

Seminole County Public Schools

Lyman High School



2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	56%
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 (56%) 2018-19: B (59%) 2017-18: B (55%)
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 PK, 9-12	No	56%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	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 which is focused on building relationships while incorporating Restorative Practices campus-wide. 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 offered at Lyman 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
Hunter, Michael	Principal	Principal of Lyman High School
Cotter, Faith	Assistant Principal	CTE, Science, Academy of Engineering, Accreditation, Graduation Coordinator, Textbooks, Industry Certifications, Professional Development/PLC Coordinator, Open House Coordinator
Skipper, Suzanne	Assistant Principal	ELA, ESOL, Reading, Social Studies, SAC, Summer School Coordinator, Curriculum Leaders, Advanced Placement, Discipline, New Teacher Program Coordinator, 5Essentials/Snapshot Survey
Walker, Jesse	Assistant Principal	Master Schedule, Math, Fine Arts, Student Services, Teacher Certification, Registration
Robinson, Ramsey	Other	Discipline, HERO System, Transportation, Hope Scholarship, Mentoring Program
Velazquez-Rivera, Johanna	Other	Facilities, Custodial, Emergency Response Plans, Facility Usage, Facilitron
Rogers, Ryan	Other	Director of Student Services, Accelerated Opportunities, Registration, National Merit
Burns, Carly	Other	Athletic coach supervision, students assistants, field maintenance coordinator, Duty calendar, FHSAA Compliance
Cammack, Mark	Assistant Principal	ESE, PE, ROTC, Athletics, Alumni Relations, Testing, World Languages, Threat Assessment Team

Demographic Information

Principal start date

Tuesday 6/1/2021, Michael Hunter

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.*

1

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.*

21

Total number of teacher positions allocated to the school

98

Total number of students enrolled at the school

2,065

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

14

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	55%	57%	51%				59%	63%	56%
ELA Learning Gains	54%						54%	56%	51%
ELA Lowest 25th Percentile	41%						44%	43%	42%
Math Achievement	37%	40%	38%				49%	55%	51%
Math Learning Gains	38%						52%	49%	48%
Math Lowest 25th Percentile	38%						42%	42%	45%
Science Achievement	69%	48%	40%				68%	73%	68%
Social Studies Achievement	64%	51%	48%				69%	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	66%	71%	-5%	67%	-1%
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	67%	75%	-8%	70%	-3%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	38%	61%	-23%	61%	-23%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	64%	-9%	57%	-2%

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	44	38	15	25	28	26	28		90	31
ELL	30	37	28	21	31	45	44	44		100	65
ASN	78	70		69	42		83	100		95	83
BLK	34	43	36	24	39	40	45	28		97	29
HSP	51	52	42	31	34	40	64	56		98	70
MUL	58	54		54	43		78	65		100	57
WHT	64	57	44	48	43	37	80	75		97	72
FRL	46	52	40	29	35	36	55	51		96	53
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

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	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
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

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	57
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	67
Total Points Earned for the Federal Index	625
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	35
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	47
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	78
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	42
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	55
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	64
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	62
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	51
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?

ESE students are not performing the same as their peers.
 Non-proficient incoming Math and ELA students are increasing.
 Decrease in Algebra I and Geometry proficiency.
 Decrease in US History proficiency.
 Evidence-based writing is needed across all contents.
 Struggle with text complexity and reading endurance.

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

Math-Overall Math Achievement
 ELA-Learning Gains of the Lowest 25%
 Social Studies-Overall Social Studies Achievement

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 of the Lowest 25%
 ELA-Achievement and Learning Gains
 Science-Achievement

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?

Instructional Focus:

Managing Response Rates.

Organizing students to interact with New Knowledge.

Organizing Students to Practice and Deepen Knowledge.

Organizing Students for Cognitively Complex Tasks.

Elaborating on New Information.

Data Charts (ELA, Reading and Math)

Text Complexity fortification cross content

Evidence-based writing (ELA, Social Studies and Biology)

Interactive Notebooks (Biology)

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:

Michael Hunter (michael_hunter@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.

The plan for non-proficient math students includes: Algebra I and Geometry to engage with the curriculum and remediate prior foundational skills through the Math Foundations course which was added to the curriculum for 2022-23.

The priority for ESE students to improve their academic success in Math and ELA will include: progress, monitoring, classroom observation, teacher/student conferencing and specific Skyward/ECampus communication.

The plan to increase proficiency for US History students includes progress monitors for the DBQ project, collaborative formative/summative assessments and specific review of the test specifications. Three collaborative PLC meetings will occur per semester between the ELA and Social Studies teams to set common annotation practices, citing evidence and incorporating academic conversation.

Person Responsible Michael Hunter (michael_hunter@scps.k12.fl.us)

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

Administrators will meet regularly with PLC teams for each assigned PLC meeting.

Collaborative PLCs will focus their attention on the four questions and provide reflections as a PLC to their supervising Administrator. A specific focus for each PLC and the collaborative departments will include:

- 1) How will we respond when some students do not learn it?
- 2) How will we extend the learning for students who have demonstrated proficiency?

Person Responsible Michael Hunter (michael_hunter@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 and administrators use multiple strategies to contact families, including but not limited to: (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and the scheduled open house to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through SCPS Skyward Family Access, (4) ensuring students show evidence of “owning their data” and scheduling student-led conferences as applicable, (5) inviting families to participate in SAC and PTSA Board meetings, (6) inviting families to participate in school-related events which include becoming a dividend or volunteer, (7) using multiple genres of social networking; as well as, sending electronic newsletters to families, (8) advertising events through social media methods, the school marquee, and numerous other out-reach strategies developed by school staff and the Administration team. Grade reporting dates are posted on the website and parents can view their child's grade at any time, for any class, on Skyward Family Access. During Student Orientation and Open House, a First Impression team member is available to assist parents with sign up for Skyward access or reviewing log on issues. Parents can also come to the Administrative office during school hours and a First Impressions Team member will assist them with setting up their account. Administrators check faculty grade books to assure that grades are being entered into Skyward for parents to view. Teachers send frequent emails to parents, and make phone calls when students begin to show a lack of progress (not turning in homework, grade falling below a C). Parents are encouraged to participate in the following (either face to face or virtually): PTSA, SAC, FASFA Night, Open House, athletic events, Booster Club meetings, “Light Up Lyman” (8th grade Orientation), Academy of Engineering Open House, dividends and mentors for school events. Parents receive information through several methods of communication including, but not limited to: Principal's Weekly Update, Skyward, Lyman's website, Social Media (Facebook, Instagram, Twitter), and the School Messenger call out system.

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

The Administrative team, teachers, students, SAC, PTSA and the Athletic Boosters continually work to cultivate a positive, encouraging and respectful environment for our campus. School Board members visit frequently and focus on noticing our teachers, students and how our Administrative team/office personnel interact with everyone on our campus. There is a continual focus to invite community leaders, academic recruiters and business partners to participate in all events to meet with faculty/staff and students.