

School District of Osceola County, FL

Poinciana High School



2015-16 School Improvement Plan

Poinciana High School

2300 S POINCIANA BLVD, Kissimmee, FL 34758

www.osceola.k12.fl.us

School Demographics

School Type

High

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

73%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

87%

School Grades History

Year
Grade

2014-15
C*

2013-14
C

2012-13
B

2011-12
B

**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 Osceola 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	26
Technical Assistance Items	28
Appendix 3: Budget to Support Goals	0

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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Poinciana High School will serve every student with excellence as the standard.

Provide the school's vision statement

Poinciana High School will serve every student in an environment of college and career readiness by delivering a rigorous curriculum and promoting a culture of no excuses.

School Environment

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

Poinciana High School has a very diverse population of students. We encourage teachers to connect with their students and build a classroom culture that honors our diversity.

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

Through the use of Positive Behavior Support (PBS), students and teachers are called upon to demonstrate the Five Pillars - Responsibility, Respect, Loyalty, Courage, and Tolerance at all times. These Five Pillars are front and center in all parts of the school day and guide the behavior expected at all times from students and staff of Poinciana High School.

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

The PBS team has developed a continuum of behaviors that can be teacher-managed and those that may require a minor infraction or referral depending on severity, duration, and/or frequency and will develop a flowchart that depicts the discipline process. The team will develop a list of consequences/interventions that teachers will use based on the behavior.

Upon observation of violation of an expectation, staff member reviews positive school expectations and rules with student. Based on data, if the team notices an increase in referrals during the school year, expectations and rules will be re-taught to all students via mini lessons on morning announcements and/or individual teachers' classrooms.

The team will track student participation in activities. Graphs of specific targeted behaviors, OSS, ISS, attendance will be reviewed quarterly. The team will review climate surveys at the end of the school year.

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

Through the school's Guidance Office, students are able to receive assistance with social-emotional needs - severe or significant emotional situations are referred to the school psychologist for further consideration.

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

The school is utilizing the district's Early Warning System to provide data to identify students who have one or more variables that indicate a cause for concern. We will be looking at early warning indicators of attendance below 90%, one or more suspensions, course failure in ELA or Math, Level 1 on statewide assessments, GPA of less than 2.0, and students who have been retained one or more grade levels.

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
	9	10	11	12	
Attendance below 90 percent	51	67	68	66	252
One or more suspensions	3	6	8	3	20
Course failure in ELA or Math	31	51	68	22	172
Level 1 on statewide assessment	105	1	11	91	208

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	22	19	25	32	98

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

In order to work with students with attendance indicators, deans have been paired with guidance counselors to form Core Teams for intervention. Deans are using Remind weekly to encourage truant students to attend school. Chronically truant students are placed on attendance contracts. Behavior contracts/skipping contracts are issued for students with persistent or repetitive behaviors. The Positive Behavior Support program is in place to set expectations and recognize positive target behaviors. Joint efforts between deans and guidance counselors provide an additional layer of support for these students. The Academic Lab is part of the progressive discipline policy and allows for students to attend to academic work in an environment outside of their normal class schedule. Students with academic indicators are placed in Intensive classes for support. Recommendation for Tier 3 interventions in MTSS is considered for those who are still not successful in the Intensive classrooms.

Students who have low GPAs or are behind in credits have the opportunity to work in the PLATO Lab during the school day for credit recovery or to boost their grade point averages. MTSS is suggested for students who are exhibiting two or more indicators.

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

Poinciana High School believes in involving parents in all aspects of its Title I programs. During the 2015-2016 school year, PHS parents will be invited to participate in ongoing District Title I PAC meetings and PHS monthly School Advisory Council (SAC)/Parent Involvement (PI) meetings. The PHS PI meetings will be held the second Monday of every month. PHS School Advisory Council (SAC) presently has the responsibilities for developing, implementing, and evaluating plans including the School Improvement Plan (SIP).

Parents are given the opportunity to develop, review, and have input into the plans prior to final drafts and approval. At the start of the meeting parents will be given an agenda. Parents will be encouraged to have input on how the PI funds will be allocated. Then parent input and requests will be documented at our monthly meetings in the minutes. The minutes will be reviewed and approved at the following meeting. The plan will be reviewed and corrections considered and approved by the attending SAC/PI members. PHS will keep parents well advised of upcoming events and parent workshops. Parents may request additional support either directly through their student's teacher, principal, or guidance counselor. A parent may also request support during regular scheduled SAC/PI meetings.

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

The school is in the process of building a sustainable Business Partner Program with local businesses serving as partners for the school. The school has appointed a staff member to serve as the Business Partner Liaison for the purpose of securing partners and developing activities that would benefit the students and their achievement.

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
Meechin, Michael	Principal
Santiago, Johanna	Assistant Principal
Noll, Robert	Assistant Principal
Dolhon , Sugeily	Assistant Principal

Duties

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

Michael Meechin, Principal
Johana Santiago, Assistant Principal of Instruction

Robert Noll, Assistant Principal
Sugeily Dolhon, Assistant Principal
Roydrick Scott, Dean of Students, MTSS Coach, Educator Support Program
Robert Miller, Dean of Students, Attendance Interventionist
Jennifer Barnes, School Counselor
Dana High, School Counselor
Stephanie Nunes, School Counselor
Anthony Cook, College and Career Counselor
Carlos Duran, Science Coach
Gennis Lescaille, Math Coach
Debra Tremblay, Literacy Coach
Justin Bruscato-Douglas, Resource Compliance Specialist
Iris Alicea, ESOL Specialist

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

Based on school-wide data as well as that of individual students, the team will utilize a tiered approach to interventions. Positive Behavior Support is implemented school-wide with referrals for students who might be in need of more individualized interventions. Instructional coaches and teachers will use academic data to identify those who are in need of ELA and Math interventions. The team will recommend a series of interventions that may include counseling, mentoring, truancy meetings, and academic lab.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and/or after school programs and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

Title I Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation.

Title X

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michael Meechin	Principal
Irwin Inwood	Teacher
Terri Inwood	Business/Community
Marian Melton	Education Support Employee

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 receives an update monthly on the School Improvement Plan and has the opportunity to provide input, ask questions, or offer guidance. The prior year's school improvement plan will be reviewed at the SAC meeting in October 2015. The school will solicit input on the results of meeting the goals of the SIP and use this evaluation when forming the SIP for the current year.

Development of this school improvement plan

The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan. The SAC reviews relevant data, identifies problem areas, develops improvement strategies, and monitors their implementation. Goals for the current year were generated by school instructional coaches along with school administration. The plan was brought to the SAC committee for review, recommendations, and approval.

Preparation of the school's annual budget and plan

Beginning in the 2015-16 school year the school's annual budget will be brought to the SAC for input from all school stakeholders.

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

SAC funds will be used to support PBS and other initiatives related to the goals of the school as well to fund teacher requests that are in line with the goals of the SIP. Current SAC fund balance is

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
Meechin, Michael	Principal
Noll, Robert	Assistant Principal
Dolhon , Sugeily	Assistant Principal
Santiago, Johanna	Assistant Principal
Tremblay, Deb	Instructional Coach
Duran, Carlos	Instructional Coach
Lescaille, Gennis	Instructional Coach
Pacetti-Tune, Vandy	Instructional Media
Scott, Roydrick	Dean

Duties

Describe how the LLT promotes literacy within the school

The LLT will be focused on supporting the implementation of Marzano strategies across the school as well as the implementation of reading and writing strategies in all subject areas. The LLT will be a guiding force in planning and implementing professional development.

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

Where possible in the master schedule, teachers of same subjects were given common planning periods. Teachers will be encouraged to spend at least one planning period per week collaborating on instruction and assessments.

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

Educator Support Program which includes a New Teacher Orientation, appointment of a veteran teacher mentor, and periodic meetings/events to help teachers acclimate to the school. All administrators and academic coaches are part of this initiative.

High functioning Professional Learning Communities, research-based instructional strategies, job embedded high quality professional development, development of teacher leaders.

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

Mentor teachers are selected to assist new teachers with acclimation to the physical layout of the school, school and district policies and procedures, lesson planning, and classroom instructional strategies. Mentor teachers were selected based on their years at the school or years of experience teaching and paired according to their subject specialty when possible. Mentor teachers will provide daily assistance as needed along with conducting classroom observations and feedback when appropriate and requested by the new teacher. New teacher meetings will be held periodically to support the teachers.

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

Poinciana High School has adopted the most recent textbooks and instructional programs offered by our district. These resources were selected based on their tie to the Florida Standards and their instructional strengths. Teachers have received training in the proper use of the materials, including online resources, and will participate in ongoing professional development to support their instruction. Through classroom walk-throughs and observations, the implementation of the curriculum will be monitored.

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

In the core subjects, the content is taught, an assessment of the content is provided and then the data acquired from the assessment is analyzed in order to drive instruction. The data will guide teachers as to what needs to be re-taught, to whom and how it needs to be taught. This can vary per period and per class depending on the results, and the instruction provided will adhere according to the need.

The benchmark based assessments are analyzed per benchmark in order to directly address the need. The data allows teachers to supplement or modified the instruction based on the need. Teachers are also addressing the current reading need by promoting reading within the content in each class and differentiating the level of the reading based on the reading level of the student. Use of progress monitoring tools such as quarterly assessments, benchmark assessments, and STAR data enable teachers to monitor student mastery of content.

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: After School Program

Minutes added to school year: 3,240

Students will have the opportunity to engage in structured tutoring sessions in core academic subjects after school two days per week.

Strategy Rationale

Students who require additional support in core academics can benefit from one-on-one instruction in areas of need.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Meechin, Michael, meechinm@osceola.k12.fl.us

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

Grades in core academic subjects for students attending the after school program will be monitored for improvement.

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

As students from 8th grade are preparing to transition into high school, it is important that they are provided with strategies to help them be successful. In the summer prior to their enrollment in 9th grade, students were invited to attend a Summer Bridge program that provided them with remediation in pre-requisite reading and math skills, time management strategies, small group sessions from key school personnel, and other activities to ease the transition into high school.

Student in 12th grade receive a variety of support as they prepare to transition to post-secondary education or the work environment. Through the efforts of our dedicated College and Career Specialist, students and parents are offered information on preparing for life beyond high school.

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 school's Career and College Counselor works with students to assess areas of interest for college study and post-secondary options. Based on these explorations, students are able to make informed decisions about their academic course selections. Data collected from these surveys also informs the school's formation of the annual school-wide Career Week which includes Career Panels based off of the Top 5 career interests.

The school hosts an annual school-wide college week, and college fair, both which require establishing partnerships with Colleges and other Post-secondary Institutions. Various colleges are invited to campus to provide admissions information. The College and Career Specialist has also created partnerships with the Celebration Foundation (TECO/Valencia) to provide free campus field trips to each of the schools.

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

Career and Technical Education at Poinciana High School include the following programs and respective certifications:

Building Construction Technology - (NCCER Carpentry Level 1-3)

Culinary Arts - (Certified Food Protection Manager)

Digital Design - (Microsoft Office, Adobe Photoshop ACA, Adobe InDesign Expert, Adobe Illustrator Expert, and Adobe After Effects Expert)

Gaming Simulation and Animation Effects - (Adobe Photoshop ACA, Adobe InDesign Expert, Adobe After Effects Expert)

Finance - (Microsoft Office Specialist, Certified Quickbooks User)

Nursing Assistant - (Certified Medical Administrative Assistant, Certified Nursing Assistant)

Pathways to Engineering - (AutoCad, Revit Arch.)

Automotive Services Technology - (FADA Certified Tech, ASE Auto/Light Truck: Brakes, ASE Auto/Light Truck: Suspension/Steering)

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

All career and technical education (CTE) courses are supporting the efforts of core academics through their participation in school-wide initiatives on Cornell Notes, marking the text, and the integration of higher level text to support student readiness for upcoming state ELA assessments. CTE teachers look for commonality in topics being taught in science classes as well as work with

math teachers to support skills being taught there.

The school's Finance program offers students real-world experience in operating a local branch of the Central Florida Educators Federal Credit Union on the school's campus. Through this program, students are able to apply the skills they are learning in ELA, Math and Finance classes.

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

The school is challenging the students through rigorous curriculum in part by strengthening the school's AP courses and increasing enrollment in those advanced classes. The students continue to have the option of attending Valencia College through the Dual Enrollment program.

Additionally, the school intends to:

- increase the number of students demonstrating college readiness levels on various measures
- administer the PSAT to all 9th, 10th, and select 11th grade students
- provide SAT/ACT preparation
- offer college readiness courses in both English and Math

The school uses senior survey data (given 4 times; each 9 weeks via History or LA classes) to identify the needs of the students, and guide all interventions and program planning. Survey data covers post secondary planning, completion of applications, SAT/ACT testing, FAFSA completion, and completion of scholarship applications.

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:

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary


- G1.** Increase the percentage of students scoring 3 or above on the FSA ELA Assessment through access to rigorous curriculum focused on reading and writing in English Language Arts, Social Studies and Science.
- G2.** Increase the percentage of SWD (non-gifted) and ELL students increasing proficiency on FSA and EOC Assessments by focusing on effective instructional strategies in core tested subject areas.
- G3.** Increase the percentage of students passing industry certification exams.

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. Increase the percentage of students scoring 3 or above on the FSA ELA Assessment through access to rigorous curriculum focused on reading and writing in English Language Arts, Social Studies and Science.

1a

 G069233

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	38.0

Resources Available to Support the Goal 2

- Literacy Coach
- Professional Development Plan - Focused on Marking Text, Socratic Seminar, and Philosophical Chairs The plan will focus on opportunities to interact with text and answer text dependent questions.
- Collaborative Teacher Training

Targeted Barriers to Achieving the Goal 3

- Inconsistent understanding for the FSA Writing Rubrics in the Social Studies and Science content areas.

G2. Increase the percentage of SWD (non-gifted) and ELL students increasing proficiency on FSA and EOC Assessments by focusing on effective instructional strategies in core tested subject areas.

1a

 G069234

Targets Supported 1b

Indicator	Annual Target
AMO Math - ELL	48.0
AMO Math - SWD	50.0
AMO Reading - ELL	50.0
AMO Reading - SWD	53.0

Resources Available to Support the Goal 2

- Collaborative Teacher Training

Targeted Barriers to Achieving the Goal 3

- Lack of collaborative teacher training for students that serve our students with disabilities in core content areas.

Plan to Monitor Progress Toward G2. 8

Classroom walkthrough and observation data will be reviewed from support classrooms to ensure that strategies from BPIE trainings are being implemented.

Person Responsible

Michael Meechin


Schedule

Weekly, from 10/14/2015 to 6/3/2016

Evidence of Completion

Walkthrough and observation feedback

G3. Increase the percentage of students passing industry certification exams. 1a

 G069235

Targets Supported 1b

Indicator	Annual Target
CTE Industry Certification Exam Passing Rate	50.0

Resources Available to Support the Goal 2

- District CTE Resource Teachers

Targeted Barriers to Achieving the Goal 3

- Need for additional education for CTE teachers that focuses on industry certifications available to the students in any given program.

Plan to Monitor Progress Toward G3. 8

Person Responsible

Schedule

Evidence of Completion

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. Increase the percentage of students scoring 3 or above on the FSA ELA Assessment through access to rigorous curriculum focused on reading and writing in English Language Arts, Social Studies and Science. **1**

 **G069233**

G1.B2 Inconsistent understanding for the FSA Writing Rubrics in the Social Studies and Science content areas. **2**

 **B180121**

G1.B2.S1 We are developing a professional development plan that will train core content teachers on chunking the FSA Writing Rubrics into parts that can be addressed within their content. **4**

 **S191392**

Strategy Rationale

By having multiple content areas focus and reinforce different small parts of the FSA Writing Rubrics we will help students dig deeper into their writing in content areas other than ELA.

Action Step 1 **5**

We will develop a professional development plan that will chunk the FSA Writing Rubric into parts that can be addressed within core content areas.

Person Responsible


Johanna Santiago

Schedule

Quarterly, from 10/14/2015 to 6/3/2016

Evidence of Completion

G1.B2.S2 We are developing a professional development plan that will train teachers on writing lessons that encourage the development of high levels of text dependent questions. 4

 S191393

Strategy Rationale

By having teachers write lessons that ask students higher level questions that can only be answered by referencing their text will reinforce skills required to succeed on the FSA ELA Assessments.

Action Step 1 5

We are developing a professional development plan that encourage the use of high level text dependent questions.

Person Responsible

Michael Meechin

Schedule

Quarterly, from 10/14/2015 to 6/3/2016

Evidence of Completion

Sign-in sheets from professional development; feedback from classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

We will use data from classroom walkthroughs and observations that provide evidence of strategies in practice.

Person Responsible

Michael Meechin

Schedule

Weekly, from 10/14/2015 to 6/3/2016


Evidence of Completion

The Administrative Team and Leadership Team will review trend data on the use of FSA Writing Rubrics and higher level text dependent questions in core content area classrooms.

G2. Increase the percentage of SWD (non-gifted) and ELL students increasing proficiency on FSA and EOC Assessments by focusing on effective instructional strategies in core tested subject areas. **1**

 G069234

G2.B1 Lack of collaborative teacher training for students that serve our students with disabilities in core content areas. **2**

 B180122

G2.B1.S1 Provide time and plan for training collaborative teams that addresses strategies for team teaching. **4**

 S191394

Strategy Rationale

By providing training for our collaborative pairs, our students with disabilities will be taught in classrooms where strategies are focused on student achievement and success for SWD.

Action Step 1 **5**

Train support and general education teachers through our BPIE Pilot Program. We will use the train-the-trainer model to train and re-deliver content for professional development.

Person Responsible

Sugeily Dolhon


Schedule

Quarterly, from 10/14/2015 to 6/3/2016


Evidence of Completion

Classroom walkthroughs and observations in support classes.

G3. Increase the percentage of students passing industry certification exams. 1

 G069235

G3.B1 Need for additional education for CTE teachers that focuses on industry certifications available to the students in any given program. 2

 B180123

G3.B1.S1 Educate our CTE teachers on their frameworks and industry certifications that are aligned with their programs. 4

 S191395

Strategy Rationale

Knowledge of industry certification exams and frameworks will allow teachers to better align curriculum to prepare students for success on the Industry Certification Exams.

Action Step 1 5

Provide opportunities for our CTE teachers to learn more about their frameworks and structuring their curriculum to prepare students for the Industry Certification Exams.

Person Responsible

Robert Noll

Schedule

Quarterly, from 10/14/2015 to 6/3/2016

Evidence of Completion

Visitation log for CTE Resource Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Meetings with District CTE Resource Teachers to monitor the development of curriculum that is aligned to the Industry Certification Exams for a particular course.

Person Responsible

Robert Noll

Schedule

Monthly, from 10/14/2015 to 6/3/2016

Evidence of Completion

Classroom walkthroughs and observations; meetings with CTE Resource Teachers

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Classroom walkthroughs and observations

Person Responsible

Robert Noll

Schedule

Weekly, from 10/14/2015 to 6/3/2016

Evidence of Completion

Classroom walkthrough and observation data

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	We will develop a professional development plan that will chunk the FSA Writing Rubric into parts that can be addressed within core content areas.	Santiago, Johanna	10/14/2015		6/3/2016 quarterly
G1.B2.S2.A1	We are developing a professional development plan that encourage the use of high level text dependent questions.	Meechin, Michael	10/14/2015	Sign-in sheets from professional development; feedback from classroom walkthroughs	6/3/2016 quarterly
G2.B1.S1.A1	Train support and general education teachers through our BPIE Pilot Program. We will use the train-the-trainer model to train and re-deliver content for professional development.	Dolhon , Sugeily	10/14/2015	Classroom walkthroughs and observations in support classes.	6/3/2016 quarterly
G3.B1.S1.A1	Provide opportunities for our CTE teachers to learn more about their frameworks and structuring their curriculum to prepare students for the Industry Certification Exams.	Noll, Robert	10/14/2015	Visitation log for CTE Resource Teachers	6/3/2016 quarterly
G1.B2.S2.MA1	We will use data from classroom walkthroughs and observations that provide evidence of strategies in practice.	Meechin, Michael	10/14/2015	The Administrative Team and Leadership Team will review trend data on the use of FSA Writing Rubrics and higher level text dependent questions in core content area classrooms.	6/3/2016 weekly
G2.MA1	Classroom walkthrough and observation data will be reviewed from support classrooms to ensure that strategies from BPIE trainings are being implemented.	Meechin, Michael	10/14/2015	Walkthrough and observation feedback	6/3/2016 weekly
G3.MA1	[no content entered]			one-time	
G3.B1.S1.MA1	Classroom walkthroughs and observations	Noll, Robert	10/14/2015	Classroom walkthrough and observation data	6/3/2016 weekly
G3.B1.S1.MA1	Meetings with District CTE Resource Teachers to monitor the development of curriculum that is aligned to the Industry Certification Exams for a particular course.	Noll, Robert	10/14/2015	Classroom walkthroughs and observations; meetings with CTE Resource Teachers	6/3/2016 monthly

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.

G1. Increase the percentage of students scoring 3 or above on the FSA ELA Assessment through access to rigorous curriculum focused on reading and writing in English Language Arts, Social Studies and Science.

G1.B2 Inconsistent understanding for the FSA Writing Rubrics in the Social Studies and Science content areas.

G1.B2.S1 We are developing a professional development plan that will train core content teachers on chunking the FSA Writing Rubrics into parts that can be addressed within their content.

PD Opportunity 1

We will develop a professional development plan that will chunk the FSA Writing Rubric into parts that can be addressed within core content areas.

Facilitator

Johana Santiago, Ali Dennis, Deb Tremblay

Participants

Core Content Area Teachers: ELA, Science, Social Studies

Schedule

Quarterly, from 10/14/2015 to 6/3/2016

G1.B2.S2 We are developing a professional development plan that will train teachers on writing lessons that encourage the development of high levels of text dependent questions.

PD Opportunity 1

We are developing a professional development plan that encourage the use of high level text dependent questions.

Facilitator

Michael Meechin, Teresa Haderle

Participants

All teachers

Schedule

Quarterly, from 10/14/2015 to 6/3/2016

G2. Increase the percentage of SWD (non-gifted) and ELL students increasing proficiency on FSA and EOC Assessments by focusing on effective instructional strategies in core tested subject areas.

G2.B1 Lack of collaborative teacher training for students that serve our students with disabilities in core content areas.

G2.B1.S1 Provide time and plan for training collaborative teams that addresses strategies for team teaching.

PD Opportunity 1

Train support and general education teachers through our BPIE Pilot Program. We will use the train-the-trainer model to train and re-deliver content for professional development.

Facilitator

Elaine Centeno

Participants

Collaborative Teaching Teams

Schedule

Quarterly, from 10/14/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	We will develop a professional development plan that will chunk the FSA Writing Rubric into parts that can be addressed within core content areas.	\$0.00
2	G1.B2.S2.A1	We are developing a professional development plan that encourage the use of high level text dependent questions.	\$0.00
3	G2.B1.S1.A1	Train support and general education teachers through our BPIE Pilot Program. We will use the train-the-trainer model to train and re-deliver content for professional development.	\$0.00
4	G3.B1.S1.A1	Provide opportunities for our CTE teachers to learn more about their frameworks and structuring their curriculum to prepare students for the Industry Certification Exams.	\$0.00
Total:			\$0.00