



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Poinciana High School
2300 S POINCIANA BLVD
Kissimmee, FL 34758
407-870-4860
www.osceola.k12.fl.us

School Demographics

School Type
High School

Title I
Yes

Free and Reduced Lunch Rate
76%

Alternative/ESE Center
No

Charter School
No

Minority Rate
86%

School Grades History

2013-14
C

2012-13
B

2011-12
B

2010-11
B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Part I: Current School Status | 6 |
| Part II: Expected Improvements | 15 |
| Goals Summary | 21 |
| Goals Detail | 21 |
| Action Plan for Improvement | 23 |
| Part III: Coordination and Integration | 35 |
| Appendix 1: Professional Development Plan to Support Goals | 36 |
| Appendix 2: Budget to Support Goals | 40 |

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

| DA Category | Region | RED |
|-------------|--------|-----|
| Not in DA | N/A | N/A |

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|----------|------------------------|----------|------------------|
| No | No | No | No |

Current School Status

School Information

School-Level Information

School

Poinciana High School

Principal

Peter Hodges

School Advisory Council chair

Irwin Inwood

Names and position titles of the School-Based Leadership Team (SBLT)

| Name | Title |
|------------------|---------------------|
| Peter Hodges | Principal |
| Kim Manion | Assistant Principal |
| Mike Meechin | Assistant Principal |
| Johanna Santiago | Assistant Principal |

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

Date of school board approval of SIP

2/13/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Irwin Inwood - Chairman
 Stephen Holt - Vice Chairman
 Terri Inwood - Secretary
 Terrell Welch - Treasurer, Parent
 Marian Melton - Title I Parent Liaison
 Amanda Lopez - College & Career Specialist
 Pete Hodges - Principal
 Kim Manion - Assistant Principal
 Juan Textor - Business Partner
 Kathryn Miller
 Douglas Hamilton - Parent
 Yadira Martinez - Parent
 Gen Soden - Parent
 Dolores Mceathrow - Parent

Yadimar Padron - Parent

Denise Cofresi - Parent

SAC Meetings are also attended by a number of interested parents and community members.

Involvement of the SAC in the development of the SIP

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 in alignment with the Differentiated Accountability Sustainability Plan. The plan was brought to the SAC committee for review, recommendations, and approval.

Activities of the SAC for the upcoming school year

Increase parental involvement in school activities and events; participate in ongoing reviews and revisions to the School Improvement Plan

Projected use of school improvement funds, including the amount allocated to each project

SAC funds will be used to support PBS and other initiatives related to the goals of the school as well to fund teacher requests. Current SAC fund balance is \$5,435.19.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Peter Hodges

Principal

Years as Administrator: 10

Years at Current School: 1

Credentials

Masters of Education in Educational Leadership
Bachelor of Science in Math

Performance Record

2009-2013: Professional and Technical High School, A, A, A, A
2006-2009: Harmony High School, B, B, B
2004-2006: St. Cloud High School, C, D

| Johanna Santiago | | |
|--------------------|---|----------------------------|
| Asst Principal | Years as Administrator: 0 | Years at Current School: 0 |
| Credentials | BA in English Literature, Minor in Secondary Education M.Ed. in Educational Leadership | |
| Performance Record | 2003-2013: Osceola High School, C, C, C, C, C, C, B, A, A 2000-2003: Walton High School, NY | |
| Michael Meechin | | |
| Asst Principal | Years as Administrator: 1 | Years at Current School: 0 |
| Credentials | BA History M.Ed. Educational Leadership M.Ed. Curriculum and Instruction | |
| Performance Record | 2012-2013 Creekside High School, Atlanta, GA 2004-2012 Celebration High School - | |
| Kim Manion | | |
| Asst Principal | Years as Administrator: 0 | Years at Current School: 0 |
| Credentials | BA Elementary Education Reading Endorsement (K-12) ESOL M.Ed. Educational Leadership (all levels) | |
| Performance Record | 2008-2013 Celebration High School, D, A, A, B 2005-2008 Professional and Technical High School, A, A, A 1997-2002 Holy Redeemer Catholic School | |

Instructional Coaches**# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

| Erin Williams | | |
|---------------------------|--|----------------------------|
| Full-time / School-based | Years as Coach: 2 | Years at Current School: 5 |
| Areas | Reading/Literacy | |
| Credentials | Masters of Education in English Curriculum and Design Masters of Education in Educational Leadership Bachelor of Science in Criminal Justice | |
| Performance Record | 2012-2013: Poinciana High School, B 2011-2012: Celebration High School, B 2007-2011: Liberty High School, B, B, B 2003-2006: Poinciana High School, D, C, C | |

| Gennis Lescaille | | |
|---------------------------|---|----------------------------|
| Full-time / School-based | Years as Coach: 6 | Years at Current School: 0 |
| Areas | Mathematics | |
| Credentials | Secondary Education - Math grades 6-9 and 9-12 Bachelor of Science in Computer Science - Hunter College, City University of New York Masters of Arts in Mathematics Education - Hunter College, City University of New York Masters of Education from Saint Louis University | |
| Performance Record | 2011-2013: Celebration High School, B 2007-2011: Liberty High School, D, D, B, B 2002-2007: CS211 The Bilingual School, New York | |

| Carlos Duran | | |
|---------------------------|--|----------------------------|
| Full-time / School-based | Years as Coach: 0 | Years at Current School: 7 |
| Areas | Science | |
| Credentials | Bachelor of Science in Biology Masters of Science in Education | |
| Performance Record | 2006-2013: Poinciana High School - F, D, F, B, B, B 2004-2006: Manhattan Bridges High School (NY) 1998-2004: Martin Luther King High School (NY) | |

Classroom Teachers**# of classroom teachers**

77

receiving effective rating or higher

0%

Highly Qualified Teachers

81%

certified in-field

71, 92%

ESOL endorsed

13, 17%

reading endorsed

9, 12%

with advanced degrees

41, 53%

National Board Certified

0, 0%

first-year teachers

13, 17%

with 1-5 years of experience

20, 26%

with 6-14 years of experience

30, 39%

with 15 or more years of experience

14, 18%

Education Paraprofessionals**# of paraprofessionals**

14

Highly Qualified

14, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

9

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

New teacher induction 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

High functioning Professional Learning Communities, research-based instructional strategies, job

embedded high quality professional development, development of teacher leaders - all administrators and academic coaches

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Madeline Cruz - MTSS Coach, Dean of Students
 Roydrick Scott - Dean of Students
 Rebecca Rutkowski - Dean of Students
 Justin Douglas - Resource Compliance Specialist
 Anthony Cook - Guidance Counselor
 Erin Williams - Literacy Coach
 Iris Alicea - ESOL Compliance Specialist
 Carlos Duran - Science Coach
 Gennis Lescaille - Math Coach
 Peter Hodges - Principal
 Kim Manion - Assistant Principal
 Johanna Santiago - Assistant Principal
 Michael Meechin - Assistant Principal
 Trecia Wiener-Long - School Psychologist

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS team meets once a month to discuss school-wide interventions and data. The goal of the MTSS team is to make sure that all data collected is used to drive instruction throughout the school and to ensure the teachers are data informed. The team will share the data with the staff and hold professional development on how MTSS relates to the school. The MTSS team can help the school reach its goals on the School Improvement Plan.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The MTSS team utilizes all district data resources such as the Osceola Data Management System (ODMS) which provides complete demographic, and historical academic and behavioral information on all students; Data Director; FAIR assessments; FCIM lessons in science; formative assessments in the content areas; Teen Biz; Pinnacle; attendance histories; referral data.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS team will work in conjunction with the staff to identify and support students needing additional interventions. The team will conduct professional development and provide periodic updates on the data being collected and the progress being made. Parents will be kept informed of the interventions being implemented and encouraged to partner with the school in supporting their student's progress.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 6,480

Students will have the opportunity to work on credit recovery in a PLATO lab after school two days per week, 2 hours each day.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

The number of courses successfully completed will be tracked and the contribution these credits make toward increasing on-time graduation rates will be monitored.

Who is responsible for monitoring implementation of this strategy?

The school administration will monitor the implementation of this strategy through data collected by the school's guidance counselors.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

| Name | Title |
|--------------------------|--------------------------------------|
| Peter Hodges | Principal |
| Kim Manion | Assistant Principal |
| Michael Meechin | Assistant Principal |
| Johanna Santiago | Assistant Principal |
| Erin Williams | Literacy Coach |
| Carlos Duran | Science Coach |
| Gennis Lescaille | Math Coach |
| Justin Bruscatto-Douglas | Resource Compliance Specialist (ESE) |
| Doris Cobb | Media Specialist |
| Kevin Steinhauer | Language Arts Teacher |
| Troy Herrera | Math Teacher |
| Steve Virkler | Science Teacher |
| Brenda McLaughlin | Reading Teacher |
| Veronica Garay | Foreign Language Teacher |
| James Thompson | Fine Arts Teacher |
| Freddie Vazquez | Physical Education Teacher |
| Irwin Inwood | CTE Teacher |

How the school-based LLT functions

The team meets on a bi-monthly basis to provide dialogue on the implementation of reading across the content with LFS and Marzano strategies. One of the major functions of the LLT is to work with the professional development needs of the faculty members as a whole.

Major initiatives of the LLT

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

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Through the integration of Common Core Standards, all teachers are called upon to incorporate reading and writing standards into their content area instruction. Professional development will be provided to support teachers in their implementation of the standards and provide strategies for use in the classroom. Classroom walk throughs will be used to monitor the use of such strategies and academic coaches will provide support as needed.

In partnership with the Marzano Institute, staff will receive training in high-yield strategies that will support teacher instruction and student success in the classroom.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

CTE cohort classes; collaboration between English and Reading classes; interdisciplinary academy

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

All students develop a four year plan through FACTS.org and re-visit their plans during scheduling for the following year. 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.

Strategies for improving student readiness for the public postsecondary level

We are challenging our students through rigorous curriculum in part by strengthening our AP courses and increasing enrollment in those advanced classes. Our students continue to have the option of attending Valencia College through the Dual Enrollment program.

Additionally, we intend to:

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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 44% | 39% | No | 50% |
| American Indian | | | | |
| Asian | 53% | 47% | No | 57% |
| Black/African American | 43% | 37% | No | 48% |
| Hispanic | 41% | 39% | No | 47% |
| White | 56% | 43% | No | 60% |
| English language learners | 28% | 15% | No | 36% |
| Students with disabilities | 33% | 24% | No | 40% |
| Economically disadvantaged | 43% | 39% | No | 49% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 183 | 19% | 29% |
| Students scoring at or above Achievement Level 4 | 142 | 15% | 20% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> | | 45% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 28% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | | 61% | 65% |
| Students in lowest 25% making learning gains (FCAT 2.0) | | 58% | 62% |

Comprehensive English Language Learning Assessment (CELLA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | 163 | 63% | 65% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 65 | 25% | 28% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 90 | 35% | 38% |

Postsecondary Readiness

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | 123 | 57% | 60% |

Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 268 | 70% | 75% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | 156 | 41% | 45% |

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 37% | 41% | Yes | 43% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 43% | 46% | Yes | 48% |
| Hispanic | 32% | 38% | Yes | 39% |
| White | 47% | 44% | No | 52% |
| English language learners | 26% | 22% | No | 33% |
| Students with disabilities | 28% | 21% | No | 36% |
| Economically disadvantaged | 34% | 40% | Yes | 41% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> | | 45% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 35% |

Learning Gains

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students making learning gains (EOC and FAA) | | 58% | 62% |
| Students in lowest 25% making learning gains (EOC) | | 67% | 70% |

Postsecondary Readiness

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | | 57% | 62% |

Algebra I End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Achievement Level 3 | 82 | 30% | 40% |
| Students scoring at or above Achievement Level 4 | <i>[data excluded for privacy reasons]</i> | | 5% |

Geometry End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 20 | 34% | 38% |
| Students scoring at or above Achievement Level 4 | 31 | 53% | 55% |

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> | | 100% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 0% |

Biology I End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 104 | 41% | 45% |
| Students scoring at or above Achievement Level 4 | 23 | 9% | 10% |

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 4 | | 6 |
| Participation in STEM-related experiences provided for students | | 10% | 20% |

High Schools

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more <i>accelerated</i> STEM-related courses | 481 | 37% | 40% |
| Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses | | | |
| Students taking one or more advanced placement exams for STEM-related courses | | | |
| CTE-STEM program concentrators | | | |
| Students taking CTE-STEM industry certification exams | | 66% | 70% |
| Passing rate (%) for students who take CTE-STEM industry certification exams | | | |

Area 6: Career and Technical Education (CTE)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more CTE courses | 653 | 40% | 42% |
| Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses | | | |
| Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses | | | |
| Students taking CTE industry certification exams | | | |
| Passing rate (%) for students who take CTE industry certification exams | | | |
| CTE program concentrators | | | |
| CTE teachers holding appropriate industry certifications | | | |

Area 8: Early Warning Systems

High School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | 267 | 18% | 15% |
| Students in ninth grade with one or more absences within the first 20 days | 125 | 34% | 30% |
| Students in ninth grade who fail two or more courses in any subject | 7 | 2% | 1% |
| Students with grade point average less than 2.0 | 303 | 20% | 15% |
| Students who fail to progress on-time to tenth grade | 0 | 0% | 0% |
| Students who receive two or more behavior referrals | 676 | 46% | 40% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 225 | 46% | 40% |

Graduation

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students dropping out of school, as defined in s.1003.01(9), F.S. | 5 | 0% | 0% |
| Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b) | 215 | 86% | 90% |
| Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C. | 56 | 76% | 80% |
| Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b) | 249 | 86% | 90% |

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Poinciana High School believes in involving parents in all aspects of its Title I programs. During the 2013-2014 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.

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|----------------------|----------------------|----------------------|
| Increase parent attendance at SAC and Title I meetings/events | | | 3% |

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---------------|----------------------|----------------------|----------------------|
|---------------|----------------------|----------------------|----------------------|

Goals Summary

- G1.** Increase school-wide literacy, focusing on subgroups of Students With Disabilities and Limited English Proficiency students
- G2.** Increase Math proficiency school-wide

Goals Detail

G1. Increase school-wide literacy, focusing on subgroups of Students With Disabilities and Limited English Proficiency students

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- U.S. History EOC
- Science - High School
- Science - Biology 1 EOC
- CTE

Resources Available to Support the Goal

- Literacy Coach
- ESE and ESOL Paraprofessionals

Targeted Barriers to Achieving the Goal

- Inconsistent use of test item specification to align instruction and lesson assessments with the rigor and depth of the benchmarks
- Students are not receiving regular exposure to rigorous and relevant teaching materials.

Plan to Monitor Progress Toward the Goal

CIM Mini-assessments

Person or Persons Responsible

Reading and ILA teachers, Literacy Coach, school Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Increased proficiency in standards-based assessments, FCAT Reading

G2. Increase Math proficiency school-wide

Targets Supported

- Algebra 1 EOC
- Geometry EOC
- STEM - High School
- CTE

Resources Available to Support the Goal

- A full-time Math Coach is in place to assist teachers with implementation of Common Core strategies, content specific professional development, implementation of Instructional Focus Calendars, modeling of effective instructional strategies, and academic support in small group pull-out settings.

Targeted Barriers to Achieving the Goal

- Inconsistency in following Instructional Focus Calendars to provide students with rigorous mini-lessons and mini-assessments.
- Inconsistency in utilizing data-driven, small group, differentiated instruction.
- Inconsistent use of higher order thinking activities that integrate Common Core expectations

Plan to Monitor Progress Toward the Goal

Increased proficiency in mini-assessments based on state standards

Person or Persons Responsible

Math Coach, Department Chair, School Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

State End-of-Course exams and FAA

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase school-wide literacy, focusing on subgroups of Students With Disabilities and Limited English Proficiency students

G1.B2 Inconsistent use of test item specification to align instruction and lesson assessments with the rigor and depth of the benchmarks

G1.B2.S1 Consistently use test item specifications to align instruction and lesson assessments with the rigor and depth of district and state assessments

Action Step 1

Through PLC's, common lesson planning, coaching and professional development, analyze how standards are assessed and ensure alignment with classroom instruction and assessment.

Person or Persons Responsible

All teachers, Literacy Coach

Target Dates or Schedule

Ongoing throughout the year during PLC, professional development, and lesson planning time

Evidence of Completion

classroom observations data, CIM data, Coach's log

Facilitator:

Reading Coach and District Literacy Specialist

Participants:

All Reading and Intensive Language Arts teachers

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

Classroom observations, CIM mini-assessments

Person or Persons Responsible

Literacy Coach and Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

CIM Data

Plan to Monitor Effectiveness of G1.B2.S1

FCAT Reading results

Person or Persons Responsible

Literacy Coach and school Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in performance on common CIM assessments and FCAT Reading

G1.B3 Students are not receiving regular exposure to rigorous and relevant teaching materials.

G1.B3.S1 Students will have access to a variety of materials at multiple levels to meet the variety of student needs.

Action Step 1

Increase the availability and variety of texts in multiple levels

Person or Persons Responsible

Reading Coach and Reading/ILA teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased numbers and variety of texts

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

Teachers will provided increased access to multiple levels of text

Person or Persons Responsible

Classroom teachers, Literacy Coach, Department Heads, School Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Multiple levels of text as noted in lesson plans and observed in classroom instruction

Plan to Monitor Effectiveness of G1.B3.S1

Monitor increased access to materials

Person or Persons Responsible

Literacy Coach, Reading/Language Arts Department Chairs, School Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Access to rigorous and relevant teaching materials is increased

G1.B3.S2 Students will have access to varying levels of text through classroom libraries and the school media center.

Action Step 1

Increase the number of texts available in classrooms and the school media center

Person or Persons Responsible

Literacy Coach, Department Chairs

Target Dates or Schedule

Ongoing

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Increase Math proficiency school-wide

G2.B1 Inconsistency in following Instructional Focus Calendars to provide students with rigorous mini-lessons and mini-assessments.

G2.B1.S1 Teachers will utilize mini-lessons and mini-assessments to ensure student mastery of benchmarks.

Action Step 1

Common planning periods and PLC's to prepare lessons and assessments

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Year-long

Evidence of Completion

Lesson plans, classroom observations, data gathered from common assessments

Facilitator:

Math Coach, District Math Resource Teacher

Participants:

All Math Teachers

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

Monitoring for fidelity of implementation of Focus Calendar lessons and assessments

Person or Persons Responsible

Math Coach, school administrators

Target Dates or Schedule

Year-long

Evidence of Completion

Classroom walk-throughs

Plan to Monitor Effectiveness of G2.B1.S1

Mini Assessment data

Person or Persons Responsible

Math Coach, School Administrators

Target Dates or Schedule

Year-long

Evidence of Completion

Increase in student performance on mini assessments

G2.B1.S2 Math Coach will assist in the development of mini-lessons and mini-assessments, model mini-lessons for teachers, and gather and track data.

Action Step 1

Development of mini-lessons and mini-assessments

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Effective mini-lessons and mini-assessments for Instructional Focus Calendars aligned to End of Course assessment

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Monitor effective implementation of mini-lessons and use of mini-assessments

Person or Persons Responsible

Math Coach, School Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Effective implementation of lessons

Plan to Monitor Effectiveness of G2.B1.S2

Implementation of mini-lessons aligned to EOC assessments

Person or Persons Responsible

Math Coach, School Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased proficiency on End of Course assessments

G2.B2 Inconsistency in utilizing data-driven, small group, differentiated instruction.

G2.B2.S1 Teachers develop common assessments aligned to the rigor of the Common Core standards.

Action Step 1

Common assessments aligned to the Common Core standards.

Person or Persons Responsible

Math teachers, Math Coach

Target Dates or Schedule

Year-long

Evidence of Completion

Common assessments

Facilitator:

Math Coach

Participants:

Math Teachers

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

Assessments aligned to standards

Person or Persons Responsible

Math Coach, School Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Effectiveness of G2.B2.S1

PLC review of common assessments and tracking of student progress

Person or Persons Responsible

Math teachers, Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in student proficiency on common assessments

G2.B2.S2 Math Coach will provide professional development focused on the use of small group, differentiated instruction.

Action Step 1

Professional development in small group and differentiated instruction

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Year-long

Evidence of Completion

Teacher lesson plans, classroom observations, district assessments

Facilitator:

Math Coach

Participants:

Math teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Classroom Walk-throughs

Person or Persons Responsible

Administrators, Math Coach

Target Dates or Schedule

Year-long

Evidence of Completion

Classroom Walk-through data

Plan to Monitor Effectiveness of G2.B2.S2

Increased use of differentiated instruction in math classrooms

Person or Persons Responsible

Math teachers, Math Coach, School Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

More differentiated instruction evidenced in lesson plans and classroom implementation

G2.B3 Inconsistent use of higher order thinking activities that integrate Common Core expectations

G2.B3.S1 Provide teacher training in lessons that utilize higher-order thinking

Action Step 1

Professional development in lessons that require higher-order thinking

Person or Persons Responsible

Math Coach, Math teachers

Target Dates or Schedule

Year-long

Evidence of Completion

Professional development activities

Facilitator:

Math Coach

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Classroom Observations and Walk-throughs

Person or Persons Responsible

Administrators, Math Coach

Target Dates or Schedule

Year-Long

Evidence of Completion

Classroom walk-through data, lesson plans

Plan to Monitor Effectiveness of G2.B3.S1

Classroom walk-throughs

Person or Persons Responsible

Math Coach, School Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

evidence of use of higher-order thinking questions, materials, and tasks

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches

Title I, Part C-Migrant

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

Title I Part D

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

Title II

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

Title X

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase school-wide literacy, focusing on subgroups of Students With Disabilities and Limited English Proficiency students

G1.B2 Inconsistent use of test item specification to align instruction and lesson assessments with the rigor and depth of the benchmarks

G1.B2.S1 Consistently use test item specifications to align instruction and lesson assessments with the rigor and depth of district and state assessments

PD Opportunity 1

Through PLC's, common lesson planning, coaching and professional development, analyze how standards are assessed and ensure alignment with classroom instruction and assessment.

Facilitator

Reading Coach and District Literacy Specialist

Participants

All Reading and Intensive Language Arts teachers

Target Dates or Schedule

Ongoing throughout the year during PLC, professional development, and lesson planning time

Evidence of Completion

classroom observations data, CIM data, Coach's log

G2. Increase Math proficiency school-wide

G2.B1 Inconsistency in following Instructional Focus Calendars to provide students with rigorous mini-lessons and mini-assessments.

G2.B1.S1 Teachers will utilize mini-lessons and mini-assessments to ensure student mastery of benchmarks.

PD Opportunity 1

Common planning periods and PLC's to prepare lessons and assessments

Facilitator

Math Coach, District Math Resource Teacher

Participants

All Math Teachers

Target Dates or Schedule

Year-long

Evidence of Completion

Lesson plans, classroom observations, data gathered from common assessments

G2.B1.S2 Math Coach will assist in the development of mini-lessons and mini-assessments, model mini-lessons for teachers, and gather and track data.

PD Opportunity 1

Development of mini-lessons and mini-assessments

Facilitator

Participants

Target Dates or Schedule

Ongoing

Evidence of Completion

Effective mini-lessons and mini-assessments for Instructional Focus Calendars aligned to End of Course assessment

G2.B2 Inconsistency in utilizing data-driven, small group, differentiated instruction.

G2.B2.S1 Teachers develop common assessments aligned to the rigor of the Common Core standards.

PD Opportunity 1

Common assessments aligned to the Common Core standards.

Facilitator

Math Coach

Participants

Math Teachers

Target Dates or Schedule

Year-long

Evidence of Completion

Common assessments

G2.B2.S2 Math Coach will provide professional development focused on the use of small group, differentiated instruction.

PD Opportunity 1

Professional development in small group and differentiated instruction

Facilitator

Math Coach

Participants

Math teachers

Target Dates or Schedule

Year-long

Evidence of Completion

Teacher lesson plans, classroom observations, district assessments

G2.B3 Inconsistent use of higher order thinking activities that integrate Common Core expectations

G2.B3.S1 Provide teacher training in lessons that utilize higher-order thinking

PD Opportunity 1

Professional development in lessons that require higher-order thinking

Facilitator

Math Coach

Participants

Math Teachers

Target Dates or Schedule

Year-long

Evidence of Completion

Professional development activities

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|------|-------------|-------|
| | Total | \$0 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Evidence-Based Program | Total |
|----------------|------------------------|-------|
| | \$0 | \$0 |
| Total | \$0 | \$0 |

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase school-wide literacy, focusing on subgroups of Students With Disabilities and Limited English Proficiency students

G1.B3 Students are not receiving regular exposure to rigorous and relevant teaching materials.

G1.B3.S1 Students will have access to a variety of materials at multiple levels to meet the variety of student needs.

Action Step 1

Increase the availability and variety of texts in multiple levels

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2. Increase Math proficiency school-wide

G2.B1 Inconsistency in following Instructional Focus Calendars to provide students with rigorous mini-lessons and mini-assessments.

G2.B1.S2 Math Coach will assist in the development of mini-lessons and mini-assessments, model mini-lessons for teachers, and gather and track data.

Action Step 1

Development of mini-lessons and mini-assessments

Resource Type

Resource

Funding Source

Amount Needed