

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 Howell 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 Howell High School is committed to developing students to their fullest intellectual and social potential in an atmosphere of mutual trust, respect, and collaboration. We provide students with excellent academic and vocational programs using a flexible and relevant curriculum, challenging them to produce their best work and accommodating for individual differences and learning styles. We encourage cooperation among the family, the school, and the community as the best means to ensure that our students assume the personal responsibilities needed for them to reach their greatest potential and become responsible citizens and active, life-long learners in the work force and the global community.

Provide the school's vision statement

The school's vision regarding student success denotes one of future planning, goal setting, and a proactive approach to curriculum planning which clarifies both secondary and postsecondary objectives. Student performance is denoted through the following measurements: graduation rate, college readiness, annual yearly gains, yearly secondary and collegiate testing and assessment, college entry/acceptance percentages and reduction of remediation.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Michael Kotkin	Principal	michael_kotkin@scps.k12.fl.us	Principal
Michael Howard	Assistant Principal	michael_howard@scps.k12.fl.us	CTE and Science
Nancy Diaz	Assistant Principal	nancy_diaz@scps.k12.fl.us	ESE, Student Services, Master Schedule, and Dropout Prevention
Jesse Rose	Assistant Principal	rosejj@scps.k12.fl.us	Facilities, Social Studies, PE/Athletics, and School Safety
Mia Keyser	Assistant Principal	mia_keyser@scps.k12.fl.us	Math and World Language
Tonya Thompson	Assistant Principal	tonya_thompson@scps.k12.fl.us	ELA/ESOL and Fine Arts
Jason Hawley	School Administration Manager	hawleyjz@scps.k12.fl.us	Testing and Custodians
Victoria Lampe	School Administration Manager	victoria_lampe@scps.k12.fl.us	Discipline, Advanced Placement
Linion Grace	School Administration Manager	linion_grace@scps.k12.fl.us	Discipline
Amy Bassinger	Attendance Liaison	amy_bassinger@scps.k12.fl.us	Attendance, Dropout Prevention, MTSS/PBS

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.

Teachers and administrators use several methods to communicate with families through use of the school website, newsletters, social media, School Messenger, email, and Skyward, including: (1) contacting families prior to the start of school to welcome the students, (2) inviting families to Open House and curriculum nights to meet teachers and school staff, ELL Silverhawk Parent Academy held once a quarter, sporting and fine arts events, Hawk Showcase in November, and 8th grade visits and orientation during 2nd semester, (3) providing access to school grades, progress monitoring data, and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of “owning their data” through data folders and scheduling student-led conferences as applicable, (5) inviting families to serve on SAC and PTSA Boards, (6) inviting families to attend PTSA meetings and participate in school-related events, (7) using multiple genres of social networking as well as sending electronic/paper-based newsletters to families on a regular basis--major communications available in English and Spanish, (8) advertising events on school marquees, (9) weekly principal call-out to families (10) and numerous other out-reach strategies developed by school staff.

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.

Lake Howell High School students are assigned to one counselor for all four years of high school with one counselor dedicated to serving our ELL student population and one serving our students with disabilities. This helps facilitate the opportunity for counselors and students to build strong relationships. School counselors assist students with social emotional issues in a variety of ways. Counselors visit classrooms, host a Freshman Fair and academic signing day, and meet with parents during "Coffee with a Counselor." Counselors are also available weekly during lunch time in a common area for general student questions and support. In addition, school counselors collaborate with parents, teachers, administrators, SRO's, and other staff in order to support students. Counselors also will refer students as needed to other district-assigned support personnel: District Mental Health Counselor (DHMC), School Social Worker (SSW), School Counselor, and School Nurse. Multi Tiered Support Systems (MTSS), Individualized Education Programs (IEPs), and 504 plans allow us to fully support students with behavioral, medical, and emotional needs. Some of our students and faculty will participate in Challenge Day--an initiative that encourages participants to remove barriers that hinder acceptance. Moreover, Lake Howell High School provides for the needs of all students through several mentoring programs: Student Success 101, Graduation Opportunity Academy of Learning (GOAL), Peer Connectors, Bilingual Resource Opportunity for Students (BROS), Peer Mentoring, Pit Crew, Ladies of Lake Howell, Men of Excellence, At-Risk Senior Mentors, and Latinos in Action (LIA), discipline initiatives (Positive Behavior Supports (PBS), MTSS, HERO Tardy Tracker, Positive Behavior Referrals, Behavior Reflection Forms, and Credit Recovery Opportunity Program (CROP), and counseling services through New Horizons, Licensed Mental Health Counselor, and/or School Social Worker. Incoming 9th grade Transition students are mentored by a Peer Connector and monitored by faculty who will assist with the students' emotional needs along with their academic goals. LHHS promotes engaged citizenship through service learning in our student government, Latinos in Action (LIA) and various after school clubs. These classes and extracurricular activities allow students to focus on service learning and civic responsibility.

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 Howell High School offers a two-year degree program through a partnership with Seminole State College; upon completion of this program, students earn an AA degree in Business while they earn their high school diploma with an option to direct connect to UCF. In addition to the AA Pathway program, dual enrollment and AP courses are also offered to our students. Our Naval Science Program in conjunction with Embry-Riddle offers dual enrollment in "Unmanned Aerial Systems." Each CTE course and CAPE Academy has their own Program Advisory Committee (PAC). Our Student Services Department provides strong conversations about rigorous course selections that will prepare students for college. Universities and college representatives regularly visit to speak with students and the counselors regularly conduct 'College and Career Nights'. A college research project is incorporated in the Math for College Readiness curriculum. The dual enrollment class, Life and Career Planning, offers students the opportunity to explore career options while earning college credit. All Juniors and Seniors are invited to participate in the SCPS Internship Expo, and qualifying seniors are invited to participate in Academic Signing Day. Every year, LHHS invites business professionals to present during Teach In. LHHS promotes open enrollment in the Advanced Placement program in order to raise awareness about college and career choices. School Counselors work with students to ensure they know all of their college and career options through the Road to Graduation program, FAFSA Lab Nights, and the College and Career Fair.

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

On site, Lake Howell offers industry certifications through Entrepreneurship, Digital Information Technology, Creative Photography, Early Childhood Education, Applied Cybersecurity, Culinary Arts, Web Design, and Digital Design. Through our Entrepreneurship program and our partnership with Addition Financial, our students staff a bank branch on campus. In addition, Lake Howell High School offers: Cosmetology, Barbering, Naval Science (ROTC), Television Production Technology, Journalism, On the Job Training (OJT), and Diversified Career Technology (DCT).

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
9th/10th grade ELA/Reading weekly data chats with Progress monitoring through Write Score, Achieve 3000 weekly data chats using student data folders to analyze individual progress and provide students with enrichment. Progress monitoring of 11th and 12th grade ELA/Reading through Khan Academy.	Assistant Principal, Instructional Coach, SWD Case Managers, PLC Leaders, classroom teachers, and students.	Ongoing	Y	Weekly	Teacher reports through prior year FSA/EOC data, C9A data, PSAT/SAT data, Khan Academy data, Writescore data, Achieve or Reading Plus data, and classroom formative and summative assessment data.	Y
Algebra 1, Algebra 2, Geometry, and Liberal Arts 1: Weekly data chats using standards-based data tracking folders; ongoing student and teacher monitoring through Math Nation, Khan Academy, and SCPS C9A data. Pre-Calculus and Above: Weekly data chats using standards-based data tracking folders; ongoing student and teacher monitoring through Khan Academy.	Assistant Principal, Instructional Coach, SWD Case Managers, PLC Leaders, classroom teachers, and students.	May 2020	Y	Weekly	Teacher reports through prior year FSA/EOC data, C9A data, PSAT/SAT data, Math Nation and Khan Academy, and classroom formative and summative assessments,	Y

World History teachers and students will utilize EdInsight to progress monitor students then implement vocabulary and Cloze reading strategies to address deficits using grade-level reading data.	Assistant Principal, Instructional Coach, SWD Case Managers, PLC Leaders, classroom teachers, and students.	May 2020	Y	Ongoing	ELA C9A data, PLC meeting notes, classroom formative and summative assessments	Y
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US History teachers and students will utilize C9A data along with summative/formative assessments to identify student deficiencies then implement strategies and interventions along with individual data chats consistently throughout the academic year to improve student performance.	Assistant Principal, Instructional Coach, SWD Case Managers, PLC Leaders, classroom teachers, and students.	May 2020	Y	Ongoing	PLC Meeting Notes, C9A data, and U.S. History EOC	Y
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Teachers and students will monitor progress through District Biology Unit Tests and District Progress Monitor exams. Ongoing student and teacher monitoring of student data using data sheets and data chats.	Assistant Principal, Instructional Coach, SWD Case Managers, PLC Leaders, classroom teachers, and students.	May 2020	Y	Ongoing	District Biology Unit Tests, District Progress Monitor exams, and Biology EOC	Y
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Biology and Environmental Science teachers and students will utilize prior year FSA data and C9A data to progress monitor students then implement vocabulary and Cloze reading strategies to address deficits.	Assistant Principal, Instructional Coach, SWD Case Managers, PLC Leaders, classroom teachers, and students.	May 2020	PD	Ongoing	FSA and C9A data	Y
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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
Identification of students by name, grade, SWD, ELL, current course schedule, 2018-2019 FSA/EOC levels	Administration, Teachers, SWD Case Managers, Counselors, and Instructional Coaches	August 12, 2019	Y	Ongoing	EdInsight groupings by teacher and school	Y
Ongoing conversations regarding student progress and identified student needs focusing on ELA 9/10 and Algebra I EOC data.	All teachers, administrators, department chairs, SWD Case Managers, PLCs, School Counselors, and Instructional Coaches	Ongoing	N	Ongoing	PLC Notes Formative Assessment Data Summative Assessment Data edInsight Reports Data Chats and Notebooks (Student and Teacher) Quarterly Reports Year End Data	Y

Instructional Practices will be adjusted based on data compiled from formative assessments.	All teachers, administrators, department chairs, SWD Case Managers, PLCs, School Counselors, and Instructional Coaches	Ongoing	Y	Ongoing	PLC Notes, Formative Assessment Data, Summative Assessment Data, EdInsight Reports, Data Chats and Notebooks (Student and Teacher), Quarterly Reports, Year End Data	N/A
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Teachers and Counselors will monitor these students through edInsight using the MTSS Problem Solving Flowchart.	All teachers, administrators, department chairs, SWD Case Managers, PLCs, School Counselors, and Instructional Coaches	Ongoing	Y	Ongoing	PLC Notes, Formative Assessment Data, EdInsight Dashboard and Tiering Reports, Summative Assessment Data, EdInsight Reports, Data Chats and Notebooks (Student and Teacher), Quarterly Reports, and Year End 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
Identify students' scale scores and develop targeted goals to move them to the next bucket level.	Assistant Principals, Faculty, and Staff	May 2020	Y	Ongoing	Classroom Formative Assessment Data, C9A and FSA Data	Y
After reviewing test results, students were deliberately scheduled in level-specific cohorts with ESE support facilitation support as needed.	Assistant Principals, School Counselors, and SWD Case Managers	August 2019	N	Before school begins	Formative/Summative Assessments, C9A data, FSA data, Master Schedule	Y
Additional reading strategies are being implemented through social studies and science classes.	Administration, Instructional Coaches, PLCs, Teachers, and Students.	Ongoing	Y	Ongoing	PLC Lesson Plans, Formative/Summative Assessments, C9A data, EOC data, FSA data, SAT/ACT data	Y
Instructional Coaches have been assigned to specific content areas to support instruction and reading initiatives (Biology, Environmental Science, World History, Algebra I and Liberal Arts Math).	Administration	Ongoing	N	Ongoing	Instructional Coaches Daily Agendas, Formative/Summative Assessments, C9A data, EOC data, FSA data, SAT/ACT data	Y
Using Khan Academy, we are going to be able to identify skill deficiency by reporting category in order to remediate with our H1/H2 students.	Administration, Instructional Coaches, PLCs, Teachers, and Students.	Ongoing	Y	Ongoing	Formative/Summative Assessments, C9A data, EOC data, FSA data, SAT/ACT data	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 will identify L3 students based on their scale scores and develop targeted goals to accelerate their growth into the next bucket level.	Administration and Teachers	Ongoing	N	Ongoing	Teacher Lesson Plans, Formative/Summative Assessments, C9A data, EOC data, FSA data, SAT/ACT data	Y
After reviewing test results, students were deliberately placed into a Car-PD social studies class with teachers who have Car-PD certification or are in the process of obtaining it.	Administration and School Counselors	August 9, 2019	Y	Ongoing	Master Schedule, Car-PD Certificates, Formative/Summative Assessments, C9A data, EOC data, FSA data, SAT/ACT data	Y
In ELA classrooms, students will complete one Achieve article a week in order to accelerate not remediate.	Teachers and Students	Ongoing	Y	Weekly	Formative/Summative Assessments, Achieve Data, C9A data, EOC data, FSA data, SAT/ACT data	Y
Students will receive instruction using Cloze reading and vocabulary strategies in World History, Biology, and Environmental.	Instructional Coaches, Teachers, and Students	Ongoing	Y	Ongoing	Formative/Summative Assessments, C9A data, EOC data, FSA data, SAT/ACT data	Y
Offer after-school reading tutoring for 2 hours each week targeting our L3 students. We will be working with our student leadership groups to create a strong peer-to-peer tutoring program using our media specialist as the facilitator and the media center as the hub.	Administration, Media Specialist, Instructional Coaches, and Students	September 2019	N	Weekly	Formative/Summative Assessments, C9A data, EOC data, FSA data, SAT/ACT data	Y
Curriculum has been adjusted to reflect more rigorous instruction using Math Nation. Extension of learning for our L3 students will happen within this curriculum and the technology piece.	Administration, PLCs, Teachers, and Instructional Coaches	Ongoing	Y	Ongoing	Formative/Summative Assessments, C9A data, EOC data, FSA data, SAT/ACT data	Y

Optional Strategies

Topic/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)
Common Plan/PLCs	EOC teachers were prioritized and given common planning time. Administrators will be contributing members of each PLC .	Administration and Teachers	August 9, 2019	Y	Weekly	Master Schedule, PLC Minutes/Binders and Data Chats with Administrator	Y

Topic/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)
New Teacher Support and Retention	Re-designed new teacher induction program to ensure they meet more frequently with their mentors and get differentiated support.	Administration, Instructional Coaches, and Teacher mentors	August 5, 2019	Y	Weekly	Mentor reflections, New Teacher observations, and New Teacher meeting notes	N

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
Identify students within the first month who have missed 2+ days of school. Teacher phone calls home and attendance intervention referral to Attendance Liaison.	Administration, Teachers, Attendance Liaison	End of first semester	N	Ongoing	EdInsight Reports, Intervention referral spreadsheet and credit denial report	Y
Attendance reminder postcard sent home once a month for students with 2 or more absences within that month.	Attendance Liaison	End of Semester	N	Monthly	Credit denial report	N/A
Weekly, upbeat, positive school-wide call-outs through School Messenger about attendance and school happenings.	Principal	End of Semester	N	Weekly	Credit denial report	N/A
Attendance Newsletter sent home with the 5, 10, 15 day MTSS attendance letters.	Attendance Liaison	End of Semester	N	Monthly	Credit denial report	N/A
Credit Restoration Optional Plan (CROP) held on Saturdays to make up missing time and assignments.	Attendance Liaison	End of Semester	N	Monthly	Credit denial report	Y

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
Identification of advanced opportunity students.	Administration, Teachers, Attendance Liaison	End of first semester	N	Ongoing	EdInsight Reports, Intervention referral spreadsheet and credit denial report	Y
Grade-monitoring and in-class scaffolds and supports of AO students.	Administration, counselors, SWD case managers, and teachers	At progress and quarterly	Y	Ongoing	Dashboard Report	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)
Open Enrollment in Advanced Classes	Removal of barriers and pre-requisite courses; Providing information about opportunities and course options.	Administration, counselors, and teachers	Second Semester	N	Ongoing	Capstone and increased enrollment numbers	Y

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
Single point of entry after 7:20 AM with signage denoting no entry. All visitors verified using RAPTOR.	All Stakeholders	August 12, 2019	N	Ongoing	Front desk staff and safety guards monitor and report to their supervisor and/or SRO.	N/A
Teacher, Staff, and Students participate in school safety drills and/or trainings: Code Red/Fire drills/RAVE app/P3 app.	All stakeholders	August 12, 2019	Y	Ongoing	Emergency Management Folder	N/A
Teachers lock their classroom doors and keep them locked at all times, and all employees wear SCPS badges while on campus.	All Staff	August 12, 2019	N	Ongoing	Door checks by SCSO	N/A
Two full-time SROs and 2 full-time school safety guards on campus at all times	Principal and Administration	August 12, 2019	N	Ongoing	Attendance and campus visibility	N/A
Signage displayed in classrooms and common areas: "See Something, Say Something, Do Something," Speakout Hotline, P3 App, Hard Corner, and other district safety documents	Administration	August 12, 2019	Y	Ongoing	Visible signage	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

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.	Partially Beginning
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School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.	Partially Almost
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School leaders provide job-embedded professional development for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.	Partially Beginning
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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?	ESSA Finding Addressed
School analyzes data of all SWDs to identify current barriers and practices for the provision of educational services in general education classes and natural contexts.	Administration, counselors, ESE support staff/teachers, and general education teachers	August 12, 2019	Y	Ongoing	Data from state, district and school assessments and alternate assessments, other achievement measures, behavior data, educational environment (percentage of time in general education), graduation rate, post school outcomes, observations from classroom walk-throughs, and progress toward individual educational plan (IEP) goals.	Y
School increases the number of SWDs who receive educational services in inclusive classrooms and natural contexts.	Administration, counselors, ESE support staff/teachers, and general education teachers	July 2019	Y	Ongoing	Data from state, district and school assessments and alternate assessments, other achievement measures, behavior data, educational environment (percentage of time in general education), graduation rate, post school outcomes, observations from classroom walk-throughs, and progress toward individual educational plan (IEP) goals.	Y
Data are collected, analyzed and shared with all teachers regarding student achievement of SWDs in general education and natural contexts. Then, data chats are conducted with students to create strong accountability and high expectations.	Administration, counselors, ESE support staff/teachers, and general education teachers	Progress reports and quarterly	Y	Ongoing	Data from state, district and school assessments and alternate assessments, other achievement measures, behavior data, educational environment (percentage of time in general education), graduation rate, post school outcomes, observations from classroom walk-throughs, and progress toward individual educational plan (IEP) goals.	Y

Indicator 2

School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.

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
Administrators analyze student performance data from classroom observations.	Administration, student study team	Ongoing	N	Ongoing	Needs assessment data from school staff and family members, record of needs assessment and information sessions/PD specifically geared toward family members, the individual professional development plan of each professional staff member, agendas/sign-in sheets from professional development activities/technical assistance activities and record of follow-up activities.	Y
Administrators obtain input from IEP teams to identify specific PD needed to support individual students.	Administration, IEP teams	Ongoing	Y	Ongoing	Needs assessment data from school staff and family members, record of needs assessment and information sessions/PD specifically geared toward family members, the individual professional development plan of each professional staff member, agendas/sign-in sheets from professional development activities/technical assistance activities and record of follow-up activities.	Y
Regularly scheduled (at least quarterly) data checks/ discussions are conducted across school teams to identify ongoing PD needs of teachers.	Administration and teachers	Ongoing	Y	Ongoing	Needs assessment data from school staff and family members, record of needs assessment and information sessions/PD specifically geared toward family members, the individual professional development plan of each professional staff member, agendas/sign-in sheets from professional development activities/technical assistance activities and record of follow-up activities.	Y

Indicator 3

School leaders provide job-embedded professional development for all school-based personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.

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
Administrators identify collaborative teams, including general and special education staff, to participate in all PD related to effective inclusive practices; PD is provided through existing school structures, such as PLCs, faculty book studies, collaborative team planning, lesson study, peer coaching and critical friends groups.	Administrators	Ongoing	Y	Ongoing	School’s professional development plan, agendas/sign-in sheets from professional development activities and record of follow-up activities, master schedule (showing collaborative planning time), records of technical assistance activities and follow-up activities for school personnel.	Y
PD is provided to collaborative teams, to include the following topics: -- Curricular accommodations and modifications in general education classes and non-instructional activities including Access points for math, language arts, science and social studies -- Embedding IEP goals into the general education instructional activities and natural contexts	Administration and Teachers	Ongoing	Y	Ongoing	School’s professional development plan, agendas/sign-in sheets from professional development activities and record of follow-up activities, master schedule (showing collaborative planning time), records of technical assistance activities and follow-up activities for school personnel.	Y
Strategies for effective inclusion are provided and modeled in the classroom setting	Administration and Teachers	Ongoing	Y	Ongoing	School’s professional development plan, agendas/sign-in sheets from professional development activities and record of follow-up activities, master schedule (showing collaborative planning time), records of technical assistance activities and follow-up activities for school personnel.	Y

Professional Development Plan

PD Activity	SIP Priority #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants	# Anticipated Participants	Position(s) Responsible
Exploring True Colors with Students	2	8/6/2019	N/A	School-wide	150	Administration and Teacher Leaders
Data (PLCs) EdInsight	1,2,3	8/7/2019	Instructional Priority #3	School-wide/PLCs	150	PLCs, APs, Teacher Leaders, District TOAs, EdInsight Support Personnel
Two Hour Wednesday-Future Ready	2	9/18/2019	N/A	School-wide	150	Administration
District-Wide PD Day-Mental Health	3	10/17/2019	Instructional Support	School-wide	150	Administration
PLC Meetings (School and District-Wide)	1,2,3	08/28/2019, 10/23/2019, 10/30/2019, 12/4/2019	N/A	PLC	150	All Stakeholders
FDLRS Training (Collaborative Teaching and ACCESS)	1,2, 3	First Quarter	N/A	PLC	20	FDLRS