

Poinciana High School



2016-17 Schoolwide Improvement Plan

Poinciana High School

2300 S POINCIANA BLVD, Kissimmee, FL 34758

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	B

**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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Poinciana High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. 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.

2. School Environment

a. 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.

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

Through the use of Positive Behavior Intervention 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.

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

The PBIS and MTSS 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. The MTSS Team will meet monthly to discuss data and interventions.

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.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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.

3. Early Warning Systems

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

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

The school 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.

PHS has implemented an MTSS Coach as well as a Graduation Coach for the 2016-17 school year. The implementation of these two roles will help narrow the EWS data and individually meet with students who are exhibiting all three characteristics of the EWS. The Graduation Coach will collect data on Seniors who are not meeting graduation criteria and meet with them individually and develop an action plan for each student to attain graduation. The Graduation Coach and the MTSS Coach will give feedback and data discussions regularly to the administration.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	76	71	52	65	264	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	14	63	47	52	176	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	198	199	261	207	865	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	49	57	60	52	218	

c. 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 Intervention 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.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

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

No

1. PIP Link

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

2. Description

Poinciana High School believes in involving parents in all aspects of its Title I programs. During the 2016-2017 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.

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

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.

The school also will utilize an online app program called Pocket Points to connect PHS students and local businesses. Businesses will be able to give coupons through the app to entice students to go to

their businesses. This will also allow local businesses and community partners to connect to the teenage clientele.

PHS is also in the process of becoming a Five Star School by collaborating with school volunteers and local community members to attain this prestigious award.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Meechin, Michael	Principal
Santiago, Johanna	Assistant Principal
Walters, Erica	Assistant Principal
Darago, Stephen	Assistant Principal

b. Duties

1. 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
Erica Walters, Assistant Principal
Stephen Darago, Assistant Principal
Roydrick Scott, Dean of Students
Robert Miller, Dean of Students
Jennifer Avilas, Dean of Students
Jennifer Barnes, School Counselor
Dana High, School Counselor
Stephanie Nunes, School Counselor
Summer Linville, School Counselor
Kristen Sands, 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
Crystal Farrell, Graduation Coach
Jesse McHatton, MTSS Coach

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

Based on school-wide data as well as that of individual students, the team will utilize a tiered approach to interventions. Positive Behavior Intervention 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 MTSS 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 Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science 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, based on student achievement data, 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 and assistance transitioning to post-secondary education or employment.

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 Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Michael Meechin	Principal
Irwin Inwood	Teacher
Marian Melton	Education Support Employee
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC committee 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 2016.. 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.

b. 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.

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

Beginning in the 2016-17 school year the school's annual budget will be brought to the SAC for input from all school stakeholders.

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

SAC funds will be used to support PBIS 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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Meechin, Michael	Principal
Santiago, Johanna	Assistant Principal
Tremblay, Deb	Instructional Coach
Duran, Carlos	Instructional Coach
Lescaille, Genisse	Instructional Coach
Scott, Roydrick	Dean
Walters, Erica	Assistant Principal
Darago, Stephen	Assistant Principal

b. Duties

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

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.

D. Public and Collaborative Teaching

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

1. 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.

Teachers will work with their departments and PLCs to collaborate on common assessments and instruction as well as given time to work on cross-curricular PLCs.

2. 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.

3. 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.

New Teachers requiring additional certifications will meet regularly with the New Teacher Coordinator and their mentor to complete a New Teacher District Portfolio as well as follow up with any additional support to prepare for Florida Certification.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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. Administration will conduct weekly walk through observations to ensure the implementation of the curriculum and the use of high yield strategies. Administration will also collaboratively look at lesson plans at the weekly meeting to discuss strategies and curriculum that is being implemented.

b. Instructional Strategies

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

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.

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

Strategy: 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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. With the addition of the Graduation Coach and two more School Counselors, 12th grade students will be better informed on their graduation status.

b. College and Career Readiness

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

The 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.

2. 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)

3. 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.

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

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 11th grade students
- provide SAT/ACT preparation through Khan Academy

- offer college readiness courses in both English and Math
- increase the number of students enrolled in Advanced Placement courses

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.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

We increased our BIO scores as well as our FSA ELA 10. Areas to continue to grow are Alg 1 and US History.

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** Improve graduation rate by increasing all metrics.
- G2.** Through the use of professional learning communities, increase student engagement school wide by implementing learning targets and engagement strategies as measured by classroom walkthroughs.
- G3.** Improve our overall State Assessment participation rate to 95% minimum.

Strategic Goals Detail

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

G1. Improve graduation rate by increasing all metrics. 1a

G085359

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	3.0
Algebra I EOC Pass Rate	3.0
4-Year Grad Rate (Standard Diploma)	83.0

Targeted Barriers to Achieving the Goal 3

- Poinciana HS has had historically low daily attendance rate the past two years. For the 2015-16 school year, the ADA was an average of 91%.
- Achievement gap between ESE (non-gifted)/ELL students in all academic areas and behavioral areas has been larger than 5%.
- Students are not earning acceleration points in CTE or AP classes.

Resources Available to Help Reduce or Eliminate the Barriers 2

- MTSS/Attendance Coach
- RCS, ESOL Specialist
- CTE District Resource, professional development

Plan to Monitor Progress Toward G1. 8

Quarterly and EOC data

Person Responsible

Johanna Santiago

Schedule

Semiannually, from 9/13/2016 to 5/31/2017

Evidence of Completion

EOC and Quarterly Data

G2. Through the use of professional learning communities, increase student engagement school wide by implementing learning targets and engagement strategies as measured by classroom walkthroughs. 1a

G085360

Targets Supported 1b

Indicator	Annual Target
Effective+ Administrators	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers were not given enough time to meet in PLCs during the school year.
- During administrative observations, it was observed that not all teachers posted learning targets in the classroom that coincided with the lesson they were teaching.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Dedicated PLC time from Administration
- District Resource Specialists
- Administration walk throughs

Plan to Monitor Progress Toward G2. 8

lesson plans, PLC meeting minutes

Person Responsible

Johanna Santiago

Schedule

Quarterly, from 9/21/2016 to 5/31/2017

Evidence of Completion

lesson plans, PLC agendas

G3. Improve our overall State Assessment participation rate to 95% minimum. 1a

G085361

Targets Supported 1b

Indicator	Annual Target
Attendance rate	94.0

Targeted Barriers to Achieving the Goal 3

- PHS had a lack of communication between the Testing Coordinator and the faculty in terms of testing calendars, student passes, and logistics.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Office 365 Calendar, District REA

Plan to Monitor Progress Toward G3. 8

Attendance logs from state assessment will be collected after state and district assessments.

Person Responsible

Erica Walters

Schedule

Monthly, from 9/14/2016 to 5/31/2017

Evidence of Completion

attendance logs from testing.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Improve graduation rate by increasing all metrics. 1

 G085359

G1.B1 Poinciana HS has had historically low daily attendance rate the past two years. For the 2015-16 school year, the ADA was an average of 91%. 2

 B226987

G1.B1.S1 PHS has added an MTSS/Attendance Coach and Graduation Coach this year that will check in with excessively absent students as well as students who exhibit two or more attributes from the At-Risk Report. 4

 S239498

Strategy Rationale

With the addition of the MTSS/Attendance Coach and Graduation Coach it allows the leadership team to devote resources and time to the excessively absent students as well as Senior students who are chronically absent or credits short to graduate.

Action Step 1 5

MTSS/Attendance Coach will meet and devise interventions for At-Risk Students

Person Responsible

Erica Walters

Schedule

Monthly, from 9/14/2016 to 5/31/2017

Evidence of Completion

meeting logs, intervention documentation, conference notes with parents/students

Action Step 2 5

Graduation Coach will meet with At-Risk Seniors and develop action plan and interventions with Counselors help.

Person Responsible

Michael Meechin

Schedule

Quarterly, from 9/14/2016 to 5/31/2017

Evidence of Completion

meeting notes, conference logs, intervention documentation

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

The Leadership team will meet on a regular basis to discuss MTSS data as well as Graduation At-Risk Data.

Person Responsible

Michael Meechin

Schedule

Monthly, from 9/14/2016 to 5/31/2017

Evidence of Completion

Intervention Documentation, data logs, grades

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

Graduation Coach and MTSS Coach will pull reports from FOCUS at the regularly scheduled meetings to continue to monitor the data and interventions.

Person Responsible

Michael Meechin

Schedule

Monthly, from 9/14/2016 to 5/31/2017

Evidence of Completion

FOCUS reports

G1.B2 Achievement gap between ESE (non-gifted)/ELL students in all academic areas and behavioral areas has been larger than 5%. 2

 B226988

G1.B2.S1 Small group intervention for top 30 students at-risk for graduation with; Graduation Coach, MTSS Team, and School Counselors.. 4

 S239499

Strategy Rationale

By narrowing the top 30 at-risk students for graduation and working with the newly implemented Graduation Coach, the students have more of a chance to succeed and be monitored.

Action Step 1 5

Increase instructional support of SWD and ELL

Person Responsible

Michael Meechin

Schedule

Monthly, from 9/14/2016 to 5/31/2017

Evidence of Completion

student sign-in, intervention data

G1.B2.S2 Data-driven decision making based on the PHS At-Risk Report. 4

 S239500

Strategy Rationale

All instructional strategies will be data-driven and based on the At-Risk Report that was created for the MTSS group of students.

Action Step 1 5

Data driven decision making based on the PHS At-Risk Report

Person Responsible

Michael Meechin

Schedule

Monthly, from 9/14/2016 to 9/14/2016

Evidence of Completion

MTSS Team meeting minutes

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

Graduation Coach will run regular reports from FOCUS of At-Risk Seniors while MTSS Coach will run regular reports of at-risk underclassmen.

Person Responsible

Michael Meechin

Schedule

Monthly, from 9/14/2016 to 5/31/2017

Evidence of Completion

FOCUS reports, meeting logs

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Graduation Coach will meet with School Counselors and Leadership team to assess reports and data.

Person Responsible

Michael Meechin

Schedule

Quarterly, from 9/14/2016 to 5/31/2017

Evidence of Completion

data from FOCUS, at-risk reports, Florida Reports: EWS

G1.B2.S3 Increase instructional support of SWD and ELL through Support Facilitation and Sheltered Instruction Program. 4

 S239501

Strategy Rationale

By increasing the support for SWD and ELL, this will move all metrics for the tested subjects.

Action Step 1 5

Increase Support facilitation and increase support of the Sheltered Instructional Program through help of instructional coaches and ESOL Compliance Specialist.

Person Responsible

Johanna Santiago

Schedule

Quarterly, from 9/14/2016 to 5/31/2017

Evidence of Completion

walk throughs of classrooms, data chats with teachers.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Walk throughs and data chats with teachers.

Person Responsible

Johanna Santiago

Schedule

Quarterly, from 9/13/2016 to 5/31/2017

Evidence of Completion

quarterly reports and bi weekly progress monitoring.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Instructional coach meetings and walkthroughs with the teachers. Increased PLC time to discuss.

Person Responsible

Johanna Santiago

Schedule

Quarterly, from 9/13/2016 to 5/31/2017

Evidence of Completion

data chat discussions and quarterly student data

G1.B3 Students are not earning acceleration points in CTE or AP classes. 2

 B226989

G1.B3.S1 Ensure that students are earning appropriate certifications in CTE courses 4

 S239503

Strategy Rationale

By earning appropriate certifications in CTE courses, students will earn acceleration points.

Action Step 1 5

Ensure CTE courses have certifications that students can attain.

Person Responsible

Stephen Darago

Schedule

Monthly, from 9/14/2016 to 5/31/2017

Evidence of Completion

certifications in all CTE courses

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Meet with CTE teachers during PLCs regularly to ensure that students are working towards earning certification in CTE courses.

Person Responsible

Stephen Darago

Schedule

Monthly, from 9/14/2016 to 5/31/2017

Evidence of Completion

PLC logs, regular checks

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

PLCs in CTE courses and regular checks with administration.

Person Responsible

Stephen Darago

Schedule

Monthly, from 9/14/2016 to 5/31/2017

Evidence of Completion

PLC minutes

G2. Through the use of professional learning communities, increase student engagement school wide by implementing learning targets and engagement strategies as measured by classroom walkthroughs. 1

G085360

G2.B1 Teachers were not given enough time to meet in PLCs during the school year. 2

B226990

G2.B1.S1 Provide time and plan for PLCs and Cross-Curriculars 4

S239504

Strategy Rationale

By providing times for PLCs and Cross-Curriculars, teachers will be able to increase learning strategy knowledge and the use of student data for formative assessments.

Action Step 1 5

Cross Curricular and PLCs

Person Responsible

Johanna Santiago

Schedule

Biweekly, from 9/14/2016 to 5/31/2017

Evidence of Completion

Classroom walkthroughs and observations in support classes.

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

PLCs and Cross-Curriculars

Person Responsible

Johanna Santiago

Schedule

Monthly, from 9/14/2016 to 5/31/2017

Evidence of Completion

PLC notes, teacher sign in

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

administrative walk throughs

Person Responsible

Michael Meechin

Schedule

Weekly, from 9/14/2016 to 5/31/2017

Evidence of Completion

evaluations, walk through feedback

G2.B2 During administrative observations, it was observed that not all teachers posted learning targets in the classroom that coincided with the lesson they were teaching. 2

 B226991

G2.B2.S1 PLC time to improve writing learning goals. 4

 S239505

Strategy Rationale

By giving teachers time to collaborate on learning goals teachers will be more comfortable writing them and using them in class.

Action Step 1 5

Professional development on writing learning goals

Person Responsible

Johanna Santiago

Schedule

Quarterly, from 9/14/2016 to 5/31/2017

Evidence of Completion

administration observation and walk through feedback

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

lesson plans

Person Responsible

Michael Meechin

Schedule

Weekly, from 9/14/2016 to 5/31/2017

Evidence of Completion

lesson plan check, observations

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

conversations with teachers, lesson plan check

Person Responsible

Michael Meechin

Schedule

Weekly, from 9/14/2016 to 5/31/2017

Evidence of Completion

administration walk through feedback and observations

G3. Improve our overall State Assessment participation rate to 95% minimum. 1

 G085361

G3.B1 PHS had a lack of communication between the Testing Coordinator and the faculty in terms of testing calendars, student passes, and logistics. 2

 B226992

G3.B1.S1 School Counselors and Testing Coordinator will meet regularly. 4

 S239506

Strategy Rationale

By improving the communication between the counselors and the Testing Coordinator, it will allow the testing process and attendance rates to include.

Action Step 1 5

Meetings with the counselors and testing coordinator

Person Responsible

Erica Walters

Schedule

Monthly, from 9/14/2016 to 5/31/2017

Evidence of Completion

meeting notes, agenda

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

improved communication between faculty and testing coordinator

Person Responsible

Erica Walters

Schedule

Monthly, from 9/14/2016 to 5/31/2017

Evidence of Completion

meetings notes, Sharepoint Calendar

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

attendance percentage to testing will increase

Person Responsible

Erica Walters






















Schedule

Semiannually, from 9/14/2016 to 5/31/2017






Evidence of Completion

attendance reports for testing

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S2.A1  A310119	Data driven decision making based on the PHS At-Risk Report	Meechin, Michael	9/14/2016	MTSS Team meeting minutes	9/14/2016 monthly
G1.MA1  M317633	Quarterly and EOC data	Santiago, Johanna	9/13/2016	EOC and Quarterly Data	5/31/2017 semiannually
G2.MA1  M317638	lesson plans, PLC meeting minutes	Santiago, Johanna	9/21/2016	lesson plans, PLC agendas	5/31/2017 quarterly
G3.MA1  M317641	Attendance logs from state assessment will be collected after state and district assessments.	Walters, Erica	9/14/2016	attendance logs from testing.	5/31/2017 monthly
G1.B1.S1.MA1  M317625	Graduation Coach and MTSS Coach will pull reports from FOCUS at the regularly scheduled meetings to...	Meechin, Michael	9/14/2016	FOCUS reports	5/31/2017 monthly
G1.B1.S1.MA1  M317626	The Leadership team will meet on a regular basis to discuss MTSS data as well as Graduation At-Risk...	Meechin, Michael	9/14/2016	Intervention Documentation, data logs, grades	5/31/2017 monthly
G1.B1.S1.A1  A310116	MTSS/Attendance Coach will meet and devise interventions for At-Risk Students	Walters, Erica	9/14/2016	meeting logs, intervention documentation, conference notes with parents/students	5/31/2017 monthly
G1.B1.S1.A2  A310117	Graduation Coach will meet with At-Risk Seniors and develop action plan and interventions with...	Meechin, Michael	9/14/2016	meeting notes, conference logs, intervention documentation	5/31/2017 quarterly
G1.B2.S1.A1  A310118	Increase instructional support of SWD and ELL	Meechin, Michael	9/14/2016	student sign-in, intervention data	5/31/2017 monthly
G1.B3.S1.MA1  M317631	PLCs in CTE courses and regular checks with administration.	Darago, Stephen	9/14/2016	PLC minutes	5/31/2017 monthly
G1.B3.S1.MA1  M317632	Meet with CTE teachers during PLCs regularly to ensure that students are working towards earning...	Darago, Stephen	9/14/2016	PLC logs, regular checks	5/31/2017 monthly
G1.B3.S1.A1  A310124	Ensure CTE courses have certifications that students can attain.	Darago, Stephen	9/14/2016	certifications in all CTE courses	5/31/2017 monthly
G2.B1.S1.MA1  M317634	administrative walk throughs	Meechin, Michael	9/14/2016	evaluations, walk through feedback	5/31/2017 weekly
G2.B1.S1.MA1  M317635	PLCs and Cross-Curriculars	Santiago, Johanna	9/14/2016	PLC notes, teacher sign in	5/31/2017 monthly
G2.B1.S1.A1  A310125	Cross Curricular and PLCs	Santiago, Johanna	9/14/2016	Classroom walkthroughs and observations in support classes.	5/31/2017 biweekly
G2.B2.S1.MA1  M317636	conversations with teachers, lesson plan check	Meechin, Michael	9/14/2016	administration walk through feedback and observations	5/31/2017 weekly
G2.B2.S1.MA1  M317637	lesson plans	Meechin, Michael	9/14/2016	lesson plan check, observations	5/31/2017 weekly
G2.B2.S1.A1  A310126	Professional development on writing learning goals	Santiago, Johanna	9/14/2016	administration observation and walk through feedback	5/31/2017 quarterly
G3.B1.S1.MA1  M317639	attendance percentage to testing will increase	Walters, Erica	9/14/2016	attendance reports for testing	5/31/2017 semiannually
G3.B1.S1.MA1  M317640	improved communication between faculty and testing coordinator	Walters, Erica	9/14/2016	meetings notes, Sharepoint Calendar	5/31/2017 monthly
G3.B1.S1.A1  A310127	Meetings with the counselors and testing coordinator	Walters, Erica	9/14/2016	meeting notes, agenda	5/31/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.MA1  M317627	Graduation Coach will meet with School Counselors and Leadership team to assess reports and data.	Meechin, Michael	9/14/2016	data from FOCUS, at-risk reports, Florida Reports: EWS	5/31/2017 quarterly
G1.B2.S2.MA1  M317628	Graduation Coach will run regular reports from FOCUS of At-Risk Seniors while MTSS Coach will run...	Meechin, Michael	9/14/2016	FOCUS reports, meeting logs	5/31/2017 monthly
G1.B2.S3.MA1  M317629	Instructional coach meetings and walkthroughs with the teachers. Increased PLC time to discuss.	Santiago, Johanna	9/13/2016	data chat discussions and quarterly student data	5/31/2017 quarterly
G1.B2.S3.MA1  M317630	Walk throughs and data chats with teachers.	Santiago, Johanna	9/13/2016	quarterly reports and bi weekly progress monitoring.	5/31/2017 quarterly
G1.B2.S3.A1  A310120	Increase Support facilitation and increase support of the Sheltered Instructional Program through...	Santiago, Johanna	9/14/2016	walk throughs of classrooms, data chats with teachers.	5/31/2017 quarterly

V. Professional Development Opportunities

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

G1. Improve graduation rate by increasing all metrics.

G1.B2 Achievement gap between ESE (non-gifted)/ELL students in all academic areas and behavioral areas has been larger than 5%.

G1.B2.S2 Data-driven decision making based on the PHS At-Risk Report.

PD Opportunity 1

Data driven decision making based on the PHS At-Risk Report

Facilitator

Jesse Mchatton

Participants

MTSS Team

Schedule

Monthly, from 9/14/2016 to 9/14/2016

G2. Through the use of professional learning communities, increase student engagement school wide by implementing learning targets and engagement strategies as measured by classroom walkthroughs.

G2.B1 Teachers were not given enough time to meet in PLCs during the school year.

G2.B1.S1 Provide time and plan for PLCs and Cross-Curriculars

PD Opportunity 1

Cross Curricular and PLCs

Facilitator

Johana Santiago

Participants

Teachers

Schedule

Biweekly, from 9/14/2016 to 5/31/2017

G2.B2 During administrative observations, it was observed that not all teachers posted learning targets in the classroom that coincided with the lesson they were teaching.

G2.B2.S1 PLC time to improve writing learning goals.

PD Opportunity 1

Professional development on writing learning goals

Facilitator

Instructional Coaches

Participants

teachers

Schedule

Quarterly, from 9/14/2016 to 5/31/2017