



## Lake Howell High School

4200 DIKE RD, Winter Park, FL 32792

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

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
High	No	49%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	49%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

*\*Preliminary 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, B or C 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Lake Howell High School is to help students meet their academic, social, emotional and vocational needs by using a flexible curriculum that emphasizes critical thinking and responsibility, challenging our students to develop their greatest potential to become responsible citizens in the work force and 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.

#### School Environment

##### **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.

##### **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.

##### **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 class one minor 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.

**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. Students are monitored as they participate in various instructional programs and referred for various social service accomodations as needed for assistance. Incoming 9th grade Transition at-risk students are monitored by faculty to assist with their emotional and academic goals. The 2015-16 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.

**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).

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

At-Risk students are consistently monitored for attendance issues, discipline referrals, progress monitoring of Discovery Education in specific content areas, and through EdInsight for assessments, class grades, and social needs. Indicators consist of excessive absences, consistent failure of test, low class averages, failing assessment test, failing courses, and numerous discipline referrals resulting in suspensions. Interventions are set in place to reinforce positive behavior through the MTSS tiered intervention plan.

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**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.

**Family and Community Involvement**

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).

**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).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**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 all family members to the new school year, (2) inviting families to curriculum nights and open house to meet teachers and school staff and to learn about our many offerings, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward/eCampus, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in Booster, 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 in areas such as the Arts and STEM opportunities.

**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 are often invited to participate in community 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. The fine arts department, World Language department and NROTC invites the community and feeder schools to participate in community projects, art festivals, plays, and band/chorus concerts.

**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).

**School Leadership Team**

**Membership:**

Name	Title
Casillo, Frank	Principal
Abney, Lance	Assistant Principal
Manderville, Tonya	Assistant Principal
Diaz, Nancy	Assistant Principal
Sanchez, Jose	Assistant Principal
Norton, Toni	Assistant Principal
Frank, Cindy	Dean
Oliver, Thomas	Dean

**Duties**

***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.

***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.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Laura Joralemon	Parent
Frank Casillo	Principal
Belinda Elmer	Education Support Employee
Kathleen Bolling	Education Support Employee
Lauren Oliva	Teacher
LaTonya Thomas	Teacher
Yara Rodriguez	Education Support Employee
Peri Goldberg	Parent
Lara Mangiarelli	Parent
Michelle Young	Parent
Kelly Dalsemer	Parent
Michelle Harris	Parent
Maeve Barclay-Pollard	Parent
Tonya Manderville	Education Support Employee
Jennifer Stoeke	Parent
Cesar Alicea	Parent
Danielle Franco	Parent
George Franco	Parent
John McCombs	Student

**Duties**

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

*Evaluation of last year's school improvement plan*

The SAC committee received copies of the 2014-15 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, and attendance data from EdInsight. Because FSA data was not available to determine if the goals were met at the time of the development of this year's plan, new goals were discussed at the first meeting.

*Development of this school improvement plan*

Members of the SAC committee participate in targeting goals to implement in the development of the school improvement plan. SIP goals used in the 2014-15 plan were modified to reflect two primary goals for the 2015-16 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.

*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.

***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.

*2014-15 Expenditures*

Attendance/Academic Incentive-\$1000  
Hawks against bullying-\$700  
Attendance Incentive-\$2000  
ACT test expenditure-\$1000  
Help-a-Hawk-\$2000  
FETC Conference-\$700  
ACT Test registration-\$988  
Academic Incentive Recognition-\$700  
Cosmetology program-\$400  
FL State Thespians Festival-\$500  
Chorus state music performance-\$598  
Drama lighting- \$1500

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Norton, Toni	Assistant Principal
Brevoort, Sarah	Instructional Coach
Bolling, Kathy	Instructional Coach
Velazquez, Elba	Teacher, K-12
Dopson, Detra	Teacher, K-12
StClair, Chelsea	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

## Duties

### ***Describe how the LLT promotes literacy within the school***

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.

## 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).

### **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.

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

Seminole County Public Schools are always in pursuit of highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. 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 as well as minority and veteran job fairs. We recruit internationally to retain teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teacher participation in the mentoring programs. We also provide in-services, workshops, and mentors for new teachers with zero years of experience. This support is provided throughout the year!

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

Lake Howell has a school-wide mentoring program that works with administration to coordinate all mentoring activities on campus. The school-wide mentor is trained by our county's new teacher facilitator and is given materials and agendas to support the new teachers during the calendar year. Prior to pre-plan, the school-wide mentor meets the new teachers and gives a campus tour while orienting new teachers to important procedures and policies that will affect them during the school year.

Once school begins, new teachers meet regularly with their assigned mentor and follow an agenda of recommended topics. 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. The roles of each mentor is fine-tuned each year based on the feedback from new teachers the prior year.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions. The instructional model, room arrangements, and classroom management are the topics of discussion. The goal of these visits is to provide models of instructional practice and time for reflection.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***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 is a comprehensive system employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Standards Based Assessments specs are available for content area teachers to incorporate and guide in the development of lesson plans. Teachers are able to develop a scope and sequence to guide instruction in relation to the standards. Administrators monitor lessons, curriculum, and assessments to ensure standards are being implemented in the classroom.

#### **Instructional Strategies**

##### ***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, reading, science and U.S. History 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.

**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, biology, and U.S. History is available.

## **Student Transition and Readiness**

### **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).

### **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 encompass 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.

### **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***

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 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.

#### ***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, 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.

#### ***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.

#### ***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 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 taking AP test especially among minority groups. Student achievement data is reviewed for placement in these courses. According to the High School Feedback report of 2013, 62.7% of graduates enrolled in a Florida postsecondary

institution in the Fall. 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 process to remediate students in grades 11/12.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### 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:

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#### 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.

### 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.

## 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.** Results on the 2015 EOC biology 1 revealed 69.9 percent of all students were proficient scoring between levels 3-5 on the assessment test. Our goal is to increase the number of students achieving proficiency on the 2016 EOC by 2 percent.
- G2.** In 2013-14, more than 48 percent of students had full day absences from school missing valuable instructional time. At the end of the 2015 school year; 8.1% of students were truant exceeding the overall percentage of 5.6% for all high schools in Seminole County. Goal: To reduce the number of student absences by 5 percent.

## 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.** Results on the 2015 EOC biology 1 revealed 69.9 percent of all students were proficient scoring between levels 3-5 on the assessment test. Our goal is to increase the number of students achieving proficiency on the 2016 EOC by 2 percent. 1a

G074426

**Targets Supported** 1b

Indicator	Annual Target
	71.2

**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.

**Targeted Barriers to Achieving the Goal** 3

- Making sure students formative assessments are tracked for remediation

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

Results from common exams, self-tracking by students, Biology focus content summary, Discovery Ed PMA's

**Person Responsible**

Nancy Diaz

**Schedule**

Weekly, from 9/1/2015 to 5/16/2016

**Evidence of Completion**

Discovery Ed PMA's will be collected and reviewed for progress toward the goals prior to the EOC assessment.

**G2.** In 2013-14, more than 48 percent of students had full day absences from school missing valuable instructional time. At the end of the 2015 school year; 8.1% of students were truant exceeding the overall percentage of 5.6% for all high schools in Seminole County. Goal: To reduce the number of student absences by 5 percent. **1a**

 G074427

**Targets Supported** **1b**

Indicator	Annual Target
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7.6

**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

**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.

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

Daily Attendance Records Improved

**Person Responsible**

Amy Bessinger

**Schedule**

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

**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.** Results on the 2015 EOC biology 1 revealed 69.9 percent of all students were proficient scoring between levels 3-5 on the assessment test. Our goal is to increase the number of students achieving proficiency on the 2016 EOC by 2 percent. **1**

 G074426

**G1.B2** Making sure students formative assessments are tracked for remediation **2**

 B194284

**G1.B2.S1** Making sure students formative assessments are tracked for remediation from DE 9 week testing of standards. **4**

 S205822

### Strategy Rationale

Strand data on each student will give teachers the area students need help for remediation in molecular, organisms, and classification. Teachers will also see their cumulative percentages in areas students scored high and low.

### Action Step 1 **5**

After all DE assessments, results will be reviewed by each biology teacher for remediation of students.

#### Person Responsible

Nancy Diaz

#### Schedule

Quarterly, from 9/21/2015 to 3/14/2016

#### Evidence of Completion

DE Assessment results

**G2.** In 2013-14, more than 48 percent of students had full day absences from school missing valuable instructional time. At the end of the 2015 school year; 8.1% of students were truant exceeding the overall percentage of 5.6% for all high schools in Seminole County. Goal: To reduce the number of student absences by 5 percent. **1**

 G074427

**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**

 B194285

**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**

 S205823

### 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 Bessinger

#### **Schedule**

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

#### **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 Bessinger

#### **Schedule**

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

#### **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 9/14/2015 to 4/25/2016

**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

 S205824

**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 Bessinger

**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 Bessinger

**Schedule**

On 5/23/2016

***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 Bessinger


**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

 S205825

### **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.** 4

 S205826

**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 Bessinger

**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 Bessinger

**Schedule**

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

**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 Bessinger

**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.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	After all DE assessments, results will be reviewed by each biology teacher for remediation of students.	Diaz, Nancy	9/21/2015	DE Assessment results	3/14/2016 quarterly
G2.B1.S1.A1	Communication to parents and students	Bessinger, Amy	8/24/2015	Improved attendance records Improved achievement by students	5/23/2016 daily
G2.B1.S2.A1	Student excessive absences will be reported to Department of Motor Vehicles for suspension of drivers license for non-attendance.	Bessinger, Amy	9/17/2015	Attendance report from EdInsight	5/23/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
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.	Norton, Toni	8/24/2015	Students attendance will improve	5/23/2016 monthly
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.	Bessinger, Amy	9/14/2015	Student attendance to school marked in Skyward and monitored in EdInsight	5/9/2016 one-time
G1.MA1	Results from common exams, self-tracking by students, Biology focus content summary, Discovery Ed PMA's	Diaz, Nancy	9/1/2015	Discovery Ed PMA's will be collected and reviewed for progress toward the goals prior to the EOC assessment.	5/16/2016 weekly
G2.MA1	Daily Attendance Records Improved	Bessinger, Amy	8/24/2015	Fewer absences using EdInsight data	5/23/2016 daily
G2.B1.S1.MA1	Progress reports will reflect attendance	Diaz, Nancy	9/14/2015	Students attend class, improved grades, improved assessments	4/25/2016 quarterly
G2.B1.S1.MA1	Communication with parents regarding student absences	Bessinger, Amy	8/24/2015	Class attendance, completed assignments	5/23/2016 daily
G2.B1.S2.MA1	Make up work completed	Bessinger, Amy	8/24/2015	Students in class, on task, successful grades and performance	5/16/2016 daily
G2.B1.S2.MA1	Make up assignments will be completed when students return from absences	Bessinger, Amy	8/17/2015	Zeroes replaced by grades	5/23/2016 one-time
G2.B1.S3.MA1	Incentive program	Norton, Toni	9/14/2015	Students come to class and complete assignments	4/25/2016 quarterly
G2.B1.S3.MA1	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.MA1	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.	Bessinger, Amy	8/24/2015	EdInsight and Skyward reports. MTSS reports for those referred to the process.	5/16/2016 daily
G2.B1.S4.MA1	EdInsight reports are reviewed weekly and Skyward monitored daily for attendance of truant students attendance.	Bessinger, Amy	8/24/2015	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.	5/16/2016 daily

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

## Technical Assistance Items

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

### Budget

#### Budget Data

<b>1</b>	<b>G1.B2.S1.A1</b>	<b>After all DE assessments, results will be reviewed by each biology teacher for remediation of students.</b>				<b>\$0.00</b>
<b>2</b>	<b>G2.B1.S1.A1</b>	<b>Communication to parents and students</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			\$0.00
<i>Notes: Notes: Staff will work on monitoring student attendance</i>						
<b>3</b>	<b>G2.B1.S2.A1</b>	<b>Student excessive absences will be reported to Department of Motor Vehicles for suspension of drivers license for non-attendance.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			\$0.00
<i>Notes: Notes</i>						
<b>4</b>	<b>G2.B1.S3.A1</b>	<b>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.</b>				<b>\$4,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$4,000.00
<i>Notes: Notes</i>						
<b>5</b>	<b>G2.B1.S4.A1</b>	<b>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.</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$4,000.00</b>