Poinciana High School

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

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 was approved by the Osceola County School Board on 11/14/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Poinciana High School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- 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. Some specific ways this is done is through our Advisory period and the interpersonal topics along with academic topics that are discussed every week.

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 E.A.G.L.E.S: Excellence, Achievement, Goals, Loyalty, no Excuses, and Success. E.A.G.L.E.S is 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 PBIS team meets once a month to discuss positive reinforcement while the MTSS team meets two times a month, once to discuss tier one interventions and once to discuss tier 2 and 3 interventions for specific students in the MTSS process.

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. Mentoring services via a Women's and Men's Club is offered at school as well as restorative justice practices implemented by Student Services. Each student speaks with a teacher regarding interpersonal and academic needs once a week via the Advisory Program on campus, Summit. Students connect with their 2nd period teacher regarding scheduled topics and twice monthly progress reports and data chats.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 a MTSS Coach as well as a Graduation Coach. The implementation of these two roles help narrow the EWS data and individually meet with students who are exhibiting all three characteristics of the EWS. The Graduation Coach collects 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 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/461856.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

PHS is planning to tour the community in October for a FAFSA tour bus to help parents in the process of filing for financial aid for their students who will attend college in the future.

Poinciana HS will also implement AVID and AP Parent Nights that will follow monthly SAC meetings. These meetings will include parent information relevant to Advanced Placement classes as well as strategies that will be beneficial in helping their children in AVID, AP, and other classes on campus.

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

C. Effective Leadership

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
Farrell, Crystal	Other
Lescaille, Genisse	Instructional Coach
Duran, Carlos	Instructional Coach
Scott, Roydrick	Dean
Mchatton, Jesse	Dean
Cook, Anthony	School Counselor

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, Director of Guidance Services
Anthony Cook, College and Career Counselor
Carlos Duran, Science Coach
Gennis Lescaille, Math Coach
Sarah Hendricks, Literacy Coach
Joanne Soli, Resource Compliance Specialist
Iris Alicea, ESOL Specialist
Crystal Farrell, Graduation Coach
Jesse McHatton, MTSS Coach

These members of the School Leadership Team share decision-making roles and contribute to the data-driven decisions that are made on the campus for the success of our students.

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
James Thompson	Teacher
Mr. Robbins	Parent
Irwin Inwood	Teacher
Terri Inwood	Parent
Anthony Cook	Teacher
Lorena Bruneau	Parent
Mr. Robbins	Parent
Robert Miller	Teacher
Terrell Welch	Parent
Robert Welch	Student
Jane Rasmussen	Parent
Sandra Holt	Business/Community
Avis Farzana	Parent
Dillan Spencer	Student
Hunter McCarthy	Student
Melissa Robbins	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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

For the 2017-18 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
Duran, Carlos	Instructional Coach
Lescaille, Genisse	Instructional Coach
Scott, Roydrick	Dean
Walters, Erica	Assistant Principal
Darago, Stephen	Assistant Principal
Farrell, Crystal	Instructional Coach

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. The LLT will work with PLCs to implement scales and learning goals across the content areas.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 scales and learning goals 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.

The Teacher Support Program includes a back to school orientation, appointment of a veteran teacher mentor, and monthly meetings/events to help teachers acclimate to the school as well as a book study on relevant topics for first through third year teachers. 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 monthly to support the teachers. Teachers who have taught one to three years will also complete strategy walks two times a year to see rigorous strategies and classroom management plans within classes in other schools.

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. Teachers are also implementing Grade Cam across the board that are also aligned to the Florida Standards.

b. Instructional Strategies

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

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.

Strategy: Extended School Day

Minutes added to school year: 900

Summit Advisory Program

Strategy Rationale

Decrease the amount of student failures. Increase access to progress reports so students can keep track of their data and grading.

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

Fail reports

Strategy: Extended School Day

Minutes added to school year: 800

SAT student camps

Strategy Rationale

Increase SAT scores and concordant scores for students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Farrell, Crystal, crystal.farrell@osceolaschools.net

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

SAT scores and concordant scores

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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-requesite 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. For the 2017-18 school year, PHS is implementing two Practical Arts teachers that will help increase the certification in Microsoft Office for entry level CTE students.

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. For the 2017-18 school year, we redesigned the five academies so it creates a pathway for CTE teachers to work collaboratively.

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
-provide SAT bootcamps for academically competitive and at-risk upperclassmen.
-offer college readiness courses in both English and Math
-increase the number of students enrolled in Advanced Placement courses.
-implement AP Seminar for the 2017-18 school year that will lead to the AP Capstone diploma.
-increase number of students earning college credit with 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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.

N/A

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.

N/A

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.   If we focus on standards-based instruction and instructional strategies based on writing, inquiry, collaboration, organization, and reading (WICOR), then all students will achieve at higher academic levels in all content areas.

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. If we focus on standards-based instruction and instructional strategies based on writing, inquiry, collaboration, organization, and reading (WICOR), then all students will achieve at higher academic levels in all content areas. 1a

🔑 G098880

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	42.0
Algebra I EOC Pass Rate	31.0
Bio I EOC Pass	70.0
4-Year Grad Rate (Standard Diploma)	90.0
U.S. History EOC Pass	51.0
Attendance rate	91.0
ELA/Reading Lowest 25% Gains	42.0
FSA ELA Achievement - SWD	16.0
Math Lowest 25% Gains	28.0
FSA ELA Achievement - ELL	18.0
FSA Mathematics Achievement	30.0
Math Gains	39.0

Targeted Barriers to Achieving the Goal 3

- We have not yet fully developed the belief that all students can learn at high levels.

- We have not yet fully developed the necessary depth of knowledge of standards-based and WICOR instructional strategies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- MTSS/Attendance Coach

- RCS, ESOL Specialist

- Graduation Coach

- Administration Team

Plan to Monitor Progress Toward G1. 8

Common benchmark assessments.

Person Responsible
Michael Meechin

Schedule
Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion
data from common benchmark assessments.

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. If we focus on standards-based instruction and instructional strategies based on writing, inquiry, collaboration, organization, and reading (WICOR), then all students will achieve at higher academic levels in all content areas. 1

🔑 G098880

G1.B1 We have not yet fully developed the belief that all students can learn at high levels. 2

🔑 B266183

G1.B1.S1 Focus collaborative conversations based on the 4 culture questions from Tim Brown and keep present throughout the year. 4

🔑 S282107

Strategy Rationale

Using the four questions will allow us to address the underlying beliefs that are problematic for moving our students forward.

Action Step 1 5

Ensure that all content area teams have copies of the Tim Brown culture questions.

Person Responsible

Crystal Farrell

Schedule

Biweekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Content area team notes, Team Communicator.

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

Leadership team will discuss the Content Team Communicator (Tracker) and the leadership team will meet once a month to debrief after Content Team meetings.

Person Responsible

Crystal Farrell

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Leadership team conversations and meeting minutes.

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

A staff, student, and parent reality survey will be conducted 2x a year.

Person Responsible

Michael Meechin

Schedule

Semiannually, from 12/1/2017 to 5/31/2018

Evidence of Completion

Leadership team will review and discuss the staff, student, and parent reality survey and its effectiveness to measure for growth.

G1.B1.S2 Keep research based, fact vs. fiction present during collaborative conversations. 4

S282108

Strategy Rationale

By having these conversations it will provide purposeful motivation and dispel myths that prevent us from moving forward in our work at the school.

Action Step 1 5

Provide data to staff on standards deviation of teacher impact.

Person Responsible

Michael Meechin

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Leadership team will attend Content Area Team Meetings.

Person Responsible

Stephen Darago

Schedule

Biweekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Team Communicator and Leadership Team conversations.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

The Leadership team will review Team Communicator and provide feedback to teachers.

Person Responsible

Stephen Darago

Schedule

Biweekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Team Communicator and leadership team notes/feedback.

G1.B1.S3 Staff will determine actions that will match the value of the "No Excuses" culture on campus.
4

🔑 S282109

Strategy Rationale

By staff creating their actions they will develop ownership their students' achievement.

Action Step 1 5

Teachers will work with colleagues to develop lists of ideas for actions/behaviors.

Person Responsible

Crystal Farrell

Schedule

On 9/30/2017

Evidence of Completion

Teacher notes

Action Step 2 5

Leadership review lists of actions and narrows actions down to top 5.

Person Responsible

Michael Meechin

Schedule

On 9/30/2017

Evidence of Completion

Teacher lists, leadership team discussion and narrowed list.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Teachers will create lists of actions

Person Responsible

Crystal Farrell

Schedule

On 9/30/2017

Evidence of Completion

Teacher notes and discussions

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

The action list will be viewed at every staff meeting or Content Area Team meetings.

Person Responsible

Michael Meechin

Schedule

Biweekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Content Team meeting notes, faculty meeting notes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Leadership team will give feedback after this activity.

Person Responsible

Crystal Farrell

Schedule

On 9/30/2017

Evidence of Completion

Teacher notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Leadership team will check that actions are being implemented during Content Area Team meetings.

Person Responsible

Michael Meechin

Schedule

Biweekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

team meeting notes, discussions with leadership, feedback.

G1.B2 We have not yet fully developed the necessary depth of knowledge of standards-based and WICOR instructional strategies. 2

🔍 B266184

G1.B2.S1 Focus professional development on standards-based and WICOR instructional strategies with follow-up. 4

🔍 S282110

Strategy Rationale

If we focus our professional development opportunities, it will help give a baseline for teachers to begin to implement in the classroom.

Action Step 1 5

We will align cross curricular professional development training to WICOR based strategies that are offered monthly.

Person Responsible

Michael Meechin

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Action Step 2 5

Teachers and Leadership Team will participate in strategy walks.

Person Responsible

Michael Meechin

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Strategy Walk forms and feedback.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Administration will review teacher reflection forms.

Person Responsible

Michael Meechin

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

reflection forms and feedback.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Administration team will use WICOR-based walk through form for teachers to see immediate feedback.

Person Responsible

Michael Meechin

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Data from the WICOR based walkthrough form that will be reviewed at leadership meetings (systems update meetings).

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S3.MA1 M413078	Leadership team will give feedback after this activity.	Farrell, Crystal	8/10/2017	Teacher notes	9/30/2017 one-time
G1.B1.S3.MA1 M413080	Teachers will create lists of actions	Farrell, Crystal	8/10/2017	Teacher notes and discussions	9/30/2017 one-time
G1.B1.S3.A1 A380675	Teachers will work with colleagues to develop lists of ideas for actions/ behaviors.	Farrell, Crystal	8/10/2017	Teacher notes	9/30/2017 one-time
G1.B1.S3.A2 A380676	Leadership review lists of actions and narrows actions down to top 5.	Meechin, Michael	8/10/2017	Teacher lists, leadership team discussion and narrowed list.	9/30/2017 one-time
G1.B1.S1.MA1 M413075	Leadership team will discuss the Content Team Communicator (Tracker) and the leadership team will...	Farrell, Crystal	8/10/2017	Leadership team conversations and meeting minutes.	5/30/2018 monthly
G1.MA1 M413084	Common benchmark assessments.	Meechin, Michael	8/10/2017	data from common benchmark assessments.	5/31/2018 monthly
G1.B1.S1.MA1 M413074	A staff, student, and parent reality survey will be conducted 2x a year.	Meechin, Michael	12/1/2017	Leadership team will review and discuss the staff, student, and parent reality survey and its effectiveness to measure for growth.	5/31/2018 semiannually
G1.B1.S1.A1 A380673	Ensure that all content area teams have copies of the Tim Brown culture questions.	Farrell, Crystal	8/10/2017	Content area team notes, Team Communicator.	5/31/2018 biweekly
G1.B2.S1.MA1 M413082	Administration team will use WICOR-based walk through form for teachers to see immediate feedback.	Meechin, Michael	8/10/2017	Data from the WICOR based walkthrough form that will be reviewed at leadership meetings (systems update meetings).	5/31/2018 daily
G1.B2.S1.MA1 M413083	Administration will review teacher reflection forms.	Meechin, Michael	8/10/2017	reflection forms and feedback.	5/31/2018 monthly
G1.B2.S1.A1 A380677	We will align cross curricular professional development training to WICOR based strategies that are...	Meechin, Michael	8/10/2017		5/31/2018 monthly
G1.B2.S1.A2 A380678	Teachers and Leadership Team will participate in strategy walks.	Meechin, Michael	8/10/2017	Strategy Walk forms and feedback.	5/31/2018 monthly
G1.B1.S2.MA1 M413076	The Leadership team will review Team Communicator and provide feedback to teachers.	Darago, Stephen	8/10/2017	Team Communicator and leadership team notes/feedback.	5/31/2018 biweekly
G1.B1.S2.MA1 M413077	Leadership team will attend Content Area Team Meetings.	Darago, Stephen	8/10/2017	Team Communicator and Leadership Team conversations.	5/31/2018 biweekly
G1.B1.S2.A1 A380674	Provide data to staff on standards deviation of teacher impact.	Meechin, Michael	8/10/2017		5/31/2018 quarterly
G1.B1.S3.MA4 M413079	Leadership team will check that actions are being implemented during Content Area Team meetings.	Meechin, Michael	8/10/2017	team meeting notes, discussions with leadership, feedback.	5/31/2018 biweekly
G1.B1.S3.MA3 M413081	The action list will be viewed at every staff meeting or Content Area Team meetings.	Meechin, Michael	8/10/2017	Content Team meeting notes, faculty meeting notes.	5/31/2018 biweekly

V. Professional Development Opportunities

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

G1. If we focus on standards-based instruction and instructional strategies based on writing, inquiry, collaboration, organization, and reading (WICOR), then all students will achieve at higher academic levels in all content areas.

G1.B1 We have not yet fully developed the belief that all students can learn at high levels.

G1.B1.S1 Focus collaborative conversations based on the 4 culture questions from Tim Brown and keep present throughout the year.

PD Opportunity 1

Ensure that all content area teams have copies of the Tim Brown culture questions.

Facilitator

Leadership Team

Participants

Teachers

Schedule

Biweekly, from 8/10/2017 to 5/31/2018

G1.B1.S2 Keep research based, fact vs. fiction present during collaborative conversations.

PD Opportunity 1

Provide data to staff on standards deviation of teacher impact.

Facilitator

Meechin

Participants

Teachers

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

G1.B1.S3 Staff will determine actions that will match the value of the "No Excuses" culture on campus.

PD Opportunity 1

Teachers will work with colleagues to develop lists of ideas for actions/behaviors.

Facilitator

Farrell

Participants

Teachers

Schedule

On 9/30/2017

PD Opportunity 2

Leadership review lists of actions and narrows actions down to top 5.

Facilitator

Meechin

Participants

Teachers

Schedule

On 9/30/2017

G1.B2 We have not yet fully developed the necessary depth of knowledge of standards-based and WICOR instructional strategies.

G1.B2.S1 Focus professional development on standards-based and WICOR instructional strategies with follow-up.

PD Opportunity 1

We will align cross curricular professional development training to WICOR based strategies that are offered monthly.

Facilitator

Meechin

Participants

Teachers

Schedule

Monthly, from 8/10/2017 to 5/31/2018

PD Opportunity 2

Teachers and Leadership Team will participate in strategy walks.

Facilitator

Meechin

Participants

Teachers and Leadership Team

Schedule

Monthly, from 8/10/2017 to 5/31/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Ensure that all content area teams have copies of the Tim Brown culture questions.	$0.00
2	G1.B1.S2.A1	Provide data to staff on standards deviation of teacher impact.	$0.00
3	G1.B1.S3.A1	Teachers will work with colleagues to develop lists of ideas for actions/behaviors.	$0.00
4	G1.B1.S3.A2	Leadership review lists of actions and narrows actions down to top 5.	$0.00
5	G1.B2.S1.A1	We will align cross curricular professional development training to WICOR based strategies that are offered monthly.	$0.00
6	G1.B2.S1.A2	Teachers and Leadership Team will participate in strategy walks.	$0.00
		Total:	$0.00