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.

www.scps.k12.fl.us

Lyman High School

School Improvement Plan 2021-2022

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. 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.

School Information

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 that Lyman High School has to offer. 6. Participation in "Paws Period" activities during school provide specified overviews/lessons for each class (freshman, sophomore, junior and senior) to obtain grade appropriate academic and social lessons coupled with interventions.

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.

Both the SAC and PTSA are provided with the rough draft to discuss and provide viable feedback. The SAC will review the supplied rough draft of the document at the August SAC meeting to provide more feedback at the September meeting prior to submitting an approval vote due in October.

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.

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 night 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.

Supportive Environment

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)

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

Identify 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.

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

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.

Lyman High School has implemented a data review session quarterly to assess and discuss students who are struggling in a variety of different areas on our campus. This cohort includes: bubble students, attendance/truancy, behaviorally/socially challenging students, Hound Academy, Men of Excellence and Women of Excellence students. This data review is designed to act as an early warning indication system for struggling "at risk" students. Administration, Student Services and others meet quarterly to assess student data and make intervention decisions based on these students. Lyman High School houses the New Horizons program which serves "at-risk" students with various potential life issues: such as substance abuse, depression, family problems, anger management, truancy, poor grades, and/or other school behavior problems. Students enrolled in the program will be assigned to groups that are scheduled on a rotating basis so students do not miss the same academic class more than once in a 6 to 9-week period of time. There may be times when individual appointments are necessary with parental approval. Students can request to see the New Horizon's counselor at any time or teachers can also refer students at any time by completing a referral request form. Suzanne Skipper and Ramsey Robinson have identified At-Risk and Transition students and assist them by partnering with a mentor. The adults are school personnel who are assigned or selected to specific students. Peer mentors are volunteers comprised of Leadership, National Honor Society, athletics and other students. Lyman's Student Services Department ensures that all counselors are available every Tuesday and Thursday during both lunches. Students may obtain information regarding courses, testing, transcripts, and any other issue or concern that a student has regarding their progress. There is a counselor located outside of the Student Services building in the student courtyard every Tuesday and Thursday to assist with questions or concerns.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Michael J. Hunter	Principal	Michael_Hunter@scps.k12.fl.us	Principal of Lyman High School
Suzanne J. Skipper	Assistant Principal	Suzanne_Skipper@scps.k12.fl.us	ELA, ESOL, Reading, Social Studies, SAC, Hound Academy, Curriculum Leaders, Summer School Coordinator, SIP and SAC
Jesse Walker	Assistant Principal	Jesse_Walker@scps.k12.fl.us	Master Schedule, Math, Student Services, Student Activities, SGA/Leadership, Instructional Model
Faith Cotter	Assistant Principal	Faith_Cotter@scps.k12.fl.us	Science, Academy of Engineering, CTE, Paws Period, Professional Development
Michael J. Showalter	Assistant Principal	showalmj@scps.k12.fl.us	ESE, PE, Performing Arts, ROTC, World Languages, Discipline, Athletics, Tutoring, Alumni Relations, Future Leaders Program, Induction Program, COVID coordinator
Trevis Nelson	Dean	nelsontz@scps.k12.fl.us	Discipline, PBS, Title IX Coordinator, Hope Scholarship
Ramsey Robinson	School Administrative Manager	Ramsey_robinson@scps.k12.fl.us	Discipline, Hound Academy, Transition coordinator, Paraprofessionals, New Horizons, PBS, Title IX Coordinator, Hope Scholarship

Johanna Velazquez	School Administrative Manager	Johanna_Velazquez@scps.k12.fl.us	Discipline, Facilities, HERO System, Emergency Response, Transportation
Ryan Rogers	Director Student Services	Ryan_Rogers@scps.k12.fl.us	Director of Student Services, Registration, National Merit, Scholarship organization
Carly Burns	Athletic Director	Carly_Burns@scps.k12.fl.us	Athletic coach supervision, Student assistants, Field Maintenance coordinator, Activity/Duty calender, FHSAA Compliance, Business Partners

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Theresa Rogers	Instructional Coach	Theresa_Rogers@scps.k12.fl.us	Monitors Achieve, Khan Academy, WRITE SCORE, Formative Feedback loop and CA9 data.
Suzanne Skipper	Assistant Principal	Suzanne_Skipper@scps.k12.fl.us	Monitors Achieve, Khan Academy, WRITE SCORE, Formative Feedback loop and CA9 data. Data folders are reviewed for all ELA 9,10 SOAR 9, 10 and Test Prep 11/12 students regarding FSA, ACT and/or SAT concordant scores.
Brittany Stone	Curriculum Leader-Social Studies	Brittany_Stone@scps.k12.fl.us	Monitor formative assessments for AP Human, World History and Psychology. DBQ data for World History with continual interventions for PLC strategies.
Marti Ladd	Curriculum Leader-Social Studies	Martha_Ladd@scps.k12.fl.us	Monitor formative assessments for US History and CA9 data. DBQ data for World History is combined with PLC strategies and continual interventions for US History improvement.

Student Transition and Readiness

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.

Career planning begins at the end of 8th grade when there is vertical articulation between middle and high school guidance counselors. Each registration form is checked thoroughly to ensure that students are placed in appropriate courses and electives. Lyman guidance counselors visit our feeder middle schools prior to registration to highlight Lyman course offerings and extra-curricular activities. A video that features our students and the registration process is provided for each feeder middle school to show to all incoming 8th graders prior to registration. Students with high FSA and EOC scores are scheduled into Advanced Placement Human Geography or AP Biology (with pre-screen testing during the first two days of school) so they can experience the rigor of a college course. All students course selections are populated based on their grades, FSA/EOC scores and Advanced Opportunities tracking with a correlation of the prior PSAT scores. Counselors also attempt to correlate the elective courses with students' interests such as marching band, art, culinary, etc. When students register for each new school year, all course selections are confirmed by the guidance counselor. Students are always encouraged to enroll in courses that will challenge their academic experience at Lyman High School in order to continually excel in Advanced Opportunities (Honors or Advanced Placement courses). They are also encouraged to remain in all levels of electives or careers they show an aptitude toward and pursue after high school (i.e. automotive, carpentry, music, drama classes, etc.). This emphasis encourages career technical education (CTE) opportunities and success for certificate completion. Students who are enrolled in Honors, Advanced Placement, and Dual Enrollment courses are given a rigorous curriculum that mirrors college courses which will prepare them for a post-secondary experience. The high-level of instruction prepares students for the intense coursework they will experience in college and prepares them to be successful readers and writers. Articulation Cluster meetings occur twice per year to enhance collaboration, communication and data analysis with feeder middle schools which clarifies data trends, facilitates instruction and prepares matriculating freshmen. Discussions and action plans are formulated for the year based on prior data coupled with curriculum trends and continual data points: i.e. formative feedback loops, CA9 data, WRITE SCORE and IReady scoring.

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

Lyman has many Career and Technical Education (CTE) programs which offer Industry Certification: Automotive Program - Florida Automobile Dealers Association (FADA) Certified Technician and Auto Maintenance and Light Repair (G1) Building Trades Program - Home Builders Institute (PACT), Academy of Engineering (Autodesk and Inventor), Culinary (ServSafe testing) and Early Childhood Education (ServSafe testing). Students may also earn college credit by passing the Career Pathways test for Early Childhood related courses. Digital Design - Adobe InDesign, Photoshop, Premiere Pro Web Design - Adobe Dreamweaver, Flash, Premiere Pro, Photoshop TV Production - Adobe Certified Associate (Premiere Pro, Flash, After Effects) Marketing - Microsoft Office Suite, Photoshop and the Academy of Engineering: Revit, Inventor

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 5E 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

Math		
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

Science		
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
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

5 Essentials		
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

Essential Instructional Priority 1 – Quality Instruction

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?
Reading Initiatives: Data Chart, Goal setting, Strand Analysis details ELA/Reading educators will continue with Lyman Data Analysis Charts for all ELA 1 and 2 and SOAR 9 and 10 students.	Suzanne Skipper, Theresa Rogers (Instructional Coach)	May-22	Y	On-going/Mid-year/Conclusion of 2021-22	Common Assessments: ELA/Social Studies (World History) FSA ELA data, Data Chart analysis and PLC Data-Driven Instructional Monitoring sessions (first Wednesday of each quarter)
Progress monitoring: Common Exam goal setting, reflection and strand analysis instructional "deep dives" combined with data analysis folders. Educators will engage in data analysis in their PLCs to review instructional delivery, student engagement and innovative learning strategies.	Mike Hunter, Suzanne Skipper, Jesse Walker, Faith Cotter and Mick Showalter	May-22	Y	On-going/Mid-year/Conclusion of 2021-22	Common Assessments ELA 9 and 10, Biology, Algebra, I, Geometry, World History and US History, FSA ELA, Algebra I and Geometry data EOC US History and Biology
Reading/Writing Initiatives: Data Chart, Goal setting, PSAT/SAT Skills analysis--Social Studies educators will collaborate to enhance evidence-based writing through the practice of DBQ in World History and US History. Collaboration of ELA 3 and US History for PSAT/SAT Seminal document analysis and evidence-based writing.	Suzanne Skipper, Theresa Rogers (Instructional Coach) PLCs	May-22	Y	On-going/Mid-year/Conclusion of 2021-22	FSA ELA scores, Common Assessment scores-World History and US History, EOC US History, DBQ and free-response-based question analysis.

Hound Academy Data Monitoring Charts--academic progress reports Continual conferencing and review of grades, behavior (discipline) and social/emotional monitoring in the Seminar class.	Suzanne Skipper, Bernard Knight, Trevis Nelson (Dean), Ramsey Robinson (SAM)	May-22	Y	May-22	Improvement of academics and behavior for the specified cohort as measured by EdInsight, Skyward and individual progress reports

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?
Reading--Achieve 3000-ELA 1 and 2 via Achieve 3000 articles based upon a 75% proficiency completion Data folder and Achieve reports utilized, Data conferencing with all students, Competitions between SOAR classes, Articulation with ELA 1 and 2 educators	Suzanne Skipper, Theresa Rogers (Instructional Coach)	May-22	Y	On-going, Mid-year, End of the Year	Baseline, Mid-year, End of Year
ELA-Reading--Inclusion of more specific non-fiction articles correlated to the ELA Literacy framework Common annotation/text coding for ELA 1 and 2/SOAR 9 and 10 courses--utilization of the Instructional Plan (SCPS) and formative feedback loops.	Suzanne Skipper, Theresa Rogers (Instructional Coach)	On-going,Mid-Year, End of Year	Y	Baseline, Mid-year, End of Year	Common Assessments, EOC and FSA ELA
Bubble student lists- will be monitored by all Administration, the Instructional Coach and the PLCs to ensure that support and remediation are provided. Data will be continually reviewed based on prior FSA, PSAT and continual CA9 results.	Administration team- Mike Hunter, Suzanne Skipper, Jesse Walker, Faith Cotter and Mick Showalter	On-going, Mid-year, End of Year	Y	Baseline, On-going, Mid-year, End of Year	Academic reporting, Common Assessments, FSA, EOCs

Inclusion of more specific non-fiction articles correlated to AP Human Geography, World History and US History course framework. Common annotation/text coding for Social Studies courses--Improvement of Common Assessment exam scores. DBQ administration in World History and US History with specific modeling techniques.	Suzanne Skipper, PLCs	On-going, Mid-year, End of Year	Y	Baseline, On-going, Mid-year, End of Year	AP Human Geography formative and summative exams, Common Assessments World History, US History, EOC US History
Biology I Data folder, data conferencing with all students, remediation based on progress monitoring data.	Faith Cotter, PLC	May 2022	N	On-going	Improvement of the Common Assessments and EOC Biology
Algebra I and Geometry Data folder, data conferencing with all students, remediation based on progress monitoring data	Jesse Walker, PLCs	May 2022	N	On-going	Improvement of the Common Assessments and FSA Algebra I, Geometry 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?
Campus-wide monitoring of "Bubble student" lists with an emphasis of reviewing the STAR diagnostic data. Educators will review STAR diagnostic reports, EdInsight and clarify in their PLCs data monitoring of students with risk scores and prior academic/attendance issues.	Administration team- Mike Hunter, Suzanne Skipper, Jesse Walker, Faith Cotter and Mick Showalter	May 2022	Y Virtual training	Ongoing, Mid-Year, End of Year, Summer PLC Planning Virtual training September 29	Improvement in academics, truancy, behavioral expectations and reduction of discipline referrals
Failing Communication monitoring-- campus wide It will be the expectation of Lyman's faculty, staff and Administration to communicate with all students who are not performing in each course following their quarterly progress reports. Skipper-Hound Academy Robinson/Skipper-Transition Hunter-Alg I/Geo	Administration Team, Student Services team and faculty/staff	May 2022	N	Ongoing, Mid-year, End of the Year	Improvement in academic success and grades
Data folders for Reading (SOAR classes), ELA and Social Studies-- AP Human Geography, World Language and US History classes. Educators will review and conference with students regarding progress on common assessments and proficiency evidence from Achieve (SOAR 9 and 10 classes).	Suzanne Skipper, Theresa Rogers (Instructional Coach)	May 2022	N	Ongoing	Increase in overall proficiency scores- Achieve 3000 and Common Assessment data

Algebra I and Geometry-monitoring and common assessment review remediation, differentiated instructional focus based on both summative and formative assessments.	Jesse Walker, Curriculum Leaders, PLCs	May 2022	Y	Ongoing, Mid-Year and Conclusion of 2019-20	Improvement of assessment scores, grades and continual foundational learning
Biology monitoring and remediation/differentiated instructional focus based on both summative/formative assessments. Continual review of both summative and formative common assessment progress.	Faith Cotter, Curriculum Leaders, PLC	May 2022	Y	Ongoing, Mid-year and Conclusion of 2020-21	Improvement of assessment scores and EOC Biology exam scores
World and US History monitoring and providing remediation/differentiated instructional focus based on both summative/formative assessments.	Suzanne Skipper, Curriculum Leaders, PLC	May 2022	Y	Ongoing, Mid-year and Conclusion of 2020-21	Improvement of Social Studies common assessments and EOC US History assessment scores

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?
Achieve 3000-ELA 1 and 2 via Achieve 3000 articles based upon 75% proficiency completion Review of data folders, educator conferencing, Instructional Coach conferencing. Skipper to conduct student conferencing and review level sets from August, January and April. If level sets do not indicate a correlation with prior FSA, STAR or CA9 data the level set will be reviewed and reset accordingly.	Suzanne Skipper, Theresa Rogers (Instructional Coach), Reading and ELA 1 & 2 PLCs	May 2022	Y	Ongoing, Mid-Year and Conclusion of 2020-21	Improvement of ELA Common Assessments, FSA ELA scores and overall literacy development to reduce regression trends.
Inclusion of more specific non-fiction articles correlated to Social Studies curriculum--World History and US History. Incorporation of non-fiction articles that correlate directly to the instructional framework monitored via their common assessments improvement.	Suzanne Skipper, PLCs	May 2022	Y	Ongoing, Mid-Year and Conclusion of 2020-21	Improvement of common assessments, EOC US History assessment scores
Continual enhancement of annotation/text coding for ELA/Reading and Social Studies classes. Specific practices to instruct students regarding close reading and analysis of non-fiction articles to improvement integration of knowledge.	Suzanne Skipper, PLCs	May 2022	Y	Ongoing, Mid-Year and Conclusion of 2020-21	Improvement of common assessments, FSA ELA and EOC US History assessment scores

Algebra 1 and Geometry data monitoring and common progress monitor assessments. Review of data folders, conferencing with students regarding mid-term and post tests to improve common assessment proficiency.	Jesse Walker, PLCs	May 2022	Y	Ongoing, Mid-Year and Conclusion of 2020-21	Improvement of common assessments, EOC Algebra and Geometry assessment scores
Biology common progress monitor assessments. Review of data folders, conferencing with students regarding mid-term and post tests to improve common assessment proficiency.	Faith Cotter, PLC	May 2022	Y	On-going, Mid-Year and End of the Year	Data to support EOC Biology proficiency
Remediation Algebra 1 and Geometry. Specific students will meet with a designated educator to obtain remediation skills and improve foundation skills for Algebra I in order to provide support/knowledge.	Jesse Walker, PLCs	May 2022	Y	On-going, Mid-Year and End of the Year	Data to support FSA Algebra 1 and Geometry proficiency

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?
Hound Academy	Students are selected for the Hound Academy-all students will be placed with five specific educators who will monitor behavior, academics and social/emotional growth (restorative practices). The students will receive specific adult mentors and continually have academic monitoring from the team of teachers who will collaborate regarding progress.	Suzanne Skipper, Bernard Knight, Trevis Nelson, Ramsey Robinson	May 2022	Y	On-going	Data monitoring, Weekly meetings, Updates for parents, progress monitoring--data monitoring for all Hound Academy students in the Seminar or Learning Strategies class.
Men of Excellence and Women of Excellence	Students are selected for the Men of Excellence program-- all students attend a Men of Excellence class and are assigned with educators, mentors and support to monitor behavior, academics and social/emotional growth (restorative practices). Female "at risk" students are also selected to participate in Women of Excellence mentoring and support with Ms. Akins.	Bernard Knight, Trevis Nelson, Keturah Hennis, Ramsey Robinson	May 2022	N	On-going	Data monitoring, Weekly meetings, progress monitoring

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?
HERO K-12 to include PBS initiatives. Data will be reviewed-HERO reports. Data will be reviewed EdInsight-truancy, "At Risk" scores and discipline reports.	Johanna Velazquez, Trevis Nelson, Ramsey Robinson and Heather Graves (Social Worker)	May-22	N	Ongoing, Mid-Year and Conclusion of 2021-22	Reduction of discipline referrals, truancy issues

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?
Mentors-Connecting students	PBS Restorative Practices	Trevis Nelson, Ramsey Robinson	May 2022	Y	On-going	Observable
Informational messages-Drills and Procedures	Explain the procedure and clarify	Mike Hunter, Mick Showalter, SROs	May 2022	Y	August 2021 (10 times per year)	Observable

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?
Review of Campus procedures-Code Red/Fire Alarm Regularly scheduled drills, TV informational video provided on TV announcements, policies and expectations are posted in all classrooms combined HARD CORNER signage.	Mick Showalter	May 2022	N	On-going--10 drills per year	Successful exit/entrance and Debrief meetings with assigned SROs and the Administrative team
9th/10th Orientation sessions All ninth/tenth grade students have an informational meeting in September that highlights safety, bullying and drug/alcohol/vaping awareness.	Johanna Velazquez, Trevis Nelson, Ramsey Robinson and SROs	Oct 2021	N	by October 2021	Decrease in discipline issues/awareness of resources
Principal's message-safety/security reminders to clarify emergency procedures and suggestions for safety initiatives.	Mike Hunter	May 2022	N	On-going	Knowledge and awareness

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?
Restorative Practices	Trevis Nelson, Ramsey Robinson	May 2022	Y	August 6, October 8 and January TBA	Monitoring relationship building in classes

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 21st century by offering rigorous learning environments.

A.   Schools will provided 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
College and Career Success	B.1.1	95
College and Career Success: Black	B.1.1	95
College and Career Success: Hispanic	B.1.1	95
College and Career Success: White	B.1.1	95
College and Career Success: Mul	B.1.1	95
College and Career Success: SWD	B.1.1	95
College and Career Success: FRL	B.1.1	95
College and Career Success: ELL	B.1.1	95
AO students enrolled in advanced courses: Black	B.2.7	95
AO students enrolled in advanced courses earning a grade of C or higher: Black	B.2.7	95
AO students enrolled in advanced courses: Hispanic	B.2.7	95
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

Indicators	Strategic Plan	Target
Graduation Rates	A.2	95
Graduation Rates: Black	A.2	95
Graduation Rates: Hispanic	A.2	95
Graduation Rates: White	A.2	95
Graduation Rates: Mul	A.2	95
Graduation Rates: SWD	A.2	95
Graduation Rates: FRL	A.2	95
Graduation Rates: ELL	A.2	95
5E – School Wide Future Orientation	A.2	70
5E – Expectations for Postsecondary Education	A.2	70
Industry Certifications Earned	C.3	70

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?
AO Support and Monitoring Identify and label all Advanced Opportunity students Scheduling of all AO students in an AO option: i.e. Honors or AP Honors/AP combined with support for tutoring, mentoring and resources.	Jesse Walker, Ryan Rogers	May-22	N	Ongoing	Increase AO participation with support available for academic success to inspire learning.
Scheduling methodology/plan to increase enrollment into AO courses Students are pre-populated into AO courses prior to registration based on data mining.	Jesse Walker Ryan Rogers	Feb 2022	N	Mid-year	Increase in AO enrollment
Continual tutoring/teacher resources--College Board, KHAN Academy, No RedInk and College Board Student Resource portal. All AP Educators will provide the direct instruction and monitoring for the College Board Student Resource portal and assist students with tracking their progress.	Suzanne Skipper, Theresa Rogers, Project Graduation team	May 2022	N	On-going	Review of Collegeboard reports

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?
Students will utilize My CollegeBoard student accounts, progress monitors	Suzanne Skipper, Theresa Rogers, AP Educators	May 2022	N	On-going	Review of student usage data
Educators will volunteer to provide tutoring and resources for aspiring AO/AP students.	Suzanne Skipper, Theresa Rogers, Lyman educators	May 2022	N	On-going	Review of student data-AO and AP Potential
Use of Red Ink in ELA 3,4 and Test Prep classes to prepare the students for the PSAT/SAT and ACT.	Suzanne Skipper, Theresa Rogers	May 2022	Y-- virtually	On-going	Assessment improvement

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?
Recruitment of incoming freshmen and new students-videos and CTE/Engineering Open House events	Faith Cotter	February 2022	N	Ongoing prior to Registration (Phase I) New student recruitment Spring through June	Increase in student enrollment and testing results

Graduation Rate Action Plan

12th Grade - Action Plan for Increasing Proficiency in ELA

Current Percent Proficient and/or Achieved a Concordant Score - 63%

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?
Implement ACT Online Prep Program and KHAN Academy and Red Ink (grammar/usage/mechanics)	Suzanne Skipper, Theresa Rogers	October 4	Y	Weekly practice with students	ACT score monitoring-review of test-taking strategies
Prioritize remediation-focus on ESE students ELA 2 completion in PLATO	Student Services, Elise Kelly	May 2022	N	Ongoing	Students will complete ELA 2 and participate in the FSA Retakes - September
After school Tutoring program-ACT/SAT	Ramsey Robinson, ELA team members	May 2022	N	Ongoing	Improvement of scores

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

Current Percent Proficient and/or Achieved a Concordant Score - 82%

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?
Implement ACT Online Prep, Red Ink and KHAN Academy	Suzanne Skipper, Jesse Walker, Theresa Rogers	May 2022	N	Ongoing	Improvement of scores
Prioritize remediation-focus on ESE students Algebra I completion in PLATO	Student Services, Jesse Walker, Elise Kelly	May 2022	N	Ongoing	Students will complete the Algebra 1 or Geometry credit and participate in the Algebra 1 and/or Geometry Retakes
After school Tutoring program- ACT/SAT	Ramsey Robinson, Math educators	May 2022	N	Ongoing	Improvement of scores

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?
Formative Feedback Loops and Formative Assessments each quarter-ELA 9/10	Suzanne Skipper, Theresa Rogers	May 2022	N	Ongoing	Focused strategic instruction for remediation and embedded FSA strand instruction.
Cross curricular writing-ELA--WRITE SCORE and PEEL paragraphs	Suzanne Skipper, Theresa Rogers	May 2021	N	Ongoing	WRITE SCORE scores, data analysis

Every Student Succeeds Act Instructional Priorities

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):

Students with disabilities

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

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

Action Plan

1st 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?
ESE Monitors and communicates with ESE students. Wednesday PLC and focus on parent supports during IEP meetings.	Mick Showalter, Wendy Thompson, ESE team	May 2022	N	On-going	PLC meetings and review of data via EdInsight and A & A operational data reports.
Focus on reviewing the expectations of Learning Strategies class and monitoring all details of grade monitoring sheets.	Mick Showalter, Darlene Huntley, Lonni Hillis, Support Facilitators	May 2022		On-going	Review of Skyward, EdInsight Spotlight reports

Essential Instructional Priorities

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

The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low-and high incidence disabilities, across all grades, in general education and natural contexts.	Fully
The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the BPIE.	Partially Almost
School administrators advocate for all SWDs to have the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.	Fully

Action Plan

Indicator 1

The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low-and high incidence disabilities, across all grades, in general education and natural contexts.

Strategy/ Action Item 1	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?
Data chats are conducted with students to create strong accountability and high expectations. Monitoring occurs on Wednesday's by the case managers having specific conversations with both students and the PLCs to streamline assistance.	Mick Showalter and Case Managers	May-22	N	May-22	Monitoring the Regular Ed educator and SF regularly and ensuring the same PLC groups.
ESE Principal to meet with Case Managers to review their students' progress relevant to IEP goals.	Mick Showalter	May-22	N	Ongoing--weekly	Data charts and meeting agendas-- Wednesday meetings weekly

Indicator 2

The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the BPIE.

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?
ESE Assistant Principal to meet with ESE case managers to review their students' progress relevant to IEP goals.	Mick Showalter	May-22	N	On-going-weekly	Data charts and meeting agendas-- Wednesday meetings weekly
LYHS will schedule students in appropriate classes and will closely monitor the growth and learning of each student.	Mick Showalter and Student Services team	May-22	N	Weekly and Quarterly	Monitoring Logs

Indicator 3

School administrators advocate for all SWDs to have the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.

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?
Course choices are inclusive in all content areas. Support Facilitation is available and Learning Strategies class available Monitoring of students by case managers per the students' IEP.	Mick Showalter	May-22	N	On-going	Detailed progress monitors and weekly agendas

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
Achieve 3000 Training	1	September 23, January TBD	Data proficiency Virtual Training with Jackie Daly	Reading/ELA PLC ESOL Reading	6	Suzanne Skipper
Writing Enhancement Training (DBQ, FRQ)-Social Studies	1	April to prepare for Summer PLC planning	Literacy, Focused development for DBQ and FRQ via PLC discussions and strategies shared.	World History and US History PLC	10	Suzanne Skipper
Common Exam Data Summit(s)	1	October, January, March	Literacy, Data Analysis, Student-owned data	Algebra I, ELA 9/10, Biology, Geometry, World and US History	25	Assistant Principals
Algebra I and Geometry	1	October, January	Problem-solve and approach challenging tasks	PLC	15	Jesse Walker
ELA 9/10 Data review-Quarter planning	1	September 20, October, January and March	Focused modification and remediation strategies implemented based on the data	PLC	10	Suzanne Skipper, DTL
Mental Health Awareness-November 8, 9	2	November during regularly scheduled classes	Quality Instruction	School wide	2000	Suzanne Skipper

Testing Strategies (ELA 3 paired with US History)	3	October, Febuary	Quality Instruction, Future Ready	PLC	15		Suzanne Skipper, Theresa Rogers
Restorative Practices	1	August 6, October 8, February TBA	Relationships will build positive rapport that will impact academic, attendance and behavior.	All staff	188		Administration Team
Restorative Practices	1	August 9, October 8	Building relationships with students and families to promote academic success	Faculty/Staff	150		Trevis Nelson, Ramsey Robinson