

Seminole County Public Schools

Lake Howell High School



2016-17 School Improvement Plan

Lake Howell High School

4200 DIKE RD, Winter Park, FL 32792

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0551>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 9-12	No	51%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Seminole County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Northeast	Wayne Green
Former F	Turnaround Status	
No	None	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

As students enroll at Lake Howell High School they are identified and placed with existing students of the same culture and background to form connections and to establish new relationships. Students are presented with numerous opportunities to engage in over 55 culturally diverse clubs and activities on campus. Making a connection with students is very important at Lake Howell.

Communication between students and teachers is encouraged providing opportunities for positive relationships to be established. Teachers are expected to demonstrate rapport with their students in the classroom through maintaining a healthy, peaceful classroom environment offering security, trust, and a sense of belonging.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

LHHS climate survey serves as a tool to gauge student's perspective on safety while at school. Based on the 2014-15 climate survey, 100% of students feel safe at Lake Howell. During school, students participate in monthly drills and Code Red/Code Yellow procedures. Security personnel, administrators, and school resource officer are all visible throughout the day to provide a presence for safety. Administrators and security circulate throughout the campus as teachers monitor the halls during class changes.

Security procedures are in place for those visiting our campus with visible yellow tags indicating their names and purpose.

Students are monitored after-school in each sport and activity. Students awaiting rides must wait in a secured area for parent pick-up.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Teachers are expected to handle minor classroom infractions during class time including making parent contact when necessary. It is expected of teachers to make parental contact prior to referring the student to the discipline office whenever possible. If a student is requested to leave the classroom because of class disruptions, discourtesy, disobedience or any other reason based on the discretion of the teacher, the student must be referred to the office. The student code of conduct is in place to determine consequences based on the level of infractions.

The PBS discipline plan at Lake Howell High School is used in conjunction with the MTSS process. The MTSS implementation plan includes Tier 1, 2, and 3 objectives for discipline, behavioral, and instructional goals. PBS/Tier 1 intervention includes Hawk P.R.I.D.E with each teacher provided 10 tickets to distribute to students who display positive qualities to spend on items of choice. Tier 1 also includes Principals' Student of the Week, Door-2-Success displaying students on teachers' doors, and Blue and Silver Celebration rewarded for academic excellence. PBS/Tier 2 includes Student of the Week, Mentor of the week, and Teacher of the week. PBS/Tier 3 includes Super Stars for COMPACT and PLATO students as well as Breaking Barriers for Tier 3 students that display a commitment to all P.R.I.D.E. concepts. All of the aforementioned are apart of the Multi-Tiered Systems of Support.

d. 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 provides for the needs of its' students through the MTSS process, mentoring program, discipline initiatives, social services such as New Horizons and at-risk counselors. LHHS also has a full-time New Horizons counselor (Mrs. Samantha White) to service our students daily. Students are monitored as they participate in various instructional programs and referred for various social service accommodations as needed for assistance. Incoming 9th grade Transition at-risk students are monitored by faculty to assist with their emotional and academic goals.

The 2016-17 school year added the Students' Advocacy Program to assist with the needs of students that are off campus in various instructional programs such as virtual classes, dual enrollment, ePathways, and blended learning classes. Often, students in such programs are not in touch with anyone for collaboration and problem solving of their concerns. All students are able to access a faculty member of their choice to serve as an advocate putting them in touch with a counselor to assist with any needs they may have. Access to the Advocacy Program is on the schools' web-site.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of

indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

To identify at-risk students in compliance with 1001.42, F.S., middle schools utilize an early warning identification report. This report specifically identifies students who meet two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students are placed in academic programs based on progress monitoring data. To improve academic performance, students are scheduled into intensive reading and/or math where they are monitored by the at-risk counselor for grades, attendance, and discipline issues. Students needing test taking assistance are able to participate in SAT, EOC and FSA crash courses. Students behind in credits are placed into the ISI program for credit recovery. Our ESE department monitors students through the support facilitation model of instruction and the ESE facilitator scheduling of testing and parent conferences. ESOL students are consistently monitored by ESOL teachers and content area teachers for attendance, test grades, and class averages and interventions are put in place to insure their success.

The attendance office monitors truant students via Edinsight, Skyward, and MTSS to address attendance issues in an effort to decrease the number of students with class period and full day absences.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. 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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

2. Description

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 nights and open house meetings 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 the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of “owning their data” and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA 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, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Teachers and administrators are continually involved in local events and often invited to participate in their community’s celebrations. Administrators and teachers reach out to local businesses for participation in the school’s business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Casillo, Frank	Principal
Abney, Lance	Assistant Principal
Diaz, Nancy	Assistant Principal
Norton, Toni	Assistant Principal
Frank, Cindy	Dean
Windt, Colleen	Assistant Principal
Howard, Michael	Assistant Principal
Bolling, Kathy	Administrative Support

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The administrative leadership team role includes supervision, facilitating, evaluations, interviews, effective communication, instructional leaders, and many more duties and responsibilities. Initial planning takes place each summer prior to pre-plan for the upcoming school year. Data is reviewed and strategies put in place to communicate to each department. The admin leadership team meets weekly to implement curriculum and school-wide objectives to each subject area. Administration also meets with the leadership team that includes members from each department to participate in making shared decisions. Department heads facilitate the acquired information during department and content area PLC meetings as discussions take place on assessments, EOC's, lesson plans, differentiated instruction, vertical articulation, scheduling events, and all instructional decisions.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Lake Howell utilizes data reports from EdInsight early warning system, Discovery Education assessments and Skyward to identify students who are at-risk and/or need additional supports/ interventions. Students are also identified by core teachers or parental referral. The MTSS team is in place to assist teachers in offering services to students. As a part of this process, school support staff, students and parents review the student's data, academic and/or behavioral progress and make recommendations. The MTSS team reconvenes to monitor the specific interventions put in place and make academic or tier changes as needed.

Lake Howell High School will coordinate Supplemental Academic Instruction, and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that support instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Colleen Windt	Education Support Employee
Frank Casillo	Principal
Kathleen Bolling	Education Support Employee
Kelly Dalsemer	Parent
Michelle Harris	Parent
Maeve Barclay-Pollard	Parent
Jennifer Stoeke	Parent
Danielle Franco	Parent
George Franco	Parent
Laura Joralemon	Parent
Marjanii Wilburn	Teacher
Marie Norton	Teacher
Jo Ann Hernandez	Education Support Employee
Mandy Barclay-Pollard	Student
Lee-Ann Spalding	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The SAC committee received copies of the 2015-16 SIP plan to review noting the goals set in place for the year. The goals were set based on school performance data that represented state assessments in reading, writing, math and attendance data from EdInsight. This year, as a county, we will be concentrating on learning gains in both math and reading. New goals and incentives for both math and reading were discussed at the first meeting.

b. Development of this school improvement plan

Members of the SAC committee participates in targeting goals to implement in the development of the school improvement plan. SIP goals used in the 2015-16 plan were modified to reflect two primary goals for the 2016-17 SIP plan. The goals were determined from a review of data and identified goals needed to increase student achievement.

The Lake Howell SAC meets monthly to review and discuss goals targeted within the school improvement plan. Members are invited to contribute ideas and concerns regarding the identified goals and to approve funds and teacher grants targeted to support these goals.

c. Preparation of the school's annual budget and plan

The initial meeting encompasses a discussion of the budget. The rollover balance from the previous year and monies received from the A+ funds are voted on and approved. Each expense encumbered from teacher grants or approved expenses are voted on by the committee.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds are used to support teachers in the purchase of resources, software, or other materials needed to provide instructional support in the classroom. Funds are also used to promote school-wide initiatives throughout the school year. Each grant request must support the mission and purpose outlined in the school improvement plan and is supported by identified goals.

2015-2016 Expenditures

ACT Grant \$450
9-11 Graphic Report \$500
Literacy Celebration \$200
Achieve 3000 social \$300
Geometric Cons. \$250
Teacher Recognition \$1,641
Attendance Incentives \$1,200.00
Help-A-Hawk \$1,185
ACT Grants \$1,500
Arts \$500
BPA \$500
Epathways (Washington) Vocational \$1,558.32
Media \$250
Health & Nutrition \$595
Registration fee for Transition \$1,500
PBS - \$1500.00

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Norton, Toni	Assistant Principal
Brevoort, Sarah	Instructional Coach
Bolling, Kathy	Instructional Coach
Velazquez, Elba	Teacher, K-12
McLaughlin, Wes	Teacher, K-12
Barney, Melissa	Guidance Counselor
Briendlinger, James	Teacher, K-12
Rodriguez, Juan	Teacher, K-12
Elmer, Belinda	Instructional Technology
Leman, Scott	Teacher, K-12
Arterburn, Glen	Teacher, K-12
Cowan, Ron	Teacher, ESE
Oliva, Lauren	Teacher, K-12
Kruczek, Teresa	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The LLT works with all content area teachers to help develop skills in the use and understanding of reading strategies and writing rubrics in the classroom. Content area teachers use PLC meetings to differentiate instruction to support improved learning for all subgroups. The team use writing in all content areas and implementation of effective reading strategies from Florida Standards to establish a common goal for instruction. Core teachers explore the use of innovative technology/software to increase student engagement and improved critical thinking skills.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers at Lake Howell work cooperatively to address issues that impact student learning. During Professional Learning Communities, teachers meet to discuss Florida Standards used to guide instruction, CPalms, Springboard, Discovery Education, USA Test prep, eCampus, EdInsight, and content area Wiki's all support instructional programs in content areas. Through these mediums, teachers obtain strategies, activities, data, and academic support to write effective lesson plans and assessments. Teachers help each other as mentors and instructional leaders to provide support for their fellow colleague. Positive relationships are encouraged through social interaction at school activities and events. An atmosphere of integrity, confidentiality, respect, and fairness is encourage at all times.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment

strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year.

Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data is collected and analyzed using variables such as proficiency levels, learning gains, strand data, attendance data and sub-group data. The use of this data allows decisions to be made in regards to placement by achievement levels, remediation courses i.e. ISI/Compact, SAT/ACT crash courses, reading, math and biology boot-camps, at-risk programs, MTSS placement and Tier identification.

Teachers use data in EdInsight to group and regroup students, remediate, and to determine

progression based on student's readiness. Strand data from Discovery Ed in math is used to progress monitor students in areas students may need remediation and differentiated instruction. Teachers are provided hard copies of this data as well as access and training in EdInsight and Discovery Ed software programs. To provide modification to students learning abilities; teachers use different modes of instruction for the visual, auditory, and the kinesthetic learners such as Mastery learning, Process oriented guided inquiry learning (POGIL), and performance based mastery.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Lake Howell High School employs methods to provide education enrichment and interventions throughout the school year. These interventions help to prepare students for graduation and college and career readiness through Plato labs, after-school tutoring, pull out programs, transition programs for at risk students, weekend instruction for SAT and ACT, extended classes, virtual school, Epathways, Eighth period classes, and dual enrollment. These programs support our academic curriculum for remediation and advancement.

Strategy Rationale

The addition of these programs and activities enhance the opportunities for students to earn graduation credit in areas of interest as well as remediation and acceleration. Students receive enrichment boot camps to prepare for state and district assessments. Accelerated curriculum is assessable through dual enrollment and virtual school.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Barney, Melissa, melissa_barney@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

ACT/SAT data is utilized to monitor performance and pass rates. EOC data in algebra, geometry, algebra II, biology, and U.S. History is available as well.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Lake Howell addresses college readiness for outgoing students through progress monitoring using the PERT assessment given to junior and senior students. This readiness effort prepares students in Language Arts and Mathematics by placing students in preparatory classes. This supports college entrance exams in an effort to avoid remedial classes upon enrollment into college. Results from PERT assessment during the students junior year address deficiencies in math and reading during their senior year. Students are prepared throughout the school year to take ACT and SAT exams

within ELA curriculum, as well as other content area courses. Students are also placed in college readiness curriculum in English and Math in the 12th grade year to solidify college readiness skills.

Vertical articulation is held with cluster schools in preparation of incoming 9th grade students. Teachers at the middle schools meet with Lake Howell teachers in Language Arts, biology, and algebra to review strategies that will familiarize students with the content area curriculum.

Incoming students are placed in courses according to assessment data and achievement levels. Placement encompasses a spectrum of programs and strategies from the Transition at-risk program to AP Capstone. Students receive support through MTSS, intensive program instruction in reading and math, dual enrollment, virtual, and honor/AP courses.

b. College and Career Readiness

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

The team of administrators, teachers, and guidance staff counsel students in preparation for post secondary education. Students are given opportunities to communicate with teachers and guidance counselors each year to prepare their coursework to match career selections. Diploma option choices allow students to make career choices by selecting programs in ePathways located throughout the district. Lake Howell offers business entrepreneurship, cyber security, and cosmetology. Diploma pathways options offer opportunities for students to choose their vocational path by obtaining a Merit Designated or Industry diploma. Through ePathways, business partnerships are established that include classroom interaction with local businesses and instruction that provides a realistic approach to industry standards.

Colleges visit the high school campus to provide information to seniors to help guide them in making the best post-graduate decision. College visit days are set aside for seniors to visit colleges to provide opportunities for students to explore their future educational experiences.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Lake Howell High offers a comprehensive curriculum to provide all students post-secondary preparation in various areas. Curriculum is offered through our various ePathways to allow students choices as they prepare for post high school experiences. Career and technical programs include cosmetology, cyber security, entrepreneurship, TV productions, Information technology, computer science, as well as coursework that leads to Industry certifications in Microsoft Office, early childcare, digital media, and culinary operations.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

There are courses that meet graduation requirements in fields such as performing and fine arts as well as career pathways that support academic and career choices. Students are offered choices in the selection of courses of interest such as digital video and sound, new media, cosmetology 1-4, early childhood 1-4, culinary 1-4, entrepreneurship, TV production 1-4, NJROTC, computer science and digital art. Elective courses in the sciences are also offered to students such as marine science and forensic science that may transform student interest into career choices.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Lake Howell has several interventions in place to address college readiness including courses in Language Arts and Mathematics using college-ready curriculum. These courses include progress monitoring using the PERT testing process.

Students are encouraged to enroll in more rigorous courses to prepare them for a college ready curriculum. Lake Howell's goal is to increase the number of students by 5% taking AP tests especially among minority groups. Student achievement data is reviewed for placement in these courses. Our goal at Lake Howell is to increase the number of students who graduate with the skills ready for college by using the PERT testing.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Administrators and Teachers at all schools and at the district office will (a) seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year instruction in ELA, Math, and satisfactory achievement in Science and Social Studies.
- G2.** In 2015-16, 455 Lake Howell students lost credit in one or more classes for having 10 or more unexcused absences in those classes. With an enrollment of 2197 last year, this was 21% of our students having credit denial. Our goal this year is to decrease that percentage by 5%

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Administrators and Teachers at all schools and at the district office will (a) seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year instruction in ELA, Math, and satisfactory achievement in Science and Social Studies. **1a**

G081781

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	62.0
FSA Mathematics Achievement	65.0
Math Lowest 25% Gains	65.0
Bio I EOC Pass	70.0
U.S. History EOC Pass	80.0
FSA ELA Achievement	62.0
Math Gains	62.0
5Es Score: Collaborative Teachers	65.0

Targeted Barriers to Achieving the Goal **3**

- The consistent use of high yield instructional strategies by all teachers; utilizing formative assessments and tracking student data consistently.

Resources Available to Support the Goal **2**

- Instructional coach to assist with implementing content area reading strategies in the classroom.
- Professional development opportunities and the use of Wiki's to develop activities.
- Instructional math coach to assist with implementing content area strategies in the classroom.

Plan to Monitor Progress Toward G1. **8**

Edinsight common 9 week exams

Person Responsible

Colleen Windt

Schedule

Quarterly, from 10/7/2016 to 5/26/2017

Evidence of Completion

Data reflecting increasing student mastery of standards at the correct level of instructional rigor.

G2. In 2015-16, 455 Lake Howell students lost credit in one or more classes for having 10 or more unexcused absences in those classes. With an enrollment of 2197 last year, this was 21% of our students having credit denial. Our goal this year is to decrease that percentage by 5% **1a**

G081782

Targets Supported **1b**

Indicator	Annual Target
Attendance rate	16.0

Targeted Barriers to Achieving the Goal **3**

- Teachers who do not contact home or write referrals when initial absences occur. Making parent contact for excessive absences by periods. Suspend student driving privileges and senior lunch privileges.

Resources Available to Support the Goal **2**

- Telephone calls Email communications Skyward Hawk Talk Newsletter Lake Howell High School Web Site Skyward Messaging System MTSS process
- Attendance representative

Plan to Monitor Progress Toward G2. **8**

Daily Attendance Records Improved

Person Responsible

Amy Bassinger

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Fewer absences using EdInsight data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Administrators and Teachers at all schools and at the district office will (a) seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year instruction in ELA, Math, and satisfactory achievement in Science and Social Studies. 1

G081781

G1.B1 The consistent use of high yield instructional strategies by all teachers; utilizing formative assessments and tracking student data consistently. 2

B216207

G1.B1.S1 To increase learning gains in our lowest 25% in math and ELA. 4

S229397

Strategy Rationale

By focusing on student growth this will help to achieve our growth and learning goals.

Action Step 1 5

Provide teachers with professional development opportunities to track student data and monitor student progress on assesment through professional learning communities

Person Responsible

Colleen Windt

Schedule

Every 3 Weeks, from 8/17/2016 to 5/26/2017

Evidence of Completion

Learning logs

Action Step 2 5

Teachers and students will work together to implement a student owned progress monitoring data sheet in appropriate ELA and math courses. Students will keep track of their data in learning gains and proficiency.

Person Responsible

Colleen Windt

Schedule

Weekly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Student data tracking sheets in ELA and Math classes

Action Step 3 5

Administration will be providing incentives for both teachers and students to encourage data tracking and student progression of scores.

Person Responsible

Toni Norton

Schedule

Daily, from 9/2/2016 to 5/1/2017

Evidence of Completion

Student incentives will be given out on a daily basis to both students and teachers that can provide their data and show student achievement in lessons and formative and summative assessments.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom walk-throughs with formative feedback for teachers and students

Person Responsible

Colleen Windt

Schedule

Daily, from 8/26/2016 to 5/26/2017

Evidence of Completion

Tracking the disbursement of incentives and feedback created from walk-throughs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Formative data from multiple sources

Person Responsible

Colleen Windt

Schedule

Quarterly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Students increasing in mastery of standards at the correct level of rigor on the common nine week assessments.

G2. In 2015-16, 455 Lake Howell students lost credit in one or more classes for having 10 or more unexcused absences in those classes. With an enrollment of 2197 last year, this was 21% of our students having credit denial. Our goal this year is to decrease that percentage by 5% **1**

G081782

G2.B1 Teachers who do not contact home or write referrals when initial absences occur. Making parent contact for excessive absences by periods. Suspend student driving privileges and senior lunch privileges.

2

B216209

G2.B1.S1 Teachers will telephone or email parents when students have accumulated absences which are detrimental to classroom learning, extend time for make up assignments, and refer excessive absences to Guidance personnel and attendance office. **4**

S228573

Strategy Rationale

Teachers are the first line of communication to parents when student absences are of concern.

Action Step 1 **5**

Communication to parents and students

Person Responsible

Amy Bassinger

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Improved attendance records Improved achievement by students

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Communication with parents regarding student absences

Person Responsible

Amy Bassinger

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Class attendance, completed assignments

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Progress reports will reflect attendance

Person Responsible

Nancy Diaz

Schedule

Quarterly, from 8/10/2016 to 8/25/2017

Evidence of Completion

Students attend class, improved grades, improved assessments

G2.B1.S2 Student excessive absences will be reported to Department of Motor Vehicles for suspension of driving privileges for non-attendance. 4

 S228574

Strategy Rationale

Students of driving age must attend school to maintain driving privileges.

Action Step 1 5

Student excessive absences will be reported to Department of Motor Vehicles for suspension of drivers license for non-attendance.

Person Responsible

Amy Bassinger

Schedule

Monthly, from 9/17/2015 to 5/23/2016

Evidence of Completion

Attendance report from EdInsight

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Make up assignments will be completed when students return from absences

Person Responsible

Amy Bassinger

Schedule

On 5/26/2017

Evidence of Completion

Zeroes replaced by grades

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Make up work completed

Person Responsible

Amy Bassinger

Schedule

Daily, from 8/24/2015 to 5/16/2016

Evidence of Completion

Students in class, on task, successful grades and performance

G2.B1.S3 Daily attendance will be encouraged with an incentive plan that limits students with attendance problems from attending various events. 4

S228575

Strategy Rationale

School-wide effort by faculty in addressing the attendance issue.

Action Step 1 5

Incentives will be used to motivate students to come to school and for parents to encourage students to attend school. The goal is to achieve the set target to encourage student attendance.

Person Responsible

Toni Norton

Schedule

Monthly, from 8/24/2015 to 5/23/2016

Evidence of Completion

Students attendance will improve

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Students who attend 95 percent of classtime will be eligible for rewards

Person Responsible

Toni Norton

Schedule

Quarterly, from 9/14/2015 to 5/6/2016

Evidence of Completion

Student attendance will improve

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Incentive program

Person Responsible

Toni Norton

Schedule

Quarterly, from 9/14/2015 to 4/25/2016

Evidence of Completion

Students come to class and complete assignments

G2.B1.S4 Use the MTSS multi-tier practice to include students with attendance problems. Track this with the MTSS team on a monthly basis 4

 S228576

Strategy Rationale

Incorporating students into the MTSS process will get the social worker involved to make home visits in addition to phone calls to parents.

Action Step 1 5

After continuous efforts to make contact with parents and students to improve attendance; students will be referred to the MTSS committee to incorporate more resources.

Person Responsible

Amy Bassinger

Schedule

On 5/9/2016

Evidence of Completion

Student attendance to school marked in Skyward and monitored in EdInsight

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

EdInsight reports are reviewed weekly and Skyward monitored daily for attendance of truant students attendance.

Person Responsible

Amy Bassinger

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

The attendance representative monitors attendance through Skyward and EdInsight, makes daily calls, mail out attendance letters, and refer students will necessary to MTSS for further interventions.

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Daily monitoring of attendance and mailing of attendance letters on 5 and 9 day absences from class or school.
Students and/or parents are contacted.

Person Responsible

Amy Bassinger

Schedule

Daily, from 8/24/2015 to 5/16/2016


Evidence of Completion

EdInsight and Skyward reports. MTSS reports for those referred to the process.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2015					
G2.B1.S4.MA1 M292180	Daily monitoring of attendance and mailing of attendance letters on 5 and 9 day absences from class...	Bassinger, Amy	8/24/2015	EdInsight and Skyward reports. MTSS reports for those referred to the process.	5/16/2016 daily
G2.B1.S2.MA1 M292176	Make up work completed	Bassinger, Amy	8/24/2015	Students in class, on task, successful grades and performance	5/16/2016 daily
G2.B1.S3.A1 A290641	Incentives will be used to motivate students to come to school and for parents to encourage...	Norton, Toni	8/24/2015	Students attendance will improve	5/23/2016 monthly
G2.B1.S3.MA1 M292178	Incentive program	Norton, Toni	9/14/2015	Students come to class and complete assignments	4/25/2016 quarterly
G2.B1.S3.MA1 M292179	Students who attend 95 percent of classtime will be eligible for rewards	Norton, Toni	9/14/2015	Student attendance will improve	5/6/2016 quarterly
G2.B1.S4.A1 A290642	After continuous efforts to make contact with parents and students to improve attendance; students...	Bassinger, Amy	9/14/2015	Student attendance to school marked in Skyward and monitored in EdInsight	5/9/2016 one-time
G2.B1.S2.A1 A290640	Student excessive absences will be reported to Department of Motor Vehicles for suspension of...	Bassinger, Amy	9/17/2015	Attendance report from EdInsight	5/23/2016 monthly
2016					
G2.B1.S1.MA1 M292175	Communication with parents regarding student absences	Bassinger, Amy	8/10/2016	Class attendance, completed assignments	5/26/2017 daily
G2.MA1 M292182	Daily Attendance Records Improved	Bassinger, Amy	8/10/2016	Fewer absences using EdInsight data	5/26/2017 daily
G2.B1.S1.A1 A290639	Communication to parents and students	Bassinger, Amy	8/10/2016	Improved attendance records Improved achievement by students	5/26/2017 daily
G2.B1.S1.MA1 M292174	Progress reports will reflect attendance	Diaz, Nancy	8/10/2016	Students attend class, improved grades, improved assessments	8/25/2017 quarterly
G2.B1.S4.MA1 M292181	EdInsight reports are reviewed weekly and Skyward monitored daily for attendance of truant students...	Bassinger, Amy	8/15/2016	The attendance representative monitors attendance through Skyward and EdInsight, makes daily calls, mail out attendance letters, and refer students will necessary to MTSS for further interventions.	5/26/2017 daily
G2.B1.S2.MA1 M292177	Make up assignments will be completed when students return from absences	Bassinger, Amy	8/15/2016	Zeroes replaced by grades	5/26/2017 one-time
G1.B1.S1.A1 A292162	Provide teachers with professional development opportunities to track student data and monitor...	Windt, Colleen	8/17/2016	Learning logs	5/26/2017 every-3-weeks
G1.B1.S1.MA1 M294204	Classroom walk-throughs with formative feedback for teachers and students	Windt, Colleen	8/26/2016	Tracking the disbursement of incentives and feedback created from walk-throughs.	5/26/2017 daily
G1.B1.S1.MA1 M294220	Formative data from multiple sources	Windt, Colleen	8/26/2016	Students increasing in mastery of standards at the correct level of rigor on the common nine week assessments.	5/26/2017 quarterly
G1.B1.S1.A2 A292163	Teachers and students will work together to implement a student owned progress monitoring data...	Windt, Colleen	8/26/2016	Student data tracking sheets in ELA and Math classes	5/26/2017 weekly
G1.B1.S1.A3 A292166	Administration will be providing incentives for both teachers and students to encourage data...	Norton, Toni	9/2/2016	Student incentives will be given out on a daily basis to both students and teachers that can provide their data	5/1/2017 daily

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Lake Howell High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				and show student achievement in lessons and formative and summative assessments.	
G1.MA1  M294227	Edinsight common 9 week exams	Windt, Colleen	10/7/2016	Data reflecting increasing student mastery of standards at the correct level of instructional rigor.	5/26/2017 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Administrators and Teachers at all schools and at the district office will (a) seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year instruction in ELA, Math, and satisfactory achievement in Science and Social Studies.

G1.B1 The consistent use of high yield instructional strategies by all teachers; utilizing formative assessments and tracking student data consistently.

G1.B1.S1 To increase learning gains in our lowest 25% in math and ELA.

PD Opportunity 1

Provide teachers with professional development opportunities to track student data and monitor student progress on assessment through professional learning communities

Facilitator

Toni Norton

Participants

ELA PLC teams, Algebra I, Geometry and Algebra II PLC teams

Schedule

Every 3 Weeks, from 8/17/2016 to 5/26/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

Budget Data

1	G1.B1.S1.A1	Provide teachers with professional development opportunities to track student data and monitor student progress on assesement through professional learning communities				\$0.00
2	G1.B1.S1.A2	Teachers and students will work together to implement a student owned progress monitoring data sheet in appropriate ELA and math courses. Students will keep track of their data in learning gains and proficiency.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0551 - Lake Howell High School			\$0.00
<i>Notes: SAC funds for Math and ELA</i>						
3	G1.B1.S1.A3	Administration will be providing incentives for both teachers and students to encourage data tracking and student progression of scores.				\$0.00
4	G2.B1.S1.A1	Communication to parents and students				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide			\$0.00
<i>Notes: Notes: Staff will work on monitoring student attendance</i>						
5	G2.B1.S2.A1	Student excessive absences will be reported to Department of Motor Vehicles for suspension of drivers license for non-attendance.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide			\$0.00
<i>Notes: Notes</i>						
6	G2.B1.S3.A1	Incentives will be used to motivate students to come to school and for parents to encourage students to attend school. The goal is to achieve the set target to encourage student attendance.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		\$4,000.00
<i>Notes: Notes</i>						

Budget Data

7	G2.B1.S4.A1	After continuous efforts to make contact with parents and students to improve attendance; students will be referred to the MTSS committee to incorporate more resources.	\$0.00
Total:			\$4,000.00