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School Board Approval

This plan was approved by the Seminole County School Board on Board Approved 10/07/2025.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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. The Department 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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to educate students in a manner that will inspire, innovate, and impact our community.

Provide the school's vision statement

Lake Howell High 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/career readiness, annual yearly gains, yearly secondary and collegiate testing and assessment, college entry/ acceptance percentages and reduction of remediation.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Michael Howard

michael_howard@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Principal

Leadership Team Member #3

Employee's Name

Amber Welch

amber_pearson@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

ELA, ESOL, Fine/Performing Arts, Advanced Placement, Discipline, Articulation Coordinator, Professional Development, SAC

Leadership Team Member #4

Employee's Name

Marc Pitters

marc_pitters@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Principal's Designee, Science, World Languages, Physical Education, Content Area Leaders Coordinator, Construction, Summer School, Transition, Facilities, Emergency Management Planning

Leadership Team Member #5

Employee's Name

Marsela Hawkins

hawkinmd@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Social Studies, Mathematics, PTSA, Student Activities, Volunteers, Business Partners

Leadership Team Member #6

Employee's Name

Melissa Kimball

melissa_kimball@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Career and Technical Education, NJROTC, Exceptional Student Education (ESE), Student Services, Master Schedule, AA in Business Program, Embry-Riddle Unmanned Aerial System Dual Enrollment Program, Addition Financial Bank Branch, GOAL

Leadership Team Member #7

Employee's Name

Linion Grace

linion_grace@scps.k12.fl.us

Position Title

School Administration Manager

Job Duties and Responsibilities

Discipline, Custodial Staff, Parking, Alternative Placement Transition, Athletics

Leadership Team Member #8

Employee's Name

Jennifer Moran

moranja@scps.k12.fl.us

Position Title

School Administration Manager

Job Duties and Responsibilities

Hope Scholarship, Advanced Placement, Keys/Key Cards, MINGA, School Resource Officers, School Security

Leadership Team Member #9

Employee's Name

Wesley McLaughlin

mclaugwa@scps.k12.fl.us

Position Title

School Administration Manager

Job Duties and Responsibilities

Testing, Media Center, Technology, Orientations, Newsletter

Leadership Team Member #10

Employee's Name

Jeffrey Myers

jeffrey_myers@scps.k12.fl.us

Position Title

Dean

Job Duties and Responsibilities

Discipline, Attendance, GOAL

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Lake Howell parents and community members are seen as valued partners. Their input in the school improvement process is extremely important to the faculty and staff at Lake Howell High School. Parent and community members are involved in the development of the School Improvement Plan through interactions in the Parent-Teacher-Student Association, School Advisory Council, Coffee

with Counselors, ELL Silverhawk Parent Academy, and the 5 Essentials, Snapshot, and Safety Surveys.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Administrators and teachers will use PM data to monitor if students are making adequate progress. Administration will review and evaluate effectiveness of instructional goals monthly with department leaders and teachers. During those meetings participants will determine if modifications are necessary for action steps. Continued collaboration with stakeholder groups (SAC, PTSA, community members) will also impact the revision process.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	53.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	643	563	545	445	2,196
Absent 10% or more school days	170	126	136	73	505
One or more suspensions	66	37	24	11	138
Course failure in English Language Arts (ELA)	148	135	103	75	461
Course failure in Math	168	120	123	80	491
Level 1 on statewide ELA assessment	97	0	0	0	97
Level 1 on statewide Algebra assessment	59	0	0	0	59

Current Year (2025-26)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	189	121	101	61	472

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	63	65	59	60	62	55	49	55	50
Grade 3 ELA Achievement									
ELA Learning Gains	64	63	58	61	63	57			
ELA Lowest 25th Percentile	64	62	56	63	61	55			
Math Achievement*	49	49	49	46	44	45	33	39	38
Math Learning Gains	58	53	47	56	50	47			
Math Lowest 25th Percentile	61	55	49	61	54	49			
Science Achievement	75	73	72	77	72	68	75	69	64
Social Studies Achievement*	76	79	75	80	74	71	64	70	66
Graduation Rate	98	92	92	96	92	90	99	94	89
Middle School Acceleration									
College and Career Acceleration	57	62	69	55	61	67	54	60	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	75	65	52	65	64	49	47	59	45

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	740
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	98%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
67%	65%	62%	60%	56%		54%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	52%	No		
English Language Learners	58%	No		
Asian Students	75%	No		
Black/African American Students	61%	No		
Hispanic Students	65%	No		
Multiracial Students	65%	No		
White Students	71%	No		
Economically Disadvantaged Students	64%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	63%		64%	64%	49%	58%	61%	75%	76%		98%	57%	75%
Students With Disabilities	37%		65%	63%	25%	41%	52%	57%	46%		98%	34%	
English Language Learners	37%		56%	60%	38%	55%	59%	59%	60%		100%	35%	75%
Asian Students	61%		55%		61%	71%		100%			95%	85%	
Black/African American Students	49%		65%	67%	34%	59%	73%	69%	56%		94%	45%	
Hispanic Students	59%		63%	61%	47%	54%	60%	75%	76%		99%	46%	75%
Multiracial Students	60%		65%		50%	50%		69%	76%		94%	53%	
White Students	70%		66%	71%	54%	63%	57%	78%	79%		98%	69%	
Economically Disadvantaged Students	52%		63%	63%	43%	57%	60%	68%	68%		97%	50%	78%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	60%		61%	63%	46%	56%	61%	77%	80%		96%	55%	65%
Students With Disabilities	22%		44%	50%	14%	44%	52%	38%	48%		95%	29%	
English Language Learners	32%		70%	77%	39%	56%	66%	69%	55%		100%	53%	65%
Asian Students	78%		58%		69%	43%		63%	92%		100%	53%	
Black/African American Students	34%		45%	55%	22%	51%	44%	48%	59%		94%	38%	
Hispanic Students	55%		62%	65%	43%	59%	66%	71%	74%		97%	49%	61%
Multiracial Students	56%		50%	36%	43%	59%	60%	88%	95%		95%	39%	
White Students	68%		64%	65%	54%	54%	64%	86%	84%		97%	64%	
Economically Disadvantaged Students	49%		59%	62%	39%	53%	61%	69%	74%		95%	44%	64%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	49%				33%			75%	64%		99%	54%	47%
Students With Disabilities	21%				14%			47%	30%		96%	24%	40%
English Language Learners	23%				18%			41%	42%		93%	51%	60%
Asian Students	68%				47%			90%	71%		100%	82%	
Black/African American Students	36%				20%			60%	48%		100%	42%	
Hispanic Students	44%				30%			69%	53%		97%	43%	60%
Multiracial Students	46%				38%			75%	76%		100%	58%	
White Students	55%				40%			82%	75%		99%	65%	
Economically Disadvantaged Students	40%				27%			68%	54%		98%	47%	56%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	66%	65%	1%	58%	8%
ELA	9	58%	63%	-5%	56%	2%
Biology		74%	71%	3%	71%	3%
Algebra		36%	61%	-25%	54%	-18%
Geometry		56%	60%	-4%	54%	2%
History		74%	76%	-2%	71%	3%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		31%	18%	13%	16%	15%
Geometry		33%	25%	8%	23%	10%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		50%	39%	11%	29%	21%
Algebra		24%	19%	5%	18%	6%
Geometry		20%	25%	-5%	19%	1%
History		41%	47%	-6%	33%	8%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

In 2024, ELA 9 and ELA 10 showed a 4% increase in achievement on state assessments. To support continued growth, Level 2 students engaged in the Pre-AP English curriculum, which emphasizes rigorous content and evidence-based instructional strategies. Throughout the school year, classroom assessments were structured to mirror the state testing environment, helping to reduce anxiety and increase familiarity with test formats. In the fourth quarter, targeted pull-out interventions were provided for students identified as being close to reaching proficiency on Progress Monitoring 2 (PM 2), while a push-in reading support model was implemented to further assist struggling readers within the general education setting.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest-performing data component was Math Achievement, with an overall proficiency rate of 46%.

A key contributing factor to this outcome was the presence of new team members within the math Professional Learning Community (PLC). These educators were in the process of becoming familiar with course content, pacing, and high-impact instructional strategies.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Social Studies showed the greatest decline, dropping from 79% proficiency to 75% on the 2024 state assessment.

A key contributing factor to this outcome was due to changes in staffing and instructional pacing, including mid-year schedule adjustments. There was also less focus on reviewing earlier content, which may have impacted student retention and overall performance.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

All content areas score above district and state levels.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

N/A

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increase the Learning Gains in ELA.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

64% of students taking the ELA Assessment made learning gains. The rationale for this decision was taken from the SCPS Strategic Plan System Initiative B: High Standards and Student Achievement KPI #1a, b: Increase Florida Department of Education Accountability & Reporting grade and KPI #3: Monitor annually each progress monitoring assessment K-12 by grade to determine progress toward the goal of a minimum of 68% of students scoring at grade level and above.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is to increase ELA Learning Gains from 64% to 67%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome

Amber Welch

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following evidence-based interventions are available to high schools to help them support students based upon the area of need of the individual student: Content Area Reading (demonstrates

a rationale), Achieve 3000 (promising evidence), Corrective Reading (strong evidence), and Reading Mastery (promising evidence).

Rationale:

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Benchmark aligned instruction

Person Monitoring:

Amber Welch

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

ELA Professional Learning Communities (PLCs) will implement benchmark-aligned instruction by using district-provided frameworks and data tracking tools to monitor student progress. PLCs will analyze student performance data to identify gaps, adjust instruction to meet grade-level benchmarks, and support students in understanding their current performance levels and learning targets.

Action Step #2

Student Engagement

Person Monitoring:

Amber Welch

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Continue with push-in reading support model within the ELA classroom. Students will use strategies and structures to facilitate participation by all students. ELA 1 and 2 teachers will push in to a reading lab with a reading endorsed teacher. The reading endorsed teacher will facilitate lessons that incorporate reading strategies. Data from Achieve 3000 will be analyzed to monitor the impact of this action step.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each

relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

58% of students made learning gains in math.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is to increase the math learning gains 58% to 61%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome

Marsela Hawkins

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following evidence-based interventions are available to middle schools to help them support students based upon the area of need of the individual student: Transition to Algebra, Seminole Numeracy Project.

Rationale:

All the listed interventions have research-based evidence for efficacy.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Monitor for Learning

Person Monitoring:

Marsela Hawkins

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Math Professional Learning Communities (PLCs) will analyze assessment data to implement targeted, data-driven instructional strategies to accelerate learning gains. PLCs will monitor progress regularly, adjust instruction based on student response to interventions, and ensure alignment with grade-level standards to promote measurable growth.

Action Step #2

Benchmark Aligned Instruction

Person Monitoring:

Marsela Hawkins

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Math PLCs will create lessons using district adopted instructional materials and frameworks.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

25% of students failed to meet proficiency on the Biology EOC. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative B, Performance Objective #1, KPI #1.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is to increase proficiency on the Biology EOC from 75% to 78%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome

Marc Pitters

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following evidence-based interventions are available to support students based upon the area of need of the individual student: biology tutorial.

Rationale:

Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Monitor for Learning

Person Monitoring:

Marc Pitters

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Science PLCs will meet regularly to analyze data, share instructional strategies, review student work, and make data-driven decisions to improve outcomes

Action Step #2

Benchmark Aligned Instruction

Person Monitoring:

Marc Pitters

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Science PLCs will create lessons using district adopted instructional materials and frameworks.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increase proficiency on the US History EOC. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative B, Performance Objective #1, KPI #1

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is to increase student proficiency on the U.S. History EOC from 75% to 80%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome

Marsela Hawkins

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following intervention is available to support students based upon the area of need of the individual student: The DBQ Project.

Rationale:

Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Student Engagement

Person Monitoring:

Marsela Hawkins

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

PLCs will collaborate will use strategies and structures to facilitate participation by all students.

Action Step #2

Benchmark Aligned Instruction

Person Monitoring:

Marsela Hawkins

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Social Studies PLCs will create lessons using district adopted instructional materials and frameworks.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Currently, 57% of students have earned a College and Career Acceleration credit . The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative C: Innovation for College, Careers, and Citizenship, KPI #1.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is to increase the percentage of students earning a College and Career Acceleration credit from 57% to 70%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored through review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome

Melissa Kimball

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following industry certifications/programs are available to support students based upon the area of need of the individual student: Ducks Unlimited, ServSafe, and Certiport.

Rationale:

Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Student Placement

Person Monitoring:

Melissa Kimball

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

11th grade students that did not enroll in an AP course will be enrolled in the Cambridge program to support advanced academic achievement. 12th grade students in need of an acceleration point will be placed in Marine Science, with the opportunity to earn credit through the Aquaculture Industry Certification exam. We increased our level of sections for SLS 1101 (College Success) and SLS 1301C (Life and Career Planning) to give students more opportunity to enroll.

Area of Focus #6

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Graduation**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our goal is to ensure that 98% students in the senior class earn their graduation Requirements by May of 2026. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative B High Standards and Student Achievement, KPI 4B.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is to ensure that 98% of students in the Class of 2026 earn their graduation requirements by May of 2026. The number of students in the class of 2026 needing a concordant score is 99.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This goal will be monitored through credit checks with certified school counselors.

Person responsible for monitoring outcome

Administrators and Counselors

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following intervention is available to support students based upon the area of need of the individual student: concordance courses.

Rationale:

Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Student Placement

Person Monitoring:

Melissa Kimball

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Juniors and seniors needing Math and/or ELA scores will be scheduled together with a content expert to facilitate structured lessons for students to develop skills necessary to pass assessments.

Area of Focus #7

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Career and Technical Education

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

A total of 597 students passed Industry Certification exam at Lake Howell School for the 24-25 School Year.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is to increase the number of students that pass an industry certification exam from 597 to 650.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Industry certification pass rates will be monitored.

Person responsible for monitoring outcome

Melissa Kimball

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The following industry certifications/programs are available to support students based upon the area of need of the individual student: Ducks Unlimited, ServSafe, Certiport, and WordPress.

Rationale:

Interventions should be targeted to meet a specific need of students at the school based on data and

should involve explicit teaching and monitoring.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Monitoring for Learning

Person Monitoring:

Melissa Kimball

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will identify student deficits for unsuccessful 1st attempts on certification exams and implement a retest schedule after additional targeted instruction.

Action Step #2

Benchmark Aligned Instruction

Person Monitoring:

Melissa Kimball

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

CTE PLCs will create lessons using district adopted instructional materials and frameworks.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Decrease the percentage of students receiving multiple discipline referrals during the school year.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Decrease the percentage of students receiving 2-5 referrals from 9.14% to 8%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

By reviewing discipline data and Safety Survey results, administration will be able to share the impact that these measures have on student achievement.

Person responsible for monitoring outcome

Administrative team, PBIS committee

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these areas.

Rationale:

MTSS methods are research-based and proven to positively impact school climate and increase academic performance. Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Continue with Behavior Coaching Academy

Person Monitoring:

Marc Pitters

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Continue to provide support through the Behavior Coaching Academy to create ideal conditions for learning within each classroom. We will monitor this action step by reviewing discipline data and PBIS feedback.

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Lake Howell High School will decrease the percentage of students with 10 or more unexcused absences each semester by 10%.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Lake Howell High School will decrease the number of students with 10 or more unexcused absences in the first semester by 10%, reducing the total from 273 to 246 or fewer students.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will utilize Skyward and MINGA to monitor student attendance and tardies.

Person responsible for monitoring outcome

Jeffrey Myers

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:**Rationale:****Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Monitor attendance data

Person Monitoring:

Jeffrey Myers

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Monitor attendance data to identify students approaching the 10 unexcused absence threshold.

Action Step #2

Minga Implementation

Person Monitoring:

Jeffrey Myers

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement Minga to increase student accountability and parent engagement through digital hall pass tracking and real-time attendance monitoring.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00