

Poinciana High School



2014-15 School Improvement Plan

Poinciana High School

2300 S POINCIANA BLVD, Kissimmee, FL 34758

www.osceola.k12.fl.us

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

76%

Alternative/ESE Center

No

Charter School

No

Minority

86%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	B	B

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Poinciana High School will create a community of learners where students and teachers have vision, high expectations, ownership of successes, and build relationships while participating in relevance, rigor and accountability.

Provide the school's vision statement

The vision of Poinciana High School is to provide an education to all students which prepares them for college and/or career.

School Environment

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

Poinciana High School has a very diverse population of students. Through activities in Advisory class, teachers and students will have opportunities to learn about the cultures of the students. Advisory provides the perfect opportunity for teachers to build relationships with students in a small setting. Lessons are structured around opportunities that allow for discussion and the demonstration of interest in the individual students.

The Advisory Program purpose is, "Every child needs a Champion" and teachers have been called upon to be that champion in the lives of their students.

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

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

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

The PBS team has developed a continuum of behaviors that can be teacher-managed and those that may require a minor infraction or referral depending on severity, duration, and/or frequency and will develop a flowchart that depicts the discipline process. The team will develop a list of consequences/interventions that teachers will use based on the behavior. All staff members will be trained at grade level or PLC meetings during the month of September and follow up will occur, as needed.

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 in the Advisory Period, on morning announcements, and/or individual teachers' classrooms.

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

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

Through the school's Guidance Office, students are able to receive assistance with social-emotional needs - severe or significant emotional situations are referred to the school psychologist for further consideration. Through efforts of teachers, a peer mentoring program is being established to allow for peer to peer mentoring opportunities for students. The weekly Advisory Program allows for discussions that would allow teachers to monitor social and emotional needs of students and explore further opportunities for counseling as required.

Early Warning Systems

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

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

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

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

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

Indicator	Grade Level			Total
	10	11	12	
Attendance below 90 percent	33	41	50	124
One or more suspensions	9	18	5	32
Course failure in ELA or Math	9	21	3	33
Level 1 on statewide assessment	67	61	86	214
GPA less than 2.0	73	77	29	179
Retained one or more grade levels	58	56	39	153

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

Indicator	Grade Level			Total
	10	11	12	
Students exhibiting two or more indicators	40	40	20	100

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 for truancy meetings 4 times per week. Deans are using Remind 101 three times weekly to encourage truant students to attend school. Chronically truant students are placed on attendance contracts. Behavior contracts/skipping contracts are issued for students with persistent or repetitive behaviors. The Positive Behavior Support program is in place to set expectations and recognize positive target behaviors. Joint efforts between deans and guidance counselors provide an additional layer of

support for these students. The Academic Lab is part of the progressive discipline policy and allows for students to attend to academic work in an environment outside of their normal class schedule. Students with academic indicators are placed in Intensive classes for support. Recommendation for Tier 3 interventions in MTSS is considered for those who are still not successful in the Intensive classrooms.

Students who have low GPAs or are behind in credits have the opportunity to work in the PLATO Lab during the school day for credit recovery or to boost their grade point averages. Guidance counselors conduct SOAR (Students On Academic Recovery) group sessions for students failing one or more courses each 9 weeks.

MTSS is suggested for students who are exhibiting two or more indicators.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Poinciana High School believes in involving parents in all aspects of its Title I programs. During the 2014-2015 school year, PHS parents will be invited to participate in ongoing District Title I PAC meetings and PHS monthly School Advisory Council (SAC)/Parent Involvement (PI) meetings. The PHS PI meetings will be held the second Monday of every month. PHS School Advisory Council (SAC) presently has the responsibilities for developing, implementing, and evaluating plans including the School Improvement Plan (SIP).

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

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

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

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Hodges, Pete	Principal
Manion, Kim	Assistant Principal
Meechin, Michael	Assistant Principal
Santiago, Johanna	Assistant Principal

Duties

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

Rebecca Rutkowski - MTSS Coach, Dean of Students
 Roydrick Scott - Dean of Students, PBS Chair, New Teacher Program Coordinator
 Damian Rosado - Dean of Students
 Justin Bruscato-Douglas - Resource Compliance Specialist
 Anthony Cook - Guidance Counselor
 Debra Tremblay - 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
 Carolyn Chalifoux - School Psychologist

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

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

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Pete Hodges	Principal
Marian Melton	Education Support Employee
Terri Inwood	Business/Community
Terrell Welsh	Parent
Roydrick Scott	Teacher
James Thompson	Teacher
Mary Beth Grouwe	Parent
Eva Ramos	Parent
Miguel Martinez	Parent
Magalep DeJesus	Parent
Hector Sael	Parent
Tene Tony	Parent
Jasmine Goris	Parent
Joshua Spencer	Parent
Nicole Spencer	Parent
Lily Mayas	Parent
Maribel Jarge	Parent
Carmen Abreu	Parent
Ara Maysoet	Parent
Maria Rexach	Parent
Lilliam Perez	Parent
Vivian Yaltagroeo	Parent
Ceisele Diaz	Parent
Manual Diaz	Parent
Grisuta Paulino	Parent
Marimar Correa	Parent
Elizabeth Nierees	Parent
Sandra Morejon	Parent
Zack Dunn	Student
Eric Soto	Student
Julian Rodriguez	Student
Matthew Sauz	Student
Ariana Cruz	Student
Danny Espinal	Student
Dillayn Spencer	Student
Tati Mayas	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC committee receives an update monthly on the school improvement plan and has the opportunity to provide input, ask questions, or offer guidance. The prior year's school improvement plan will be reviewed at the first SAC meeting of the year in September 2014. The school will solicit input on the results of meeting the goals of the SIP and use this evaluation when forming the SIP for the current year.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

SAC funds will be used to support PBS and other initiatives related to the goals of the school as well to fund teacher requests that are in line with the goals of the SIP. Current SAC fund balance is \$8,109.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Hodges, Pete	Principal
Manion, Kim	Assistant Principal
Meechin, Michael	Assistant Principal
Santiago, Johanna	Assistant Principal
Tremblay, Deb	Instructional Coach
Duran, Carlos	Instructional Coach
Lescaille, Gennis	Instructional Coach
Pacetti-Tune, Vandy	Instructional Media
Scott, Roydrick	Dean
Rutkowski, Rebecca	Dean
Rosado, Damian	Dean

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

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

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

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

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

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

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

Strategy: After School Program

Minutes added to school year: 3,240

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

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

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

College and Career Readiness

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

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

The school hosts an annual school-wide college week, and college fair, both which require establishing partnerships with Colleges and other Post-secondary Institutions. This year's fair will have 57 schools in attendance. Additionally, 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), Northwood University, and Florida Southwestern State College to provide free campus field trips to each of the schools.

Through the school's new Advisory period, all students will be exposed to ongoing college and career information via advisory lessons that coordinate with college and career events taking place on campus. Additionally, students are explicitly taught skills that will increase student readiness at the postsecondary level, such as time management and note-taking.

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)

Drafting - (AutoCad)

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

Finance - (Microsoft Office Specialist, Certified Quickbooks User)

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

Pathways to Engineering - (AutoCad, Revit Arch.)

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

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

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

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

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

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

Additionally, the school intends to:

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

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

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.** Increase the number of students performing at grade-level in reading as measured by the Florida Standards Assessment.

- G2.** Increase writing proficiency school-wide

Strategic Goals Detail

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

G1. Increase the number of students performing at grade-level in reading as measured by the Florida Standards Assessment. 1a

G039598

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	55.0
AMO Reading - SWD	47.0
AMO Reading - ELL	43.0
FSA - English Language Arts - Proficiency Rate	55.0

Resources Available to Support the Goal 2

- Literacy Coach
- ESE and ESOL Compliance Specialists
- ESE and ESOL Paraprofessionals

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of standards based instruction and lesson assessments aligned with the rigor and depth of the benchmarks
- Students are not interacting with the text.

Plan to Monitor Progress Toward G1. 8

Periodic STAR assessments, Achieve3000 data, and Reading Plus data will be monitored for progress toward meeting the goal.

Person Responsible

Pete Hodges

Schedule

Monthly, from 8/18/2014 to 6/8/2015

Evidence of Completion

Results of progress monitoring assessments will be gathered by the Literacy Coach and analyzed for progress toward the selected targets.

G2. Increase writing proficiency school-wide 1a

G039599

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	55.0

Resources Available to Support the Goal 2

- A full-time Literacy Coach is in place to assist teachers with implementation of 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 3

- Inconsistent use of writing across all content areas that is tied to the rigor of the assessment.
- Inconsistent use of strategies to promote writing based on evidence gathered from multiple texts.
- Lack of teacher familiarity with the new writing rubric

Plan to Monitor Progress Toward G2. 8

Increased proficiency in mini-assessments based on state standards

Person Responsible

Deb Tremblay

Schedule

Monthly, from 9/8/2014 to 4/3/2015

Evidence of Completion

State End-of-Course exams and FAA

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase the number of students performing at grade-level in reading as measured by the Florida Standards Assessment. **1**

 G039598

G1.B2 Inconsistent use of standards based instruction and lesson assessments aligned with the rigor and depth of the benchmarks **2**

 B095600

G1.B2.S1 Consistently use standards based instruction and lesson assessments aligned to the rigor and depth of district and state assessments **4**

 S106764

Strategy Rationale

Teachers must align their instruction and assessments to those of the district and state assessments in order to know whether their students are prepared to demonstrate proficiency on these assessments.

Action Step 1 **5**

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

Person Responsible

Pete Hodges

Schedule

Monthly, from 9/17/2014 to 6/3/2015

Evidence of Completion

classroom observations data, CIM data, Coach's log, progress monitoring assessments

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

Classroom observations, CIM mini-assessments

Person Responsible

Pete Hodges

Schedule

Weekly, from 9/17/2014 to 6/3/2015

Evidence of Completion

Standards-based assessments and progress monitoring tools

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

Progress monitoring of student performance on standards-based assessments

Person Responsible

Pete Hodges

Schedule

Monthly, from 9/8/2014 to 4/30/2015

Evidence of Completion

Increase in performance on common assessments and progress monitoring tools

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G1.B3 Students are not interacting with the text. 2

 B095601

G1.B3.S1 Students will be taught to interact with text using Cornell Notes and strategies for marking text during reading. 4

 S106766

Strategy Rationale

These best practices will support students in their effort to make meaning from text and use the text to respond in a variety of higher level activities.

Action Step 1 5

Provide teachers with multiple professional development opportunities on the use of Cornell Notes and text marking.

Person Responsible

Michael Meechin

Schedule

Monthly, from 8/11/2014 to 6/8/2015

Evidence of Completion

Use of Cornell Notes and text marking in all content areas

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

The administrative team will conduct weekly reviews of lesson plans and classroom walk-throughs.

Person Responsible

Pete Hodges

Schedule

Weekly, from 8/18/2014 to 6/8/2015

Evidence of Completion

Data gathered through classroom walk-throughs and lesson plans.

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

Monitor student performance on progress monitoring activities

Person Responsible

Pete Hodges

Schedule

Weekly, from 8/18/2014 to 6/8/2015

Evidence of Completion

Monitor student performance on higher level tasks aligned to the rigor of the state and district assessments

G2. Increase writing proficiency school-wide 1

G039599

G2.B1 Inconsistent use of writing across all content areas that is tied to the rigor of the assessment. 2

B095604

G2.B1.S1 Teachers are provided with professional development that provides strategies for implementing writing in all content areas and tied to the rigor of the assessment. 4

S106770

Strategy Rationale

Teachers in all subjects must support the rigorous writing requirements in order to support students with increasing their proficiency.

Action Step 1 5

Common assessments aligned to the Florida standards.

Person Responsible

Deb Tremblay

Schedule

Weekly, from 9/8/2014 to 6/12/2015

Evidence of Completion

Results from common assessments

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

Assessments and writing opportunities aligned to rigor of assessments

Person Responsible

Pete Hodges

Schedule

Weekly, from 9/8/2014 to 4/3/2015

Evidence of Completion

Writing samples from students scored using the FSA Writing rubric.

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

PLC review of common assessments and tracking of student progress

Person Responsible

Deb Tremblay

Schedule

Monthly, from 9/8/2014 to 4/3/2015

Evidence of Completion

Increase in student proficiency on common assessments

G2.B1.S2 Implementation of a school-wide writing initiative to provide teachers with opportunities to use writing in their content areas. 4

 S106771

Strategy Rationale

Teachers will be given the tools to offer writing opportunities that are content based and assessed via a common rubric

Action Step 1 5

Professional development on standards for writing and use of the writing rubric

Person Responsible

Deb Tremblay

Schedule

Monthly, from 10/1/2014 to 6/8/2015

Evidence of Completion

Teacher lesson plans, classroom observations, district assessments

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Classroom walk-throughs and lesson plan reviews

Person Responsible

Pete Hodges

Schedule

Daily, from 8/18/2014 to 6/8/2015

Evidence of Completion

Classroom Walk-through data and evidence of thoughtful planning for implementation of writing in all content areas.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Classroom walk-throughs and review of lesson plans will be used to monitor the implementation of the strategy.

Person Responsible

Pete Hodges

Schedule

Weekly, from 10/1/2014 to 6/8/2015

Evidence of Completion

Classroom walk-through trend data and student writing samples

G2.B2 Inconsistent use of strategies to promote writing based on evidence gathered from multiple texts. 2

B095605

G2.B2.S1 Provide teacher training in lessons that utilize higher-order thinking, allowing students to synthesize information from multiple texts. 4

S106772

Strategy Rationale

Teachers must be trained in planning lessons that provide for writing opportunities that require students to use multiple texts to respond to high-order questions.

Action Step 1 5

Provide professional development opportunities that include strategies for teaching students to use multiple texts to provide evidence in their writing.

Person Responsible

Deb Tremblay

Schedule

Monthly, from 9/8/2014 to 6/8/2015

Evidence of Completion

Professional development sign-in sheets that evidence full participation in the the workshops.

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

Classroom Observations and Walk-throughs

Person Responsible

Pete Hodges

Schedule

Weekly, from 9/8/2014 to 4/3/2015

Evidence of Completion

Classroom walk-through data, review of lesson plans

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

School administrative team will monitor lesson plans and conduct classroom walk-throughs to monitor the effective implementation of the workshop strategies.

Person Responsible

Pete Hodges

Schedule

Weekly, from 9/1/2014 to 6/8/2015

Evidence of Completion

Classroom walk-through trend data and lesson plans demonstrating thoughtful planning of written task assignments.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Through PLC's, common lesson planning, coaching and professional development, analyze how standards are assessed and ensure alignment with classroom instruction and assessment (use of standards based instruction).	Hodges, Pete	9/17/2014	classroom observations data, CIM data, Coach's log, progress monitoring assessments	6/3/2015 monthly
G1.B3.S1.A1	Provide teachers with multiple professional development opportunities on the use of Cornell Notes and text marking.	Meechin, Michael	8/11/2014	Use of Cornell Notes and text marking in all content areas	6/8/2015 monthly
G2.B1.S1.A1	Common assessments aligned to the Florida standards.	Tremblay, Deb	9/8/2014	Results from common assessments	6/12/2015 weekly
G2.B1.S2.A1	Professional development on standards for writing and use of the writing rubric	Tremblay, Deb	10/1/2014	Teacher lesson plans, classroom observations, district assessments	6/8/2015 monthly
G2.B2.S1.A1	Provide professional development opportunities that include strategies for teaching students to use multiple texts to provide evidence in their writing.	Tremblay, Deb	9/8/2014	Professional development sign-in sheets that evidence full participation in the the workshops.	6/8/2015 monthly
G1.MA1	Periodic STAR assessments, Achieve3000 data, and Reading Plus data will be monitored for progress toward meeting the goal.	Hodges, Pete	8/18/2014	Results of progress monitoring assessments will be gathered by the Literacy Coach and analyzed for progress toward the selected targets.	6/8/2015 monthly
G1.B2.S1.MA1	Progress monitoring of student performance on standards-based assessments	Hodges, Pete	9/8/2014	Increase in performance on common assessments and progress monitoring tools	4/30/2015 monthly
G1.B2.S1.MA1	Classroom observations, CIM mini-assessments	Hodges, Pete	9/17/2014	Standards-based assessments and progress monitoring tools	6/3/2015 weekly
G1.B3.S1.MA1	Monitor student performance on progress monitoring activities	Hodges, Pete	8/18/2014	Monitor student performance on higher level tasks aligned to the rigor of the state and district assessments	6/8/2015 weekly
G1.B3.S1.MA1	The administrative team will conduct weekly reviews of lesson plans and classroom walk-throughs.	Hodges, Pete	8/18/2014	Data gathered through classroom walk-throughs and lesson plans.	6/8/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.MA1	[no content entered]			once	
G1.B2.S2.MA1	[no content entered]			once	
G2.MA1	Increased proficiency in mini-assessments based on state standards	Tremblay, Deb	9/8/2014	State End-of-Course exams and FAA	4/3/2015 monthly
G2.B1.S1.MA1	PLC review of common assessments and tracking of student progress	Tremblay, Deb	9/8/2014	Increase in student proficiency on common assessments	4/3/2015 monthly
G2.B1.S1.MA1	Assessments and writing opportunities aligned to rigor of assessments	Hodges, Pete	9/8/2014	Writing samples from students scored using the FSA Writing rubric.	4/3/2015 weekly
G2.B2.S1.MA1	School administrative team will monitor lesson plans and conduct classroom walk-throughs to monitor the effective implementation of the workshop strategies.	Hodges, Pete	9/1/2014	Classroom walk-through trend data and lesson plans demonstrating thoughtful planning of written task assignments.	6/8/2015 weekly
G2.B2.S1.MA1	Classroom Observations and Walk-throughs	Hodges, Pete	9/8/2014	Classroom walk-through data, review of lesson plans	4/3/2015 weekly
G2.B1.S2.MA1	Classroom walk-throughs and review of lesson plans will be used to monitor the implementation of the strategy.	Hodges, Pete	10/1/2014	Classroom walk-through trend data and student writing samples	6/8/2015 weekly
G2.B1.S2.MA1	Classroom walk-throughs and lesson plan reviews	Hodges, Pete	8/18/2014	Classroom Walk-through data and evidence of thoughtful planning for implementation of writing in all content areas.	6/8/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase the number of students performing at grade-level in reading as measured by the Florida Standards Assessment.

G1.B2 Inconsistent use of standards based instruction and lesson assessments aligned with the rigor and depth of the benchmarks

G1.B2.S1 Consistently use standards based instruction and lesson assessments aligned to 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 (use of standards based instruction).

Facilitator

Instructional Coaches and school Leadership Team

Participants

Teachers of all subjects with district and state assessments

Schedule

Monthly, from 9/17/2014 to 6/3/2015

G1.B3 Students are not interacting with the text.

G1.B3.S1 Students will be taught to interact with text using Cornell Notes and strategies for marking text during reading.

PD Opportunity 1

Provide teachers with multiple professional development opportunities on the use of Cornell Notes and text marking.

Facilitator

Michael Meechin, Teresa Haderle

Participants

All teachers

Schedule

Monthly, from 8/11/2014 to 6/8/2015

G2. Increase writing proficiency school-wide

G2.B1 Inconsistent use of writing across all content areas that is tied to the rigor of the assessment.

G2.B1.S1 Teachers are provided with professional development that provides strategies for implementing writing in all content areas and tied to the rigor of the assessment.

PD Opportunity 1

Common assessments aligned to the Florida standards.

Facilitator

Literacy Coach

Participants

ELA and Intensive Reading Teachers, Content area teachers

Schedule

Weekly, from 9/8/2014 to 6/12/2015

G2.B1.S2 Implementation of a school-wide writing initiative to provide teachers with opportunities to use writing in their content areas.

PD Opportunity 1

Professional development on standards for writing and use of the writing rubric

Facilitator

Literacy Coach, school Leadership Team

Participants

All teachers

Schedule

Monthly, from 10/1/2014 to 6/8/2015

G2.B2 Inconsistent use of strategies to promote writing based on evidence gathered from multiple texts.

G2.B2.S1 Provide teacher training in lessons that utilize higher-order thinking, allowing students to synthesize information from multiple texts.

PD Opportunity 1

Provide professional development opportunities that include strategies for teaching students to use multiple texts to provide evidence in their writing.

Facilitator

Literacy Coach

Participants

Reading and ELA Teachers, content area teachers

Schedule

Monthly, from 9/8/2014 to 6/8/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0