

# ***Seminole County Public Schools***

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



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## **Lake Mary High School**

### **School Improvement Plan 2021-2022**

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## Purpose and Outline of the SIP

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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. A corollary at the district level is the Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. 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.

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## School Information

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### **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.

### **Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.**

Lake Mary High faculty and staff ascribe to an environment of open, productive communication to uphold all aspects of our mission statement, which is "Empowering RamNation to Be Responsible, Be Respectful, Be Engaged, and Be the Change we hope to see in the world". This mission is a brand for Lake Mary High and is stapled all across the school in a multitude of ways to ensure all students, staff, and community know it. The beliefs behind our purpose are demonstrated in behaviors and decision-making every day through morning announcements, at the football stadium, in front of the school, in each teacher's classroom, and is furthered to the goal of teaching and learning through various avenues. Throughout the 2020-21 school year, Lake Mary High took a comprehensive approach to revising both the vision and mission statements, while also using it as an opportunity to dig deeper on gathering input on the needs of our school. Several sessions were held (8 different sessions) over the course of last school year providing opportunity for internal and external stakeholder groups to build a commitment to the development of the statements. Stakeholders engaged in activities to that provided opportunity for deep discussion, yet a systematic approach to ensure comprehensive feedback that was collected in a systematic way. After all sessions were complete, the leadership team met, reviewed feedback, and engaged in a priority matrix activity to determine priority action items moving forward. The process by which input was collected for the revision of the vision and mission statement was done so strategically so that feedback could also be utilized for the 2021-22 School Improvement Plan. In order to have a systematic process to review, communicate, monitor, and build commitment to this plan, LMHS administration has taken a comprehensive approach to involving all stakeholders. For students, Lake Mary High engages in Be the Change Student Open Forum sessions. At these sessions, students have the opportunity to voice how internal stakeholders can improve in the way of ensuring meaning behind the purpose of Lake Mary High, while ensuring a positive culture for all. Student feedback is shared with leadership to improve practices. For parents and community members, the plan is communicated through multiple venues including the Tell a Ram newsletter (mailed home 5 times per year), the RAM Report (emailed weekly), social media, SAC, and deliberate parent nights which are being implemented in the 2021-22 school year to address common concerns parents have with adolescents.

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

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Lake Mary High School uses a variety of resources to build positive relationships with its community. In light of COVID 19, every effort will be made to ensure all families have communication and connectivity to the school. 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.

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## Supportive Environment

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**Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)**

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

**Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may 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.**

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 tuxedos, prom dresses, graduation attire, shoes, etc. Rotary also supports other initiatives at our school, including the food pantry (along with other groups and parents that help run our food pantry which has food for families every Friday to pick up). Lastly, Lake Mary High is proud of the Corporate Sponsorship program that is in place to support athletic programs. Local businesses pay a fee to have their branding endorsed on our athletics fields, raising on average \$90,000 per year. In addition to the Corporate Sponsors program, the Athletics Boosters program raises another \$30,000 per year to help ensure equipment and equitable opportunities for athletic participation. Band and JROTC also have Boosters programs to support funding for their programs.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

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Every student at Lake Mary High School is assigned to one of our school counselors who meet regularly with their students to monitor their progress through credit checks. Lake Mary also has a New Horizons Counselor who provides mental health support for students who have significant needs on campus. In addition, Lake Mary is assigned a district licensed mental health counselor and social worker who work with students in need each week. Through a generous parent donation, our new "RAM Student Lounge" (a safe space) is being staffed by a full time social worker for students to visit throughout the day. LMHS was also awarded the BJA STOP Bullying Grant. The purpose of this initiative is to provide support and technical assistance to Lake Mary High School on bullying intervention. Through this, LMHS addresses anti-bullying through a three tiered approach: 1. Group Counseling (separate groups for suspected victims and suspected perpetrators); 2. Public Service Announcements/Strategies for Promoting Bully Prevention; and 3. Professional Development to staff. A number of faculty and staff members on campus also volunteer to advocate for students who are at-risk through our Ram Initiative Program. Additionally, all students will participate in online, interactive Mental Health Wellness Lessons that focus on substance abuse, self-care, and mental wellness. Through the Positive Behavior Supports initiative, students, staff, and administration use a phrase "Be Responsible, Be Respectful, Be Engaged, Be the Change". The Positive Behavior Supports team is focused on ensuring expectations are learned by emphasizing the positive choices students make. When students continue to struggle with social/emotional development, they are linked to other intervention related programs, such as MTSS (Multi-Tiered System of Supports). Students in MTSS undergo an extensive problem solving process and are linked to services based upon the root cause of academic or social/emotional barriers. The MTSS team meets every week for two hours to address student needs. Furthermore, students meet with administration monthly through the "Be the Change" Student Open Forum. In this venue, they have the opportunity to have a voice on changes they hope to see within the school. Topics include anti-bullying, cyber-bullying, mental health, school safety, cultural sensitivity, and LGBTQ awareness. Finally, Lake Mary High School offers and has expanded upon Freshmen Success for students who are identified as at-risk to provide academic support as well as a social-emotional curriculum. Freshmen who continue to struggle are paired with an outside mentor who meets with them on a weekly basis.

## List the members of the leadership team.

Name	Title	Email	Responsibilities
Dr. Mickey Reynolds	Principal	<a href="mailto:mickey_reynolds@scps.us">mickey_reynolds@scps.us</a>	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.
Melissa Flory	Assistant Principal	<a href="mailto:melissa_flory@scps.us">melissa_flory@scps.us</a>	Science, Social Studies, JROTC, Cluster Liason, Professional Development, PTSA, Curriculum Leaders
Melisa Ayala-Cruz	Assistant Principal	<a href="mailto:melisa_ayala@scps.us">melisa_ayala@scps.us</a>	English, Reading, ESOL, World Languages, Support Staff, School Advisory Council, Graduation, Student/Teacher of the Month, Advanced Opportunities
Michael Hennessy	Assistant Principal	<a href="mailto:michael_hennessy@scps.us">michael_hennessy@scps.us</a>	Math, CTE, Fine Arts, Designee for Safety/Security, Athletics, Booster Club, Acceleration Rate
Tom Oliver	Assistant Principal	<a href="mailto:thomas_oliver@scps.us">thomas_oliver@scps.us</a>	Principal Designee, ESE, PE, Student Services, Master Schedule, Paraprofessionals, Attendance, Clinic, Summer School Principal
Kathy Aslin	School Administration Manager	<a href="mailto:kathleen_aslin@scps.us">kathleen_aslin@scps.us</a>	Testing Coordinator, AP Coordinator, Transition Program
Dr. Andrea Fuhrer	School Administration Manager	<a href="mailto:andrea_fuhrer@scps.us">andrea_fuhrer@scps.us</a>	Discipline, MTSS, PBS, School Improvement Plan, School Advisory Council, Schedules and Calendars, Mentors/Dividends, Business Partners, Plato, Tell a Ram

Steve Longarzo

School Administration  
Manager

[stephen\\_longarzo@scps.us](mailto:stephen_longarzo@scps.us)

Discipline, Facilities, Custodians, Graduation, Textbooks,  
Facility Rentals, Parking

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Becca Southworth

School Administration  
Manager

[becca\\_southworth@scps.us](mailto:becca_southworth@scps.us)

Discipline, In-School Suspension, Young Men of Excellence;  
Young Women of Excellence, Student Activities, Golden  
Fleece, Multi-Cultural/Black History Assemblies,  
Transportation, Catering

**List the members of the literacy leadership team.**

Name	Title	Email	Responsibilities
Melisa Ayala-Cruz	Assistant Principal	<a href="mailto:melisa_ayala@scps.us">melisa_ayala@scps.us</a>	Assistant Principal Over English/Language Arts
Kym Gaudreau	Teacher	<a href="mailto:kym_gaudreau@scps.us">kym_gaudreau@scps.us</a>	English Curriculum Lead
Natalia Remolina	Teacher	<a href="mailto:natalia_remolina@scps.us">natalia_remolina@scps.us</a>	ESOL
Brittany Sanders	Teacher	<a href="mailto:brittany_sanders@scps.us">brittany_sanders@scps.us</a>	Reading Curriculum Lead
Lindsay Burke	Teacher	<a href="mailto:lindsay_burke@scps.us">lindsay_burke@scps.us</a>	10th Grade ELA PLC Lead
Chris Mallory	Teacher	<a href="mailto:chris_mallory@scps.us">chris_mallory@scps.us</a>	11th Grade ELA PLC Lead
Kristin Sullivan	Teacher	<a href="mailto:kristin_sullivan@scps.us">kristin_sullivan@scps.us</a>	11th Grade ELA PLC Lead
Paola Cavallaro	Teacher	<a href="mailto:paola_cavallaro@scps.us">paola_cavallaro@scps.us</a>	9th Grade ELA PLC Lead



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## Student Transition and Readiness

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### College and Career Readiness

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

School Counselors are accessible to meet with students and parents on questions they have about future college opportunities and the admissions process. Lake Mary also allows local colleges and universities to come into our school so that students can meet with their representatives on campus. Lake Mary High School will also have a College Week where the school will host a variety of events pertaining to college so that students can get information about applying for college and completing a FAFSA. Additionally, Lake Mary High School works with local businesses and community members to increase college and career awareness in students. This is accomplished by inviting business partners and corporate sponsors to share information about their careers through the Teach-In event. In addition to college readiness, students can obtain industry certifications in multiple areas. Some of our more specialized programs include Manufacturing, Technical Design, Law, and Forensics. The manufacturing program partners with the Space Coast Apprenticeship Program to create internship opportunities in advanced manufacturing. The Technical Design and Advanced Manufacturing program also partners with NASA to provide students experience in creating hardware parts in a prototype lab setting. Also, Forensics and Technical Drawing programs partner with Seminole State College to offer Dual Enrollment classes to students in the program. Students are given the opportunity to take their first Dual Enrollment course on campus, Life and Career Planning, taught by Lake Mary High School's faculty members. Further, Seminole State puts on a 'law day' where students get to speak with attorneys and observe the litigation process.

**Identify the career and technical education programs available to students and industry or community organizations.**

The Career and Technical Education programs at Lake Mary are Digital Design, Web Development, Drafting and Illustrative Design, Television Productions, Commercial Photography, Automation and Production, Building Trades and Construction, Early Childhood Education, and Food Preparation. Students can earn certifications for successful completion of both the course and industry certification testing in the following areas: 1. Digital Design: Adobe Certified Associate in Photoshop, InDesign, Illustrator, Anime, and Premiere 2. Web Development: Adobe Certified Associate in Photoshop, Dreamweaver, and Flash 3. Drafting & Illustrative Design: Autodesk Certified User 4. TV Production: CIW Social Media Strategist 5. Commercial Photography Technology: Adobe Certified Associate in Photoshop 6. Automation and Production: NIMS Certification 7. Introduction to Information Technology (IIT): CompTIA+ Fundamentals 8. Early Childhood Education: ServSafe Certification 9. Building Trades and Construction: HBI PACT Certification 10. Nutrition and Food Science: ServSafe Certification

## High School Essential Instructional Priorities

### Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

- A. Lessons aligned to Florida/B.E.S.T./Next Generation Sunshine State Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

*All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.*

*\*All data targets are reported as percentages with the exception of SE data targets, which are reported as scale scores.*

ELA		
Indicators (Actual)	Strategic Plan	Target
Achievement	B.1.1	95
Achievement for sub group: Black	B.1.1	95
Achievement for sub group: Hispanic	B.1.1	95
Achievement for sub group: White	B.1.1	95
Achievement for sub group: Mul	B.1.1	95
Achievement for sub group: SWD	B.1.1	95
Achievement for sub group: FRL	B.1.1	95
Achievement for sub group: ELL	B.1.1	95
Learning Gains	B.1.1	95
Learning Gains of the Low 25%	B.1.1	95
Learning Gains for High 1 levels	B.1.1	95
Learning Gains for High 2 levels	B.1.1	95
Learning Gains for Low 3 levels	B.1.1	95
Learning Gains for sub group: Black	B.1.1	95
Learning Gains for sub group: Hispanic	B.1.1	95
Learning Gains for sub group: White	B.1.1	95
Learning Gains for sub group: Mul	B.1.1	95
Learning Gains for sub group: SWD	B.1.1	95
Learning Gains for sub group: FRL	B.1.1	95
Learning Gains for sub group: ELL	B.1.1	95

Social Studies		
Indicators	Strategic Plan	Target
Achievement	B.1.1	95
Achievement for sub group: Black	B.1.1	95
Achievement for sub group: Hispanic	B.1.1	95
Achievement for sub group: White	B.1.1	95
Achievement for sub group: Mul	B.1.1	95
Achievement for sub group: SWD	B.1.1	95
Achievement for sub group: FRL	B.1.1	95
Achievement for sub group: ELL	B.1.1	95

### Common Assessments

Indicators	Grade Level/Subject	Strategic Plan	Target
ELA Common Assessment students scoring on grade level	Grade 9	B.2.4	95
	Grade 10	B.2.4	95
History Common Assessment students scoring on grade level	US History	B.2.4	95

## High School Essential Instructional Priority 1 – Quality Instruction

<b>Math</b>		
Indicators	Strategic Plan	Target
Achievement	B.1.1	95
Achievement for sub group: Black	B.1.1	95
Achievement for sub group: Hispanic	B.1.1	95
Achievement for sub group: White	B.1.1	95
Achievement for sub group: Mul	B.1.1	95
Achievement for sub group: SWD	B.1.1	95
Achievement for sub group: FRL	B.1.1	95
Achievement for sub group: ELL	B.1.1	95
Learning Gains	B.1.1	95
Learning Gains of the Low 25%	B.1.1	95
Learning Gains for High 1 levels	B.1.1	95
Learning Gains for High 2 levels	B.1.1	95
Learning Gains for Low 3 levels	B.1.1	95
Learning Gains for sub group: Black	B.1.1	95
Learning Gains for sub group: Hispanic	B.1.1	95
Learning Gains for sub group: White	B.1.1	95
Learning Gains for sub group: Mul	B.1.1	95
Learning Gains for sub group: SWD	B.1.1	95
Learning Gains for sub group: FRL	B.1.1	95
Learning Gains for sub group: ELL	B.1.1	95

<b>Science</b>		
Indicators	Strategic Plan	Target
Achievement	B.1.1	95
Achievement for sub group: Black	B.1.1	95
Achievement for sub group: Hispanic	B.1.1	95
Achievement for sub group: White	B.1.1	95
Achievement for sub group: Mul	B.1.1	95
Achievement for sub group: SWD	B.1.1	95
Achievement for sub group: FRL	B.1.1	95
Achievement for sub group: ELL	B.1.1	95

<b>Common Assessments</b>			
Indicators	Grade Level/Subject	Strategic Plan	Target
Math Common Assessment students scoring on grade level	Algebra 1	B.2.4	95
	Geometry	B.2.4	95
Science Common Assessment students scoring on grade level	Environmental Science	B.2.4	95
	Biology	B.2.4	95

<b>5 Essentials</b>		
Indicators	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	70
5E Ambitious Instruction	B.1.1	70
5E Collaborative Teachers	B.1.1	70

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## Essential Instructional Priority 1 – Quality Instruction

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### Student Owned Progress Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students identified in middle school as needing higher levels of support (transition students) are enrolled in a Freshmen Success course. In this course, student progress are closely tracked by the teacher. Students work on various life skills to help them be successful, targeting both social/emotional development and academic achievement. Teacher assists students in developing a four year plan and monitors their grades by calculating their Grade Point Average (GPA) on a consistent and systematic basis.	Joel Ortiz (teacher), Tom Oliver	September 2021	Y	Weekly	Grades/Progress Monitoring, Grade Point Average, and Tracking Sheet
Mathematics teachers use standards based grading (Geometry, Algebra 2, AP Calculus) so that students can track their progress and remediate standards in order to demonstrate mastery.	Michael Hennessy and Mathematics Teachers	September 2021	Y	Weekly	Performance on standards based assessments (tests, quizzes, and other formative assessments), and common assessments, STAR assessments

Teachers have students reflect on individual assessment data (both formative and summative assessments) that include standards based assessments, common assessments, FSA levels, STAR scores, PSAT/SAT scores, and lexile scores. Teachers adjust instruction based upon data and hold individual conferences with students as a form of progress monitoring.	Melisa Ayala-Cruz, Tom Oliver, Melissa Flory, Michael Hennessy, and Teachers	September 2021	Y	Monthly	Achieve 3000 Reports, PSAT scores, Student Progress Monitoring/Grades, Standards Based Assessments, STAR Assessments
A PLC instructional team served as advisors to develop a three year action plan to increase instructional strategies and planning in PLCs, that go back to student owned progress monitoring. Schoolwide implementation of PLC expectations that include targeting 3-5 standards per unit of instruction to write student-friendly learning targets and develop common assessments.	Mickey Reynolds, All Assistant Principals, PLC Instructional Team Members (Rebecca Devor, Jessica Furiosi, Rebecca Southworth, Paige Baker, Natalia Remolina)	August 2021	Y	Weekly	Midyear PLC Review, Achieve 3000 Reports, PSAT scores, Student Progress Monitoring/Grades, Standards Based Assessments, STAR Assessments
After undergoing a book study in the 2020-21 school year on "Giving Students a Say. Smarter Assessment Practices", administrators and curriculum leaders will lead teachers in focusing on assessment practices that empower and engage students in their learning.	Administrators, Curriculum Leaders	August 2021	Y	Monthly	Midyear PLC Review, Achieve 3000 Reports, PSAT scores, Student Progress Monitoring/Grades, Standards Based Assessments, STAR Assessments

## Low 30% Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
To progress monitor students reading skills and provide intervention based upon skill deficits, Grade 9, 10, 11 English Language Arts teachers and 12th Grade reading teachers will be administrating the Renaissance-STAR Assessment for students who did not have FSA scores last year.	ELA Teachers, Melisa Ayala-Cruz	September 2021	Y	Monthly	Star Assessments, Student Grades/Progress Monitoring
Administrators will meet with teachers (in Professional Learning Communities and individually) to have data chats in order to monitor students' progress in their individual classes. Common planning allows for PLCs to analyze data and adjust instruction as appropriate.	Administrators and Teachers	September 2021	Y	Monthly	Agendas, Progress Monitoring Data/Grades, Common Assessments, Performance on Standards Based Assessments
Tutoring is provided on Tuesdays and Thursdays after school by certified teachers and students in the Mu Alpha Theta Club. In addition, transportation from tutoring will be offered to students in specific residential areas, based upon need.	Tom Oliver, Winnola Grigley, and select teachers	September 2021	N	Weekly	Tutoring Attendance Logs, Student Grades/Progress Monitoring

Achieve 3000 is used in intensive reading classes for grades 9 through 11 to target specific reading deficits and supplement instruction for students who are in intensive reading classes.	Melisa Ayala-Cruz, Intensive Teachers	September 2021	Y	Weekly	Achieve 3000 Reports, Student Grades/Progress Monitoring
Mathematics teachers use standards based grading in specific subjects (Geometry, Algebra 2, and other higher level courses that may not pertain to Low 30%) so that students can master specific skills and standards. By using these skills they can successfully pass the EOC and perform higher on the PSAT and SAT.	Michael Hennessy and Mathematics Teachers	September 2021	Y	Weekly	Performance on standards based assessments (tests, quizzes, and other formative assessments), Student Grades/Progress Monitoring Data, STAR Assessments
Standard level Biology teachers will remediate skills and work with students to examine learning targets over time using unit assessments in eCampus. Teachers will use this data in instruction and in collaborative professional learning communities to determine skill deficits and how to respond in their instruction.	Biology Teachers, Melissa Flory	September 2021	Y	Weekly	Tests, Quizzes, Student Grades/Progress Monitoring Data, Common Assessments

## High Level 1 and 2 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Teachers will use standards based data to drive instructional strategies in all content areas. Teachers analyze data, reflect on practice, and collaboratively plan instruction through a common plan period and additional time throughout the school year. Teachers were provided paid planning days in the summer to plan in PLCs, and additional plan time in the beginning of the school year.	Administrators and Teachers	September 2021	Y	Monthly	Agendas, Progress Monitoring Data/Grades, Common Assessments, Performance on Standards Based Assessments
To strengthen document analysis and better understanding of reading passages, US History teachers will be implementing formative assessments through eCampus. Teachers will use data to guide instruction and prepare students for the EOC.	Melissa Flory and US History Teachers	September 2021	Y	Monthly	eCampus assessments, Progress Monitoring Data/Grades, Common Assessments, Performance on Standards Based Assessments



To maximize the collaboration and consultation between general education teachers and special education teachers, the master schedule reflects Support Facilitation teachers sharing common plan periods in targeted PLCs and subject areas: English 9-12, Biology, and Algebra 1.	Tom Oliver and ESE Support Facilitation Teachers	September 2021	Y	Weekly	PLC Agenda, Lesson Plans, Common Assessments, Progress Monitoring Data/Grades, STAR assessments
Mathematics and Reading teachers provide PSAT/SAT preparation to students who still qualify to use PSAT as a concordant score. Intensive teachers also provide PSAT/SAT prep for tenth graders who have not met concordant scores for graduation.	Michael Hennessy, Melisa Ayala-Cruz, Math Teachers, Reading Teachers, Kathy Aslin	September 2021	Y	Weekly	Khan Academy Reports, Common Assessments, Progress Monitoring/Grades
Two math teachers and one Support Facilitator will be scheduled to teach and support all Algebra I classes in portables 1 and 2 to increase both collaboration and student support and provide opportunity for flexible grouping of students to offer intervention during block periods.	Michael Hennessy, Algebra 1 teachers	September 2021	Y	weekly	Standards Based Assessments, Grades/Progress Monitoring, STAR Assessments

### Low Level 3 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Teachers analyze data, reflect on practices, and collaboratively plan instruction through a common planning period, in paid planning days that were offered in the summer, extended time during pre-plan, and additional time which will be offered throughout the school year.	Administrators and Teachers	May 2022	Y	Monthly	Professional Learning Logs, Student Data/Progress Monitoring, PLC agendas
To strengthen document analysis and better understanding of reading passages, US History teachers will be implementing formative assessments through eCampus. Teachers will use data to guide instruction and prepare students for the EOC.	US History Teachers and Melissa Flory	September 2021	Y	Weekly	Progress Monitoring Data/Grades, Performance on Standards Based Assessments, eCampus assessments
ELA Department has an intentional focus on increasing honors level sections for grade 10 English so that they can increase expectations, quality instruction, and rigor for as many students as possible.	Melisa Ayala-Cruz, English teachers	August 2021	Y	Weekly	Student Schedules, Grades/Progress Monitoring, Common Assessment Data

Write Score will be used as a tool to progress monitor student performance in writing. Teachers meet to analyze scores, and plan collaboratively to adjust instruction. The ninth grade teachers are using IXL to monitor and develop student reading skills.	Melisa Ayala-Cruz, ELA Teachers	October 2021	Y	Monthly	Write Score Assessments, Grades/Progress Monitoring, PLC Agendas/Learning Logs, STAR Assessments
Mathematics teachers use standards based grading in specific subjects (Geometry, Algebra 2, and other higher level courses that may not pertain to low level 3 students) so that students can master specific skills and standards. By using these skills they can successfully pass the EOC and perform higher on the PSAT and SAT.	Michael Hennessy and Math teachers	September 2021	N	Weekly	Progress Monitoring Data/Grades, Performance on Standards Based Assessments

## Optional Action Plan

Topic/ Item	Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Using Restorative Practice Circles to Assess Students	In an effort to empower and engage students through improved relationships and deepen instructional assessment, teachers utilize Restorative Practice Circles. This approach can be used not only to build relationships, but to assess student mastery of content. All staff have undergone professional development to implement this practice in a way that will be meaningful to students and focused on both achievement and building a positive classroom culture.	Assistant Principals, Teachers	September 2021	Y	Weekly	Classroom Walkthroughs, Exit Tickets, Teacher Created Formative Assessments
Quality Instruction-Mathematics	In Geometry, a construction teacher who is also certified in math teaches two sections of Geometry where students do real world application of geometry in the realm of construction. Students were selected based upon interest in construction. Students in Math for College Readiness have a high level focus first semester on PSAT pre in order to meet concordant scores for graduation.	Michael Hennessy and Math Teachers	September 2021	Y	weekly	Student Progress Monitoring Data, Standard Based Assessments, STAR Assessments, C9A data

## High School Essential Instructional Priorities

### Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
- B. Development of a student centered culture
- C. Continued focus on campus safety and building a culture of respect
- D. Sharing collective responsibility for the success of all students in the school

*\*All 5E data targets are reported as scale scores, SCPS Safety data targets are out of 10, and other data targets are reported as percentages.*

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	70
SCPS Safety	D.1	10
5E_SE_Academic Personalism	D.3	70

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	70
5E_CT_Collective Responsibility	B.1.1	70
Students with 10+ Absences	D.2	25

## Essential Instructional Priority 2 – Conditions for Learning

### Attendance Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Teachers will take attendance at the beginning of every class period. When students are exhibiting a pattern of non-attendance, the teacher will contact home, and if needed refer student to MTSS.	Administrators, Teachers, Counselors, Tom Oliver, Andrea Fuhrer	September 2021	Y	Weekly	Overall Attendance Data, Records of Communication to Families, MTSS Details
When students exhibit a pattern of non-attendance, parents will receive letters informing them of legal requirements for student to attend school. Families will receive letters after 5 unexcused absences and will receive another one after 10 unexcused absences. In addition, in an effort to encourage attendance, credit will be denied after 10 unexcused absences in a semester.	Administrators, Tom Oliver, Social Worker, Clerical Staff	September 2021	N	Weekly	Attendance Reports, Attendance Letters, Credit Denial Reports
When students exhibit excessive absences, teachers will contact parent/guardian. If student continues to exhibit a pattern of non attendance, student will be referred to the MTSS team and social worker for interventions. Teachers have access to a link where they refer students of concern to MTSS.	Administrators, Tom Oliver, Andrea Fuhrer, MTSS Team Members, Counselors, Teachers	September 2021	N	Weekly	Attendance, Grades, Teacher MTSS Referrals

## Safety Survey Action Plan

Topic Item	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Student's Awareness of Hard Corners	Students will be educated to ensure each student in every class and setting during transition time has an awareness of hard corners by which if there was a threat students would not be visible from hallways, windows or door openings.	School Resource Officers, All administrators, Teachers	08/27/2021	Y	Monthly	Professional Development, Videos, Announcements
Bathroom Safety	Bathrooms will be strategically monitored during class transition and during class time by designated administrators and security personnel.	All administrators, all security officers	8/10/2021	N	Daily	Monthly Safe Team Meetings, Discipline Referral Data (specifically skipping), Supervision Responsibilities Worksheet
Secure Campus Perimeter	Training to staff and students on questioning individuals that do not have name tags, or could be trespassing on campus. To include secure perimeter(doors secured, not propped open) and all are trained that every single person should enter through the front of the school (not through the gate).	School Resource Officers, All administrators, Teachers	8/27/2021	Y	Monthly	Monthly Safe Team Meetings, RAM Talks (Discipline Discussions), Reynold's Rap Recordings, Public Service Announcements, Discipline Referrals

## Communication about Safety Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
The Principal will deliver Public Service Announcements pertaining to safety through the weekly "Reynold's Rap". School Messenger will be utilized to communicate important updates to students and their families. Additionally, TV monitors will display information to be communicated with students.	Dr. Mickey Reynolds	September 2021	Y	Weekly	Television Display Public Service Announcements, Ram Talks (Discipline Discussions with Teachers), Be the Change Student Open Forums
Monthly fire drills and code red and code yellow drills will be conducted, based upon the protocols provided by the district.	Steve Longarzo, School Resource Officers, All administrators	September 2021	Y	Monthly	Fire Evacuation Notification, Report in Raptor, School Messenger, Fire Exit Drill Form
Students meet with administration monthly through the "Be the Change" Student Open Forum. In this venue, students have the opportunity to have a voice on changes they hope to see within the school. Topics include anti-bullying, cyber bullying, mental health, school safety, cultural awareness, LGBTQ awareness, and any other concerns students have.	Andrea Fuhrer, Gisela Garcia, Natiria Vazquez	September 2021	N	Monthly	Agendas, Meeting Notes



Students will have quick, easy, confidential access to reporting concerning behaviors, threats, or bullying through the use of online reporting resources. These resources will be promoted to all students by teachers and administrators (P3 campus app, Crimeline, and Speakout Hotline).	Steve Longarzo, Andrea Fuhrer, Becca Southworth, School Resource Officers, Teachers	September 2021	N	Monthly	Data on Frequency of Reports, Television Display Public Service Announcements, Ram Talks (Discipline Discussions with Teachers), Be the Change Student Open Forums
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## Building Relationships and Connecting with Stakeholders Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
In an effort to empower and engage students through improved relationships and deepen instructional assessment, teachers utilize Restorative Practice Circles weekly. All staff have undergone professional development to implement this practice in a way that will be meaningful to students and focused on both achievement and building a positive classroom culture.	Administration, Teachers	September 2021	Y	Weekly	Classroom Walkthroughs, Exit Tickets, Teacher Created Formative Assessments
Strategic public relations efforts are in place to increase student activity involvement, including holding a club and activity expo, reestablishing the LMHS Interclub Council, and holding student open forums.	Administration	September 2021	N	Weekly	Student involvement in student activities, notes from Interclub Council meetings and notes from student open forums
Parent nights will be hosted to address common concerns parents have with adolescents. In addition, principal ensures consistent communication with families through the Tell a Ram newsletter (mailed home 5 times per year), the RAM Report (emailed weekly), social media, and SAC meetings.	Mickey Reynolds	October 2021	N	Quarterly	SAC Meeting Notes, Newsletters, Feedback Surveys

### Optional Additional Action Plan

Topic Item	Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Discipline	To minimize the number of discipline infractions and create meaningful learning opportunities for students, the discipline team holds Discipline Roundtable sessions with teachers where they collectively collaborative on discipline data and reflect on ways to improve discipline procedures and positive behavior supports (PBS).	Steve Longarzo, Becca Southworth, Andrea Fuhrer	October 2021	N	Quarterly	Notes from Discipline Roundtable Meeting, Discipline Data

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## High School Essential Instructional Priorities

### Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21<sup>st</sup> century by offering rigorous learning environments.

- A. Schools will provide advanced academic courses and academic support to Advanced Opportunities students.
- B. All students will have access to courses through Advanced Placement, International Baccalaureate, dual enrollment and industry certification that can lead to post-secondary credit.
- C. High Schools will prepare and support all students to graduate with their age-appropriate cohort.

*SCPS high schools review feedback reports on graduation rate, acceleration and post-secondary success per s. 1008.37(4), F.S.*

*\*All data targets are reported as percentages.*

Indicators	Strategic Plan	Target	Indicators	Strategic Plan	Target
College and Career Success	B.1.1	95	Graduation Rates	A.2	95
College and Career Success: Black	B.1.1	95	Graduation Rates: Black	A.2	95
College and Career Success: Hispanic	B.1.1	95	Graduation Rates: Hispanic	A.2	95
College and Career Success: White	B.1.1	95	Graduation Rates: White	A.2	95
College and Career Success: Mul	B.1.1	95	Graduation Rates: Mul	A.2	95
College and Career Success: SWD	B.1.1	95	Graduation Rates: SWD	A.2	95
College and Career Success: FRL	B.1.1	95	Graduation Rates: FRL	A.2	95
College and Career Success: ELL	B.1.1	95	Graduation Rates: ELL	A.2	95
AO students enrolled in advanced courses: Black	B.2.7	95	5E – School Wide Future Orientation	A.2	70
AO students enrolled in advanced courses earning a grade of C or higher: Black	B.2.7	95	5E – Expectations for Postsecondary Education	A.2	70
AO students enrolled in advanced courses: Hispanic	B.2.7	95	Industry Certifications Earned	C.3	70
AO students enrolled in advanced courses earning a grade of C or higher: Hispanic	B.2.7	95			
AO students enrolled in advanced courses: FRL	B.2.7	95			
AO students enrolled in advanced courses earning a grade of C or higher: FRL	B.2.7	95			
AO students enrolled in advanced courses earning a grade of C or higher: FRL	B.2.7	95			

College Board Assessments (SAT/PSAT)			
Indicators	Grade Level	Strategic Plan	Target
EBRW	Grade 9	B.2.5	95
	Grade 10	B.2.5	95
	Grade 11	B.2.5	95
	Grade 12	B.2.5	95

College Board Assessments (SAT/PSAT)			
Indicators	Grade Level	Strategic Plan	Target
Math	Grade 9	B.2.5	95
	Grade 10	B.2.5	95
	Grade 11	B.2.5	95
	Grade 12	B.2.5	95

## Essential Instructional Priority 3 – Skills for Future Ready Graduates

### Advanced Opportunities and Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students eligible for Advanced Opportunities who have a grade of a D or F in an advanced opportunity course will be identified. The administrator overseeing the AO students will communicate with teachers to identify areas of concern and to devise interventions for support. Teachers will be provided a list of students in AO so they can offer more support to them.	Melisa Ayala-Cruz, Student Service Counselors	September 2021	Y	Monthly	Records of Communication, Progress Monitoring Data/Grades
Core subject teachers (math, science, social studies, and english/language arts) will examine data, reflect on instructional practices, and plan in PLCs during a common planning period.	Administrators, Teachers	September 2021	Y	Weekly	Agendas, Progress Monitoring Data/Grades, Common Assessments, Performance on Standards Based Assessments
Incoming freshmen had an opportunity to attend a two week summer program to prepare them for success in honors classes during their ninth grade year.	Melisa Ayala-Cruz, Kym Gaudreau, Paola Cavallaro	June 2021	N	summer 2021	Pre/post assessment done in class, student progress monitoring/grades

## College Board (SAT) Support and Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
All students will receive support in setting up College Board accounts, which are linked to Khan Academy in order to identify specific areas for improvement to maximize test score results. This is done through each student's English class with the support of their English teachers. When students get hard copy results back, these are given out through English teachers where the teachers review the results and test taking strategies with the students. To maximize support to students in need of concordant scores for graduation, Mathematics and Reading teachers provide PSAT/SAT preparation to students who still qualify to use PSAT as a concordant score. Intensive teachers are also providing PSAT/SAT prep for tenth graders who have not yet passed the Algebra 1 EOC using Khan	Kathy Aslin, English Teachers, Math Teachers, Intensive Reading Teachers	October 2021	Y	October 2021	College Board reports, College Board accounts, Khan Academy Reports
In order to raise achievement of students in AP courses, teachers use an online platform, AP Classroom, to monitor student progress and target specific skills leading up to the AP exam throughout the course. In addition, potential National Merit Scholars are provided a PSAT/SAT Preparation Boot Camp to maximize their achievement.	Assistant Principals (Michael Hennessy, Tom Oliver, Melisa Cruz-Ayala, Melissa Flory), Kathy Aslin, AP teachers,	September 2021	Y	monthly	College Board reports, College Board accounts, Khan Academy Reports

A four day session was held by an outside consultant "Ramp Up for College" to help students prepare for college application process. The PSAT Bootcamp was also held to prepare students for SAT and ACT. High achieving juniors and seniors were targeted, but any student could join.

Mickey Reynolds

June and July  
2021

N

Once in the summer

PSAT/ACT scores, grades/progress  
monitoring

## Industry Certifications Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
In order to provide students with a certification that meets the acceleration rates requirements, we have transitioned industry certification exams for DIT by moving away from MOS and focusing on COMPTia Fundamentals.	Michael Hennessy, Tom Oliver, Teachers of Digital Information Technology	August 2021	Y	quarterly	Industry Certification Exams and the passage rate, frequency count of test taken in each area
We are in year two implementation with a new course progression in Nutrition Sciences (Nutrition & Food Wellness) so that students can obtain the ServSafe Industry Certification.	Michael Hennessy and Kari King	August 2021	Y	quarterly	Industry Certification Exams and the passage rate, frequency count of test taken in each area



### Optional Additional Action Plan

Topic Item	Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Expanding Opportunities for College and Career Development	Students will receive support on the use of Florida Shines and will work with teachers who in using the tools and resources to helping them develop their four year plan in preparation to meet post-secondary goals.	Kathy Aslin, Winnola Grigley	September 2021	Y	Monthly	Student career inventory assessments, senior exit survey data

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## Graduation Rate Action Plan

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### 12th Grade - Action Plan for Increasing Proficiency in ELA

#### Current Percent Proficient and/or Achieved a Concordant Score - 69%

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
SAT/ACT preparation will embedded into instruction in all 11th /12th grade English classes	Melisa Ayala- Cruz, ELA Teachers	October 12	Yes	Weekly	Weekly walkthroughs, PLC logs, and review of student performance data on SAT/ACT prep
In order to target skill deficits for seniors who have not met concordant reading scores, 75 students will be scheduled in a double block reading/English with an intensive reading teacher (Mrs. Sanders).	Melisa Ayala- Cruz, Brittany Sanders, Counselors	August 2021	N	Daily	STAR Assessment, Grades/Progress Monitoring Data
Students will track their assessment data on SAT/ACT practice tests.	Melisa Ayala- Cruz and ELA Teachers	December 2021	N	Daily	Student data sheets and teacher charts

## 12th Grade - Action Plan for Increasing Proficiency/Concordancy in Math

### Current Percent Proficient and/or Achieved a Concordant Score - 84%

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Scheduling: Schedule students who haven't passed or earned a concordant score into Math for College Readiness. Schedule Level 1 math juniors and seniors into Intensive Math	Tom Oliver and Michael Hennessy	August 2021	N	One time-before the start of school	Student assessment scores and schedules
Math for College Readiness teachers will embed SAT prep into their courses during first quarter, Geometry prep into second quarter, and back to SAT prep for third quarter.	Michael Hennessy and Math Teachers	August 2021	N	Weekly	Math for College Readiness teachers will require students to track their performance data on test prep, and Mr. Hennessy will regularly check for compliance.
Liberal Arts 1 will have professional learning community meetings (PLCs) with Math for College Readiness teachers to assist with MCR implementation of SAT Prep. Math for College Readiness teachers will embed SAT prep into their courses during first quarter, Geometry prep into second quarter, and back to SAT prep for third quarter	Michael Hennessy and Math Teachers	September 2021	Y	Monthly	MCR teachers will require students to track their performance data on test prep, and Mr. Hennessy will regularly check for compliance. PLC will turn in PLC log, including notes, to Mr. Hennessy so that he can track their meetings and resulting action items.

## Proactive Approaches for Proficiency/Concordancy - Grades 9-11

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
IXL software licenses were purchased for all 9th and 10th grade students. All 9th and 10th grade English teachers will utilize this adaptive software with their students to ensure individualized skill development.	Melisa Ayala-Cruz and Mickey Reynolds	Licenses purchased by July 19 and implementation is ongoing	Y	9th and 10th grade students will complete online lessons once a week during English classes.	Data reports generated by the software program.
11th grade English teachers met with their PLC for two days over summer to adapt their lesson plans to include a focus on SAT prep.	Melisa Ayala-Cruz	August 2021	Y	Initial PLC planning will take place over summer and continue on a monthly basis during school year.	PLC logs and notes and student performance data on practice SAT tests.
Schoolwide implementation of PLC expectations that include targeting 3-5 standards per unit of instruction to write student-friendly learning targets and develop common assessments.	Mickey Reynolds, Tom Oliver, Melissa Flory, Michael Hennessy, Melisa Ayala-Cruz	May 2022	Y	Initial training will take place during pre-planning and then PLCs will be required to meet at least once per month.	PLC logs and notes, common assessments, and review of student performance data on those assessments

**FUNDING AND OTHER ITEMS OF SIGNIFICANCE NEEDED TO DEVELOP YOUR SCHOOL'S PLAN - Please consider any additional funding that may be necessary to make your plan work.**

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Principal applied for and received ESSER funds to pay for summer initiatives to increase engagement and achievement (Advanced Opportunities, Life and Career Planning, and Camp Excellence teachers for their summer instruction as well as to pay teachers who staff our twice-weekly tutoring sessions during the fall semester). Principal will need to tap additional funding resources to pay teachers for tutoring sessions for the entire school year and to purchase the IXL software, which is costing just over \$12,000.00.

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## Every Student Succeeds Act Instructional Priorities

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The Every Student Succeeds Act (ESSA) was enacted by the US Department of Education in 2015 requiring each state to have a plan for ensuring the achievement of all students. ESSA requires the calculation of Federal Percent of Points Index (FPPI) that measures academic achievement of student subgroups. Florida's FPPI includes student achievement data associated with the Florida Accountability school grade components and English Language Proficiency progress as measured by the ACCESS for English Language Learners 2.0 assessment.

Schools with subgroups scoring below 42% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

*See data points in Quality Instruction for the subgroups listed below.*

### School has a subgroup scoring below 42% on the FPPI

Yes

Finding(s):

Major racial and ethnic groups (Black)

Students with disabilities

### How will your school's culture and environment be monitored through the lens of behavior or discipline data?

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

## Action Plan

### 1st Finding

Major racial and ethnic groups (Black)

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
A summer initiative through Young Men of Excellence was implemented (Camp Excellence), which included 70+ male students in grades 7-10 and focused on lessons in leadership and school success. Young Men of Excellence and Young Women of Excellence programs will continue to be supported throughout the school year in an effort to further student engagement and elevate achievement among black students. Young Men & Young Women of Excellent teachers have been allocated to ensure continuity in this effort.	Joel Ortiz, Curtis Smith, and Kelly Lupis	May 2022	N	Weekly	Grades/Progress Monitoring Data, Events held by YMOE and YWOE programs
Discipline Team hosts "Roundtable Discussions" in which discipline data are reviewed, specifically examining disproportionality among black students. Based upon this data, feedback from teachers in roundtable discussions, and students in Be the Change Open Forums, administration will adjust approach to ensuring equity.	Becca Southworth, Andrea Fuhrer, Steve Longarzo	November 2021	N	Monthly	Discipline Data, Roundtable Discussion Notes

A district Intervention Support Team will be working in conjunction with the MTSS team. One of administration's specific focus with this group will be examining ways that we can ensure achievement and gains among black students. This includes Assistant Principals breaking down data provided to teachers on subgroups and facilitating discussions on how to promote achievement in specific subgroups.	Mickey Reynolds, Andrea Fuhrer, Tom Oliver, Melisa Ayala-Cruz, Melissa Flory, Michael Hennessy	May 2022	Y	Monthly	Data among
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## Action Plan

### 2nd Finding

Students with disabilities

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
The role of the IEP case manager is being redefined whereby IEP case managers' support to students is largely focused on more individualized needs of students as determined by data.	Tom Oliver	August 2021	Y	Monthly	Student Progress Monitoring Data, IEP Progress Monitoring, Support Facilitation Logs
Additional district staffing allocation of the Staffing Resource Specialist as Lake Mary High full time (as opposed to part time) to serve students on the continuum of needs in an inclusive education model.	Tom Oliver	August 2021	Y	Monthly	Grades/Progress Monitoring, Performance on common assessments
Additional district support will be provided by the Comprehensive Coordinated Early Intervening Services (CCEIS) to provide support based on the needs of students. These supports include, but are not limited to, Trauma-Informed Practices, MTSS Support, Equity & Inclusion, Social/Emotional Learning, Restorative Practice and Curriculum/Instruction.	Mickey Reynolds, Andrea Fuhrer, Tom Oliver, Melisa Ayala-Cruz, Melissa Flory, Michael Hennessy	May 2022	N	Y Monthly	Grades/Progress Monitoring, Performance on common assessments, MTSS Referrals

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## Essential Instructional Priorities

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### Best Practices for Inclusive Education (BPIE)

- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

*Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes*

Administrators communicate expectations for all personnel to share responsibility for all students.  
(Indicator #7)

Partially Beginning

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School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications (Indicator #9)

Partially Beginning

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Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWDs in their classes. (Indicator #18)

Partially Almost

## Action Plan

### Indicator 1

Administrators communicate expectations for all personnel to share responsibility for all students. (Indicator #7)

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Master schedule reflects Support Facilitation teachers sharing common plan periods in targeted PLCs and almost all of the following subject areas: English 9-12, Biology, Algebra 1, Geometry so that teachers can collaboratively analyze data, reflect, and plan lessons.	Tom Oliver, Teachers	August 2021	Y	Weekly	Student Progress Monitoring Data, IEP Progress Monitoring, Support Facilitation Logs
School leadership models shared responsibility for all students by spearheading programs to support school wide inclusion. For example, Peer Connectors and PIT Crew programs are implemented with an intentional focus of ensuring inclusion is part of the school culture. Through Peer Connectors, targeted upperclassmen are paired with struggling freshmen and assist them with navigating high school (both academically and socially). Through PIT Crew, general education students work in classrooms with students who have disabilities to enhance learning and social skill development. Students with disabilities have access to the entire campus and all courses.	Tom Oliver, Teachers	August 2021	Y	weekly	Student Progress Monitoring Data, IEP Progress Monitoring, Support Facilitation Logs
Teachers receive continued professional development related to differentiating between accommodations and modifications for students with disabilities, and how these should be effectively implemented in the delivery of instruction.	Tom Oliver, Mary Lief, Melissa Flory	August 2021	Y	Quarterly	Student Progress Monitoring Data, IEP Progress Monitoring, Support Facilitation Logs

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## Indicator 2

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School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications (Indicator #9)

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Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
In order to ensure that all staff use person first language, literature and documents are provided to faculty and staff by Florida Inclusion Network (FIN) that promote the importance of using person first language.	Tom Oliver, Mary Lief	May 2022	Y	Quarterly	Student Progress Monitoring Data, IEP Progress Monitoring, Support Facilitation Logs

### Indicator 3

Special, electives and career technical education (CTE) teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWDs in their classes. (Indicator #18)

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Administrators evaluate the progress of students with disabilities and adjust action plans to determine specific professional development needs and supporting resources for departments and PLCs. It is also ensured that all teachers are providing accommodations, modifications and delivering strategies to ensure student mastery.	Tom Oliver, ESE Teachers, All Teachers	May 2022	Y	Monthly	Grades, common assessments, GPA/progress monitoring, data on IEP goal progress
A meeting/consultation opportunity for ESE teachers and elective teachers will occur as needed whereby special, electives, and career technical education teachers can meet with special education teachers and related service providers for the purpose of ensuring strategies are implemented to support the learning of students with disabilities.	Tom Oliver, Mary Lief, CTE teachers, ESE teachers	May 2022	Y	Quarterly	IEP consultation logs, record of accommodations and modifications offered by general education teachers, student progress on common assessments, progress monitoring, and GPA

## Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
Professional Learning Committees	1-3	8/2021 – 5/2022	Instructional planning, Data analysis, interventions, assistance to new teachers	All teachers	165	Administration
Cadre and School-Based Instructional Rounds	1	9/21, 10/21,11/21, 2/22, 3/22, 4/22	Learning through observation, identifying best practices, interrater reliability, understanding the instructional model and how to move teachers to greater success	Administrators	10	Administration
Solution Tree PLC Conference	1	6/14/21 - 6/17/2021	Participants left with a better understanding of the purpose and function of PLCs. Teachers also created 1,2, and 3 years PLC goals to be implemented schoolwide. All information was presented during pre-plan week.	Principal, SAM, teachers	10	Administration
Restorative Practice Trainings – Day 1 and Day 2	2	8/05/2021, 1/04/2022	Through this approach relationships between teachers/staff and students are restored so students can feel safe and productive in the school environment. Day 2 training demonstrates restorative circles and how to give students a voice within the classroom.	Faculty and staff	200	Administration

PSAT/SAT Informational Meeting	1,3	October 2021	Faculty and staff will obtain information on how to ensure a suitable testing environment for students while proctoring PSAT/SAT and how to use the test to help students be prepared for their goals.	Faculty & Staff	220	Administration
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Mental Health Trainings	2	One per quarter 9/29, 11/10	Understanding the Baker Act, WRAP for Teachers (Wellness Recovery Action Plan) and understanding their role in helping students. Second Semester topics TBD.	Teachers, Staff optional	165	Administration
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