

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

Lake Mary High School

School Improvement Plan 2019-2020

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

Lake Mary High School students are prepared to enter an ever-changing, complex society equipped with a comprehensive academic foundation, a depth of knowledge, and a respect for self and others as productive citizens of the 21st Century.

Provide the school's vision statement

Lake Mary High School is committed to the development of the 21st Century student by providing rigorous courses that foster intellectual curiosity. Students will build expertise through integrated technology within a blended curriculum in which they will utilize creative and critical thinking skills. Students will be provided with opportunities to engage in diverse content areas that encourage entrepreneurship and leadership. Lake Mary High School is committed to the students' personal development by utilizing curriculum that will focus on individual character and needs. Each course will provide strategies for students to learn the importance of collaboration and learning. Students will have the opportunity to explore future career interests through a diverse selection of electives that are relevant and valuable for an ever-changing society. Individuals will demonstrate personal integrity, the highest standards of behavior, and initiative in their education.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Dr. Mickey Reynolds	Principal	mickey_reynolds@scps.k12.fl.us	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	melissa_flory@scps.k12.fl.us	Principal Designee, Science, Social Studies, JROTC, Cluster Liason, Professional Development, PTSA, Curriculum Leaders
Melisa Ayala-Cruz	Assistant Principal	melisa_ayala@scps.k12.fl.us	English, Reading, ESOL, World Languages, Support Staff, School Advisory Council, Graduation, Student/Teacher of the Month, Advanced Opportunities
Michael Hennessy	Assistant Principal	michael_hennessy@scps.k12.fl.us	Math, CTE, Fine Arts, Designee for Safety/Security, Athletics, Booster Club, Acceleration Rate
Tom Oliver	Assistant Principal	thomas_oliver@scps.k12.fl.us	ESE, PE, Student Services, Master Schedule, Paraprofessionals, Attendance, Clinic, Summer School Principal

Kathy Aslin	School Administration Manager	kathleen_aslin@scps.k12.fl.us	Testing Coordinator, AP Coordinator, Transition Program
Dr. Andrea Fuhrer	School Administration Manager	andrea_fuhrer@scps.k12.fl.us	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.k12.fl.us	Discipline, facilities, custodians, graduation, textbooks, facility rentals, parking
Reginald Miller	School Administration Manager	millerra@scps.k12.fl.us	Discipline, Safety Officers, In-School Suspension, Young Men & Women of Excellence, Student Activities, Golden Fleece, Challenge Day, Multi- Cultural/Black History Assemblies, Transportation, Catering
Allison Slater Tate	Director of College & Career Exploration (part time School Administration Manager)	tateas@scps.k12.fl.us	College & Career Prep, College Rep Visits, College Week, College Night, Golden Fleece

Supportive Environment

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

Lake Mary High School uses a variety of resources to build positive relationships with its community. Families can access information on Lake Mary's website, Facebook page, and Twitter feed. Lake Mary sends out the Tell-a-Ram Newsletter five times a year 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, submit assignments, 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 and can volunteer to staff the College and Career Center.

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.

Lake Mary High School opened up a new College and Career Center to provide support to students and parents. Additionally, a College and Career Advisor has been hired 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 in the month of October. During this time, the school will host a variety of events pertaining to college including a College Night where students and parents can come out and get information about applying for college and completing a FAFSA. Additionally, Lake Mary High School invites 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 HS 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: Adobe Certified Associate in Premiere 5. Commercial Photography Technology: Adobe Certified Associate in Photoshop 6. Automation and Production: NIMS Certification 7. Introduction to Information Technology (IIT): MOS Certification 8. Early Childhood Education: ServSafe Certification 9. Building Trades and Construction: HBI PACT Certification

High School Essential Instructional Priority #1 – Quality Instruction

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will achieve a Florida Standards Assessment (FSA) grade of “A” for the 2019-20 school year.

- A. Lessons aligned to Florida 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	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	

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

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

High School Essential Instructional Priority #1 – Quality Instruction

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

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

Common Assessments			
Indicators	Grade Level/Subject	Strategic Plan	Target
Math Common Assessment students scoring on grade level	Algebra 1	B.2.4	
	Geometry	B.2.4	
	Algebra 2	B.2.4	
	Liberal Arts 1	B.2.4	
Science Common Assessment students scoring on grade level	Enviro Science	B.2.4	
	Biology	B.2.4	
	Chemistry	B.2.4	
	Physical Science	B.2.4	

5 Essentials		
Indicators	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	
5E Ambitious Instruction	B.1.1	
5E Collaborative Teachers	B.1.1	

High School Essential Instructional Priority #1 - Quality Instruction

Action Plan

Student owned progress 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?	ESSA Finding Addressed
Students in classes with End of Course exams will maintain data folders to track their progress toward mastering course standards. The folders will include their major assessments throughout the year. Students will use this information to set academic goals within these courses throughout the year and to inform their need for remediation.	Assistant Principals & Teachers	May 2020	Y	Monthly	Data Chats with Teachers, Completed Folders	Y
Mathematics teachers use standards based grading so that students can track their progress and remediate standards in order to demonstrate mastery.	Michael Hennessy and Mathematics Teachers	May 2020	Y	Weekly	Performance on standards based assessments (tests, quizzes, and other formative assessments), and common assessments	Y
Teachers have students maintain a portfolio with individual score reports that include FSA levels and lexile scores. Teachers hold individual conferences where students self-assess their progress based upon their data.	Melisa Ayala-Cruz, Heather New, and Intensive Reading Teachers	May 2020	Y	Monthly	Achieve 3000 Reports, Reading Plus Reports, PSAT scores, Student Progress Monitoring/Grades	Y
Struggling students enrolled in Freshmen Success track their progress by monitoring their grades by calculating their Grade Point Average (GPA) with the Freshmen Success teacher.	Joel Ortiz (teacher), Tom Oliver, Andrea Fuhrer	May 2020	N	Biweekly	Grades/Progress Monitoring, Grade Point Average, and Tracking Sheet	Y

Low 30% 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?	ESSA Finding Addressed
Counselors and administrators will monitor students who are in the low 30% (attendance, discipline, grades, and proficiency on common assessment data). Administrators will evaluate and adjust action plan to determine professional development needs and supporting resources for departments and PLCs that need to be targeted based on reviewed data.	All Administrators	May 2020	Y	Monthly	PLC Agendas, Assessments, Student Grades/Progress Monitoring, Attendance Records, Discipline Records, MTSS Referrals, Mentoring Program, Student Service Counselor's Records of Communication with Families	Y
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	May 2020	Y	Monthly	Agendas, Progress Monitoring Data/Grades, Common Assessments, Performance on Standards Based Assessments	Y
Tutoring is provided on Tuesdays and Thursdays after school by certified teachers and students in the Mu Alpha Theta Club. Additional tutoring is also being provided in Mathematics and English/Language Arts through the RAMs period each Wednesday.	Tom Oliver, Winnola Grigley, and select teachers	May 2020	N	Weekly	Tutoring Attendance Logs, Student Grades/Progress Monitoring	Y
Implementation of Achieve 3000 for all low level 3 students through the English classrooms.	Melisa Ayala- Cruz, Heather New, and English/Language Arts Teachers	May 2020	Y	Weekly	Achieve 3000 Reports, Student Grades/Progress Monitoring	Y

Mathematics teachers use standards based grading 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	May 2020	Y	Weekly	Performance on standards based assessments (tests, quizzes, and other formative assessments), Student Grades/Progress Monitoring Data	N/A
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Using CAR-PD in Biology and US History, teachers, instructional coach and administrators will use data from formative assessments that allow teachers and students to set goals and adjust instructional practices as needed.	Administrators, Heather New (Instructional Coach), and Teachers	May 2020	Y	Weekly	Tests, Quizzes, Student Grades/Progress Monitoring Data	Y
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High Level 1 / High Level 2 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?	ESSA Finding Addressed
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. Also, teachers were provided paid planning days in the summer to plan in PLCs.	Administrators and Heather New (Instructional Coach)	May 2020	Y	Monthly	Agendas, Progress Monitoring Data/Grades, Common Assessments, Performance on Standards Based Assessments	Y
Instructional Coach will use the School Implementation Plan for CAR-PD and provide teachers feedback using the SCPS CAR-PD "Look For" Checklist.	Administrators	May 2020	Y	Monthly	"Look for" Checklist, Lesson Plans, Observation Notes	Y
Master schedule reflects Support Facilitation teachers sharing common plan periods in targeted PLCs and subject areas: English 9-12, Biology, Algebra 1, Geometry	Tom Oliver and ESE Support Facilitation Teachers	May 2020	Y	Weekly	PLC Agenda, Lesson Plans, Progress Monitoring Data/Grades	Y
Mathematics teachers provide PERT preparation to students who still qualify to use PERT as a concordant score. Teachers are also providing PSAT prep for tenth graders who have not yet passed the Algebra 1 EOC.	Michael Hennessy, Math Teachers, Kathy Aslin	May 2020	Y	Weekly	Khan Academy Reports, Progress Monitoring/Grades	Y

Low Level 3 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?	ESSA Finding Addressed
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, and additional time which will be offered throughout the school year.	Administrators and Teachers	May 2020	Y	Quarterly	Professional Learning Logs, Student Data/Progress Monitoring, PLC agendas	Y
Strategically schedule students who are a low level 3 on FSA English/Language Arts with Gifted Endorsed teacher, increasing rigor and use of high yield strategies to ensure students make gains.	Melisa Ayala-Cruz and Teacher	May 2020	Y	Weekly	Progress Monitoring Data/Grades, Common Assessments, Performance on Standards Based Assessments	Y
Achieve 3000 will be used in English classes to supplement instruction for students who are in the low level 3 achievement level on FSA English/Language Arts. Teachers will use data to adjust instruction based on skill deficits of students.	Melisa Ayala-Cruz, Heather New, and Teachers	May 2020	Y	Weekly	Achieve 3000 Reports, Grades/Progress Monitoring, PLC agendas/learning logs	Y
Write Score will be used as a tool to progress monitor student performance in both reading and writing. Teachers meet to analyze scores, and plan collaboratively to adjust instruction.	Melisa Ayala-Cruz, Heather New, Teachers	May 2020	Y	Monthly	Write Score Assessments, Grades/Progress Monitoring, PLC Agendas/Learning Logs	Y

High School Essential Instructional Priority #2 – Conditions for Learning

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, other data targets are reported as percentages.*

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	
5E_SE_Safety	D.1	
5E_SE_Academic Personalism	D.3	

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

High School Essential Instructional Priority #2 - Conditions for Learning

Action Plan

Attendance 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?	ESSA Finding Addressed
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, Tom Oliver, Andrea Fuhrer	May 2020	Y	Weekly	Overall Attendance Data, Records of Communication to Families	Y
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 Clerical Staff	May 2020	N	Weekly	Attendance Reports, Attendance Letters, Credit Denial Reports	Y

Students with excessive absences 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	May 2020	N	Weekly	Attendance, Grades, Teacher MTSS Referrals	Y
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Utilize school messenger to notify parents if students have not shown up to school by 2nd period.	Administrators	May 2020	N	Daily	Record of contact attempts	Y
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Communication with Students on Campus Safety

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?	ESSA Finding Addressed
The Principal will deliver Public Service Announcements pertaining to safety through the weekly "Reynolds Rap". School Messenger will be utilized to communicate important updates to students and their families.	Dr. Mickey Reynolds	May 2020	Y	Weekly	Videos	N/A
Monthly fire drills and code red and code yellow drills will be conducted.	Michael Hennessy, Steve Longarzo, School Resource Officers	May 2020	Y	Monthly	Fire Evacuation Notification, Report in Raptor, School Messenger, Fire Exit Drill Form	N/A

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, LGBTQ awareness, and any other concerns students have.	Andrea Fuhrer	May 2020	N	Monthly	Meeting Notes	N/A
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Students will have quick, easy, confidential accessing 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).	Mickey Reynolds, Andrea Fuhrer, Teachers, School Resource Officers	May 2020	N	August 2019	Data on Frequency of Reporting	N/A
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Additional Strategies

Topic/Strategy	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?	ESSA Finding Addressed
Implementation of Restorative Practices	Implementation of Restorative Practices (an approach that positively builds school communities) in order to help students build higher level skills related to communication, empathy, and reflection as related to their decision-making.	Administrators, Teachers, Clerical Staff	May 2020	Y	Monthly	Student Feedback, Teacher Feedback, Professional Learning Logs	N/A

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

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

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

High School Instructional Priority #3 - Skills for Future Ready Graduates

Action Plan

AO 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?	ESSA Finding Addressed
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.	Administrators, Teachers, Tom Oliver, Andrea Fuhrer	May 2020	Y	Weekly	Overall Attendance Data, Records of Communication to Families	Y
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. Additionally, 9th and 10th grade honors teachers attended Pre-AP training at the National AP Conference in summer of 2019 in order to increase rigor in honors classes.	Administrators, Teachers	May 2020	Y	Weekly	Agendas, Progress Monitoring Data/Grades, Common Assessments, Performance on Standards Based Assessments	Y

Additional Strategies

Name/Topic of Strategy	Strategy/Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place? (Frequency of action?)	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed (Y or N/A)
College and Career Preparation	Additional support and access to college and career planning will be offered to students and parents. A College and Career Advisor will meet with students and parents on questions they have about future college opportunities and the admissions process.	Allison Slater-Tate	May 2020	N	Weekly	Calendar of Events, Agendas, Schedules	N
Name/Topic of Strategy	Strategy/Action Item 2	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place? (Frequency of action?)	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed (Y or N/A)
College and Career Preparation	At college and career week, the school will host a variety of events pertaining to post-secondary questions, including a College Night where students and parents can come out a get information about applying for college and completing a FAFSA.	Allison Slater-Tate	May 2020	N	Annually	Calendar of Events, Agendas, Schedules	N/A

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

There is a school wide approach to facilitate positive, interdependent relationships and social responsibility among all students (BPIE Indicator 23)	Partially Beginning
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Administrators ensure collaborative planning time is reflected in general and special educator schedules and instructional plans (BPE Indicator 17)	Partially Almost
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School analyzes data to identify barriers and initiate improvement steps that increase the number of students in general education courses (BPIE Indicator 1)	Partially Almost
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Action Plan

Indicator 1

There is a school wide approach to facilitate positive, interdependent relationships and social responsibility among all students (BPIE Indicator 23)

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?	ESSA Finding Addressed
All teachers will facilitate discussions the first week of school based upon targeted discipline policies and procedures. Topics emphasize social responsibility, anti-bullying, and respect towards adults and peers. For students with more intensive level of behavioral reinforcement, IEP teachers help monitor students and ensure services are in place to meet the needs of students.	Tom Oliver, Andrea Fuhrer, Steve Longarzo, Reginald Miller, and Teachers	May 2020	Y	8/12/2019	Discipline Data, Progress Monitoring Data, Feedback from Be the Change Open Forum, IEP progress monitoring reports	Y
Lake Mary High School is implementing Restorative Practices (an approach that positively builds school communities). Implement Restorative Practices in order to help students build higher level skills related to communication, empathy, and reflection as related to their decision-making.	Administrators	May 2020	Y	Monthly	Discipline Data, Progress Monitoring Data, Student Feedback from Be the Change Open Forum	Y
Peer Connectors and PIT Crew programs are in place 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. Inclusion is also promoted through extra-curricular events, for example students with disabilities are celebrated through dance-offs in the cafeteria during lunches.	Tom Oliver, Teachers	May 2020	Y	Weekly	IEP progress monitoring, student feedback	Y

Indicator 2

Administrators ensure collaborative planning time is reflected in general and special educator schedules and instructional plans (BPE Indicator 17)

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?	ESSA Finding Addressed
Master schedule reflects Support Facilitation teachers sharing common plan periods in targeted PLCs and subject areas: English 9-12, Biology, Algebra 1, Geometry so that teachers can collaboratively analyze data, reflect, and plan lessons.	Tom Oliver, ESE Teachers, General Education Teachers	May 2020	Y	Weekly	Student Progress Monitoring Data, IEP Progress Monitoring, Support Facilitation Logs	Y
Algebra 1 teachers strategically moved to adjoining classrooms and assigned one Support Facilitating teacher in an effort to maximize collaborative planning.	Tom Oliver, Michael Hennessy, Support Facilitation Teachers	May 2020	Y	Weekly	Agendas, Progress Monitoring Data/Grades, Common Assessments, Performance on Standards Based Assessments	Y

Indicator 3

School analyzes data to identify barriers and initiate improvement steps that increase the number of students in general education courses (BPIE Indicator 1)

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?	ESSA Finding Addressed
The Student Service Counselor who is assigned to ESE along with IEP case managers evaluate and monitor student progress to ensure scheduling meets the individual needs of each student. Schedules and plans are adjusted based upon student progress.	Tom Oliver, Joanne Duffey, IEP Teachers	May 2020	Y	Monthly	IEP progress monitoring, Student Progress Monitoring/Grades	Y
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.	Administrators, Tom Oliver, Teachers	May 2020	Y	Quarterly	Progress Monitoring Data/Grades, Common Assessments, Performance on Standards Based Assessments, IEP Progress Monitoring, Update BPIE findings for 2019-20	Y

Professional Development Plan

PD Activity	SIP Priority #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants	# Anticipated Participants	Position(s) Responsible
Professional Learning Committees	1-3	8/2019 – 5/2020	Instructional planning, Data analysis, interventions, assistance to new teachers	All teachers	165	Administration
Restorative Practice Training	2	8/2019, 10/2019	Through his approach relationships between teachers/staff and students are restored so students can feel safe and productive in the school environment.	Faculty and staff	200	Administration
Start with Why/Find your Why	1,2	7/2019 – 10/2019	Supporting and motivating teachers, learning to lead through inspiration rather than manipulation.	Administration	12	Principal
Youth Mental Health Training	2	9/11/2019	Identifying students in crisis, creating a supportive environment for students.	Faculty and Staff	235	Administration
School-Based Instructional Rounds	1	9/2019, 2/2020	Learning through observation, understanding and successfully implementing strategies from the instructional model.	Administration and teachers	50	Administration
Quality Instruction	1	11/2019	Instructional model and map, rigor, personalization	Administration, all teachers	175	Administration
Skills for Future Ready Graduates	3	11/2019	Problem solving, collaboration, interpersonal skills	Administration, all teachers	175	Administration

AP National Conference

1

7/18/2019-
2/21/2019

Increasing rigor, student
engagement, and instructional
planning to ensure enrichment

AP teachers

30

Administration