Lake Mary High School

2022-23 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: 6/5/2017

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	44%
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 (58%) 2018-19: B (58%) 2017-18: B (59%)
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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	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	49%

School Grades History

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

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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.

Empowering RamNation to Be Responsible, Be Respectful, Be Engaged, and Be the Change we hope to see in the world.

Provide the school's vision statement.

Lake Mary High School will consciously work to establish a community of engaged educators and learners who will thrive in a safe and supportive environment. In the classroom, teachers will invest in and motivate students to help them achieve their personal best. Students will leave Lake Mary High School with a sense of purpose for their lives, equipped with tools and a plan for how to make an impact beyond high school.

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
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.
Ayala-Cruz, Melisa	Assistant Principal	English, Reading, ESOL, World Languages, Student Government, Graduation, Support Staff, Student/Teacher of the Month
Flory, Melissa	Assistant Principal	Science, Social Studies, Cluster Liaison, Professional Development, PTSA, Curriculum Leaders
Hennessy, Michael	Assistant Principal	Math, CTE, Fine Arts, Athletics/Booster Club, Acceleration Rate
Oliver, Thomas	Assistant Principal	Principal Designee, ESE, Fleece, JROTC, Student Services, Advanced Opportunities, Paraprofessionals, Attendance, Clinic, Summer School Principal
Aslin, Kathy	Other	Testing Coordinator, AP Coordinator, Transition Program, GOAL/Plato
Longarzo, Stephen	Other	Discipline, Facilities, Custodians, Safety Guards, Emergency Procedures, Transportation, Parking, Lockers
Southworth, Becca	Other	Discipline, Student Activities, MTSS, PBIS, School Improvement Plan, School Advisory Council, Restorative Practices, Golden Fleece, Assemblies
Raky, Mina	Other	Discipline, Technology Team, Textbooks, Schedules and Calendars, Mentors/Dividends, Young Men/Women of Excellence

Demographic Information

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

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.*
3

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.*
23

Total number of teacher positions allocated to the school
131

Total number of students enrolled at the school

2,711

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

23

Identify the number of instructional staff who joined the school during the 2022-23 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	59%	57%	51%				59%	63%	56%
ELA Learning Gains	55%						55%	56%	51%
ELA Lowest 25th Percentile	41%						38%	43%	42%
Math Achievement	43%	40%	38%				50%	55%	51%
Math Learning Gains	44%						42%	49%	48%
Math Lowest 25th Percentile	48%						46%	42%	45%
Science Achievement	67%	48%	40%				72%	73%	68%
Social Studies Achievement	68%	51%	48%				73%	78%	73%

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

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

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	70%	71%	-1%	67%	3%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	75%	-3%	70%	2%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	37%	61%	-24%	61%	-24%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	64%	-7%	57%	0%

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	21	36	27	20	34	40	28	43		92	19
ELL	25	51	47	19	40	50	38	35		95	39
ASN	58	57		35	29		61	92		97	62
BLK	37	36	31	19	36	44	46	53		98	33
HSP	50	53	38	36	44	43	58	55		97	46
MUL	54	56		54	33		70	89		100	60
WHT	69	60	49	54	48	54	78	75		97	66
FRL	43	48	37	30	38	45	51	56		97	41
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

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
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
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

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	59
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	70
Total Points Earned for the Federal Index	648
Total Components for the Federal Index	11
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	46
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	61
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	43
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	65
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	65
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	50
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?

At Lake Mary High School, our SWD and FRL subgroups underperformed in every core content area. Our ninth grade cohort outperformed the tenth grade cohort in ELA assessments.

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

Algebra, SWD and FRL subgroups, acceleration rate, attendance

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 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?

Math Learning Gains, ELA 9th Grade

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?

"Fidelity to all instructional plans
Focus on attendance, including implementation of credit denial
Expectations for PLCs to focus on all four PLC questions"

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:	Mickey Reynolds (mickey_reynolds@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.

ELA and math teachers will utilize and implement instructional materials with course frameworks provided by the district.

There will be consistent and frequent monitoring of students scoring below grade level on 2022 assessments.

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

Administrators will meet with and observe teachers to give meaningful and actionable feedback.

Teachers and students will track individual data.

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

Teachers and Administrators will meet with assigned PLC's on a regular basis.

Establish collaborative PLCs which incorporate systems of both addressing weaknesses of struggling students and accelerating students who are proficient.

Person Responsible   Mickey Reynolds (mickey_reynolds@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.

Lake Mary High School uses a variety of resources to build positive relationships with its community. Families can access information on Lake Mary's website, Facebook page, and Twitter feed. Lake Mary sends out the Tell-a-Ram Newsletter (five times a year), a RAM Report (weekly) and regularly utilizes School Messenger to communicate important information to students, families, and staff. Lake Mary also has a large School Advisory Council (SAC) and active Parent-Teacher-Student Association (PTSA) that brings volunteers onto our campus every week. Families can access their child's attendance and monitor their progress in their classes by using our Skyward Family Access System. Through eCampus, a learning management system, students and parents can keep track of assignments, students can submit assignments and reply and post to student/teacher discussion blogs. Tools in eCampus also allow for auto-generated grading, allowing students to obtain immediate feedback on assignments. Lake Mary hosts College Week every year and offers workshops to prepare parents and students for selecting a college, submitting college applications, and applying for financial aid. Parents and community members participate in the Ram Connections Mentorship Program to monitor our students in need. Lake Mary High is making a concerted effort to ensure equity, and that all families feel a sense of connectivity. As part of this ensuring minority representation among key groups in the school (SGA, PTSA, SAC, etc.) is a priority to ensure all groups have a voice within the school. Lastly, to increase student voice, are strengthening our implementation of Restorative Practices. Teachers engage students in Restorative Practice Circles weekly in order to increase student voice, improve classroom climate, and instructionally assess students as well.

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

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, Drama, and JROTC also have Boosters programs to support funding for their programs.