

Preliminary Report, Highlights: Lake Mary, Seminole County

Overall High Performance

The school succeeds by prioritizing the three E's: what is Essential; what is Expected; and the level of commitment that must be Extended.

READ to SUCCEED: Reading and more reading is the fundamental building block of Lake Mary's high performance. From awards for students who have read the most books to the book-lined walls in every classroom, Reading rules. The Principal carries a daybook with the names and reading scores of every student. She is apt to ask teachers about dips or gains in their student's reading progress as she walks the halls or observes classes. The Principal also personally tests all 3rd graders in Reading. The teachers report that they receive all the resources for instructional support that they need. The school uses a number of programs to bolster reading achievement including Accelerated Reader and the Sunshine State Young Reader Award Program.

Results: Grade 4 FCAT Reading: outpaced the State average by 46 points, attaining level 4 Achievement range

Practices that Promote High Performance:

- Assessing FCAT data for all students and providing information to their teachers is a primary assignment of the Assistant Principal
- Using vertical teaming to determine and set student expectations with parallel teacher expectations
- Sending home weekly progress reports from the teacher to parents with detail--academics and behavior

EXERCISE LEADERSHIP: The teachers are given many opportunities to explore, develop, and assume leadership. The Principal values professional development for staff and the school community, and uses the lion's share of the discretionary budget to support it. Teachers follow a Professional Development Plan with precise objectives, timelines, and outcomes. There is no doubt or confusion about who is in charge—the principal. After encouraging and receiving staff feedback, she weighs input and factors her experience, and in-depth and instinctive knowledge of the school's culture and needs. She sets the bar high, including focused parent communication, and anticipates that staff will reach and exceed. Leadership at all levels is the "glue and grease" of the school's performance.

Results: School Grades: 2000, B; 2001: A, 2002, A.

Practices that Promote High Performance:

- Providing development opportunities for parents focused on elements of the instructional programs
- Defining roles and expectations of administration, staff and students, and consistently implementing
- Supporting timely teacher/parent communication through voice mail, e-mail, and outreach strategies

JOIN the TEAM: The school is actively engaged in District and State initiatives to improve education. They support the larger picture. Their mission, goals and objectives are closely aligned to those of the District. The Sunshine State Standards permeate the school's benchmarking, assessment and goal-setting. All teachers are well versed in its application. The school takes advantage of district offerings in development, technology, and assessment, adopting and adapting these opportunities to suit needs. The District and school were well positioned for the advent of FCAT. They had proactively begun realignment. The Principal was an integral player in this transition from home grown to collective accountability.

Results: Reading and Math scores, grades 3 thru 5, exceeded state average by 39.7 points.

Practices that Promote High Performance:

- Anticipating and preparing for educational directions--higher expectations and stringent accountability
- Partnering with parents/business to work on instructional activities
- Ensuring that all teachers are proficient in the use of technology and its assessment applications