

Total number of students enrolled at the school

858

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

4

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

4

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	132	137	139	160	144	145	0	0	0	0	0	0	0	857
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	6	5	1	1	0	2	0	0	0	0	0	0	0	15
Course failure in Math	4	2	0	2	0	1	0	0	0	0	0	0	0	9
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	8	21	0	0	0	0	0	0	0	39
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	8	23	0	0	0	0	0	0	0	37
Number of students with a substantial reading deficiency	6	9	13	36	0	0	0	0	0	0	0	0	0	64

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	4	4	2	3	1	3	0	0	0	0	0	0	0	17

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	6	4	3	12	4	7	0	0	0	0	0	0	0	36
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

Monday 8/15/2022

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0

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	66%	65%	56%				70%	67%	57%
ELA Learning Gains	68%						67%	61%	58%
ELA Lowest 25th Percentile	54%						51%	51%	53%
Math Achievement	68%	46%	50%				76%	70%	63%
Math Learning Gains	63%						76%	66%	62%
Math Lowest 25th Percentile	43%						64%	50%	51%
Science Achievement	64%	65%	59%				63%	62%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	67%	-3%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	71%	65%	6%	58%	13%
Cohort Comparison		-64%				
05	2022					
	2019	70%	64%	6%	56%	14%
Cohort Comparison		-71%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	74%	71%	3%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	77%	72%	5%	64%	13%
Cohort Comparison		-74%				
05	2022					
	2019	72%	65%	7%	60%	12%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	61%	62%	-1%	53%	8%
Cohort Comparison						

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	33	51	52	33	39	32	39				
ELL	45	59	64	47	55	55	43				
ASN	60			77							
BLK	48	66	67	50	55	57	47				
HSP	54	58	55	52	51	33	54				
MUL	73	70		73	80						
WHT	75	75	50	78	69	40	74				
FRL	52	62	54	52	56	45	51				
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	37	41	41	37	38	39	38				
ELL	57			57							
ASN	80			80							
BLK	46			38							
HSP	59	67		54	53	20	52				
MUL	70			90							
WHT	73	68	40	77	64	50	75				
FRL	56	57	44	58	60	42	58				
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	34	44	42	39	62	57	25				
ELL	50	54		38	83						
ASN	38			54							
BLK	76	82		71	73		50				
HSP	65	59	43	69	73	61	50				
MUL	62			69							
WHT	74	69	52	81	77	59	73				
FRL	63	62	48	69	74	66	48				

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)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	491

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	54
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	69
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	56
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	53
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	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	66
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	54
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?

Math: Students in the low quartile need additional support/instruction in numbers/operation/algebraic thinking in order to make gains toward adequate progress. 83% of SWD students range from low level 1 to low level 3 in math.

ELA: 54% of SWD students did not make a learning gain and range from low level 1 to low level 3 in reading."

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

Both iReady diagnostics and FSA are strongly aligned to how SWD performed in each subject tested.

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 2022 state assessments, showed the most improvement?

In this school, students at Tier 1 instruction strongly outperform students who are tiered or ESE. Both the progress monitor and the state assessment show this as a problem of practice.

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?

Teachers will be required to support students in small group instruction throughout the year and use assessment information to make adjustments in how students are instructed based on how they respond to class work and assessments.

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 focus on instructional strategies Sustainability of improvement efforts Additional services dedicated to student acceleration include support of standards based instruction across all content areas, social emotional learning support for students and families, data driven tutoring and acceleration support and expanded use of SCPS early warning tracking and MTSS based support.

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 Students with Disabilities

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

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

Increase achievement and learning gains for students with disabilities.

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

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:

Pam Gamble (pam_gamble@scps.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Lessons aligned to B.E.S.T. benchmarks at the appropriate grade 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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

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.

Students will maintain individualized data notebooks. Progress monitoring will include but not limited to reading fluency, fact fluency, high impact instructional standards, iReady diagnostics, lessons passed and scores, DRA levels, district progress monitors and FAST.

Teachers will host data conferences with students to set goals, update data and review accomplishments. Students will share and discuss data notebooks with parents or guardians during parent-teacher conferences.

Administration will meet with students to discuss and review data notebooks.

Person Responsible

Pam Gamble (pam_gamble@scps.k12.fl.us)

Leadership, teachers, students and families will be engaged in the ongoing progress of the student/students utilizing the data notebook as the monitoring tool.

Person Responsible

Pam Gamble (pam_gamble@scps.k12.fl.us)

Lake Mary Elementary developed a foundation in the work of the PLC. Teachers will focus on using teacher collected student response data to determine next steps toward appropriate differentiation to

answer question three: "What do we do if they don't learn?" Development of a strong PLC structure over the course of the school year will help teachers build collective capacity for improving student outcomes.

Person Responsible

Pam Gamble (pam_gamble@scps.k12.fl.us)

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.

Teachers regularly communicate with parents through emails, phone contacts, newsletters, planners, and parent-teacher conferences. Parents are encouraged to monitor their child's/children's progress via Skyward Parent Portal and open communication with teachers. Multiple evening presentations are provided demonstrating different curriculum initiatives. Administration and teachers use Skyward and School Messenger to send messages to families. A school wide newsletter is sent home at the beginning of the year and at the end of each quarter. Throughout the year, parental surveys are used to inform LMES personnel what information parents would find useful; that information will be organized and disseminated to parents. The LMES Facebook page and website are updated to provide parents with an additional informational resource.

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

School board members and community members support the overall effort of the school. It is important to faculty and staff to have the support of these two key groups. Parent groups: volunteers, PTA and SAC are a direct support to the faculty and staff by their participation in classroom support, treats for teachers and staff and events that bring all stakeholders together.