Florida Department of Education

Poinciana High School-School Improvement Plan (SIP)
Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: POINCIANA HIGH SCHOOL	District Name: Osceola
Principal: Mrs. Belynda Pinkston	Superintendent: Mrs. Melba Luciano
SAC Chair: Mr. Irwin Inwood	Date of School Board Approval: Pending

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)

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Principal	Mrs. Belynda Pinkston	B.A. History; M.Ed. Educational Leadership Certifications: Principal All Levels; Educational Leadership All Levels; History	4	15	Poinciana High School 2011-2012 AYP- School Grade- Pending Poinciana High School 2010-2011 AYP-No School Grade- B Poinciana High School 2009-2010 AYP-No School Grade- B Jones High School (Orange County, FL) 2008-2009 AYP-No School Grade-D 2007-2008 AYP-No School Grade D Boone High School (Orange County, FL) 2006-2007 AYP-No School Grade- B 2005-2006 AYP-Provisional School Grade-B 2004-2005 AYP-Provisional School Grade-B 2003-2004
Assistant Principal	Dr. Nancy Lewis	Ph.D. Curriculum and Instruction; M. S. Elementary Education, B.A. Elementary Education. Certifications: Educational Leadership All Levels; School Principal, All Levels Reading Endorsement; Elementary 1-6	4	14	Poinciana High School 2011-2012 AYP- pending School Grade- Pending Poinciana High School 2010-2011 AYP-No School Grade- B Poinciana High School 2009-2010 AYP-No School Grade- B

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Assistant Principal	Dr. Doss Sowri	B.Sc Physics M.Sc Physics M.Ed. Secondary Education Ed.D Organizational Leadership Certification: Physics (6-12) Educational Leadership (All levels)	4	1	Poinciana High School 2011-2012 AYP- Pending School Grade- Pending Poinciana High School 2010-2011 AYP-No School Grade- B Poinciana High School 2009-2010 AYP-NO School Grade- B 2008-09 Evans High School (Orange County, FL) Grade "D" AYP No 2007-08 Evans High School(Orange County, FL), Grade "D" AYP-No
Assistant Principal	Mr. Clifford Steed	B.S. Liberal Studies M.S. Ed Leadership Certification: Ed Leadership, Coaching	1	2	Liberty High School 2010-2012 School Grade B AYP-No Lockhart Middle School (Orange County Fl) 2007-2010 School Grade-B AYP-No Boone High School (Orange County Fl) 2003-2007 School Grade-C AYP-No

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Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Mathematics	Ms. Andrea Nicole Johnson	Bachelor of Science in Business Administration Master of Education in Educational Leadership	3	5.5	Oakridge High School 07-08 School Year school grade: D No AYP 55% Meeting High Standards in Math 76% Making Learning Gains in Math 73% Lowest 25% Making Learning Gains in Math 08-09 School Year school grade: D No AYP 55% Meeting High Standards in Math 72% Making Learning Gains in Math 74% Lowest 25% Making Learning Gains in Math 09-10 School Year School grade: Pending No AYP 53% Meeting High Standards in Math, 69% Making Learning Gains in Math 67% Lowest 25% Making Learning Gains in Math Poinciana High School 2010-2011 AYP-NO School Grade- B Poinciana High School 2011-2012 AYP- Pending School Grade- Pending

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Reading	Erin Williams	Bachelor of Science-Criminal Justice Master of Education-Secondary Education Curriculum	1	1	Celebration High School 11-12 School Grade: Pending AYP-Pending
Science	Ismail Hosein	Bachelor of Science in Biology Bachelor of Science in Education Masters of Education in Educational Leadership	1	1	Discovery Intermediate School 07-08 School Grade: C AYP Met: No % of students at Level 3 or Higher on the Science FCAT = 26% Discovery Intermediate School 08-09 School Grade: C AYP Met: No % of students at Level 3 or Higher on the Science FCAT = 28% Discovery Intermediate School 09-10 School Grade: C AYP Met: No % of students at Level 3 or Higher on the Science FCAT = 31% Discovery Intermediate School 10-11 School Grade: C AYP Met: No % of students at Level 3 or Higher on the Science FCAT = 31%

Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date
1. Mentoring	Ms. Theresa G. Hall Dr. Doss Sowri	May2013
2. High Functioning PLC, Data Literacy, Research Based Strategies	Administrative team, Instructional Coaches, Ms. Theresa Hall	May 2013
3. Job embedded high quality professional development	Marzano Consultant, Dr. Nancy Lewis	May 2013
4. Development of Teacher Leaders	Dr. Nancy Lewis, Ms. Theresa G. Hall	May 2013

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective

11.2% (10) Out of field	PLCs, Professional Development Trainings offered by the District and the School

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
89	5.6%(5)	45%(40)	29%(26)	11.2%(10)	43.8% (39)	88.8%(79)	10.0% (9)	0%(0)	16.0%(14)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Steven Virkler	Michael Carroll	Math Certified	Classroom Observations, and feedback, Collaborations, New-Teacher Meeting
Richard Matthew	Anthony Jones	ROTC	Classroom Observations, and feedback, Collaborations, New-Teacher Meeting

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Cindy Colon	David Vides	Biology	Classroom Observations, and feedback, Collaborations, New-Teacher Meeting
Cindy Colon	Sarah Ortiz	Biology	Classroom Observations, and feedback, Collaborations, New-Teacher Meeting
Maureen Maurer	Steven Velez	Fine Arts	Classroom Observations, and feedback, Collaborations, New-Teacher Meeting

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Additional Requirements

*Coordination and Integration-*Title I Schools Only
Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A
The Title 1 program is designed to assist schools in meeting the needs of our students as outlined in the School Improvement Plan. We have used these funds to purchase the following:
    ● Academic tutors for our intensive math and reading classrooms.
    ● Technology for classrooms, and to assist with our online standardized testing requirements.
    ● Provide activities to increase our level of parental involvement.
    ● Hiring of Parent Liaison, and Learning Resource Specialist

Title I, Part C- Migrant
Title I, Part D
Title II
Title III

Title X- Homeless
       All new students fill out a "Student/Family Domicile Questionnaire" when they enroll at Poinciana High School.
       Poinciana High School donated COOL FIT vouchers to the Homeless students which were donated by Dr. Philips Foundation.

Supplemental Academic Instruction (SAI)   FCAT Tutoring, Saturday School, AP Tutoring, After School PLATO, Tutoring Centers in Reading, Writing, Math, Science, and Social Studies
Violence Prevention Programs   Bullying Prevention Program (Ms. Cruz)
Nutrition Programs   Free breakfast for all students, Free & Reduced Lunch Program
Housing Programs
Head Start   N/A
Adult Education   N/A

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Career and Technical Education
Health and Medical Science, STEM, Culinary Arts, Finance Academy, Computer Technology, Communication and Multimedia Technologies
Job Training
On the Job Training, SCORE
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Madeline Cruz- RTI Coach, Dean of Students Elizabeth Middleton, Dean of students Justin Douglas- Resource Compliance Specialist Jeanie Fernandez- School Psychologist Theresa Hall- Learning Resource Specialist Anthony Cook- Guidance Counselor Dana Simmons- English Teacher Summer Linville- ESC Support Facilitator Erin Williams- Reading Coach Iris Alicea- ESOL Compliance Andrea Johnson- Math Coach Ismael Hosein, Science Coach Doss Sowri-Assistant Principal
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The MTSS team meets once a month as a PLC 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 the teachers are data informed.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The team will display the data regularly and hold professional development on how RTI relates to the school. The MTSS team can help the school reach its goals on the School Improvement plan.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. The MTSS team utilizes all district data resources, such as Data Director, ODMS, Fair, Formative Assessments (content area), end of quarter exams (content area), Teen Biz, Pinnacle, Attendance, Referrals
Describe the plan to train staff on MTSS. Data Literacy Committee presented training during pre-planning, in departments PLCs. Professional Development for RTI will focus on how to use the data to drive instruction. Additional professional development will focus on What is RTI and Tiers I, II, and III processes.
Describe the plan to support MTSS.   Provide time and support for tutoring centers, after school tutoring, FCAT Reading tutoring, Academic Lab tutoring, and AP tutoring

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   Belynda Pinkston- Principal   Nancy Lewis- Assistant Principal   Doss Sowri- Assistant Principal   Clifford Steed- Assistant Principal   Theresa G. Hall- Learning Resource Specialist   Justin Douglas- Resource Compliance Specialist(ESE)   Kevin Steinhauser- Language Arts Teacher   Doris Cobb- Media Specialist   Maria Rodriguez- Voc Tech Teacher   Carolos Duran- Science Teacher   Troy Herrera- Math Teacher   James Thompson- Drama Teacher   Erin Williams- Reading Coach   Andrea Johnson- Math Coach   Ismail Hosein- Science Coach   Richard Matthew-ROTC
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   Meet on a bi-monthly basis to provide dialogue on the implementation of reading across the content with LFS Strategies. One of the major functions of the LLT is to work with the professional development needs of the faculty members as a whole.
What will be the major initiatives of the LLT this year?   Support the implementation of Marzano Strategies across the school, as well as the implementation of reading and writing in all areas. The LLT will be a guiding force in planning and implementing professional development of the Marzano strategies, focus on vocabulary and reading across content areas.

Public School Choice
- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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Elementary Title I Schools Only: Pre-School Transition
Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Grades 6-12 Only Sec. 1003.413 (2)(b) F.S
For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

Academic Notebooks, Reading Across Curriculum, Tutorial Centers, School-wide FCIM, CAR-PD, Research –Based Reading Strategies

High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

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

CTE Cohort classes, English and Reading Collaboration, interdisciplinary academy, FCAT Writing Rubric training for all 9th and 10th grade teachers.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' 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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

We are stretching and challenging our students through rigorous curriculum in part by implementing as many AP Courses as
necessary. We are continuing our partnership with Valencia College which gives our students the option and
support of Dual Enrollment.
Our goal is to increase the number of students performing at a level 3 or better in Reading and Mathematics.
All 9th, 10th grade and selected 11th grade students will take PSAT.
Provide SAT/ACT Prep courses.
Provide Math for College Success, and English 4 College Prep courses.
Continue with IMPACT for credit recovery for graduation.
Offer PERT testing and remediation courses for College Readiness.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Inconsistent use of Guided Practice	1A.1 Increase consistent use of Guided practice.	1A.1 Administrators Reading Coach.	1A.1 Coaching Cycle Collaborations PLC Cross-Curricular planning twice monthly for Reading and Language Arts teachers	1A.1. Classroom Observations Lesson Plan Reviews		
Reading Goal #1A: *Increase the level of students' scoring 3 or higher by 10% using the Safe Harbor Model*	2012 Current Level of Performance:* *34%[217]*	2013 Expected Level of Performance:* *37%*					

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		1A.2. Inconsistent use of Complex Text	1A.2 Increase the use of Complex Text.	1A.2. Administrators Reading Coach.	1A.2. Coaching Cycle Collaborations PLC	1A.2. Classroom Observations	
		1A.3. Inconsistent use of rigorous assignments	1A.3. Consistent use of rigorous assignments in the classrooms	1A.3. Administrators Reading Coach.	1A.3 Coaching Cycle Collaborations PLC.	1A.3. Classroom Observations	
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in reading.**	1B.1. Inconsistent use of Functional Skills	1B.1 Provide Functional text to students daily in the classroom Availability of classroom libraries	1B.1. Administrators Reading Coach Department Heads Classroom Teachers	1B.1. Cross-curricular planning Common Planning Coaching Cycle PLC	1B.1. Classroom Observation Student Data Chats Student Progress Monitoring		
Reading Goal #1B: *Increase the percent of students scoring Levels 4, 5, o6 6 by 3% points.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	67%[4]	*70%*					
		1B.2. Inconsistent evidence of teachers utilizing purposeful grouping during cooperatively structured discussions.	1B.2. Implementation of Marzano strategies and grouping students	1B.2. Administrators Reading Coach Department Heads Classroom Teachers	1B.2. Instructional Rounds PLC Ongoing Professional Development	1B.2. Classroom Observation Student Progress Monitoring	

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		1B.3.	1B.3.		1B.3.		1B.3.		1B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Inconsistent use of Complex Text	2A.1. Increase text complexity in content classes	2A.1. Reading Coach Administrators	2A.1. Coaching Cycle PLC	2A.1. Classroom Observations data	
Reading Goal #2A: *Increase the level of students' scoring 4 or higher by 10% using the Safe Harbor Model*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	13%[84]	*14%*				
		2A.2. Inconsistent use of rigor and relevance	2A.2. Provide rigorous and relevant instruction across content areas	2A.2. Reading Coach Administrators	2A.2. Coaching Cycle PLC	2A.2. Classroom Observations data
		2A.3.Incosnsistent use of development and practice of high cognitive tasks.	2A.3. Increase differentiation and grouping in all instruction in all content areas.	2A.3. Reading Coach Administrators	2A.3. Coaching Cycle Classroom Observations Student Progress Monitoring PLC	2A.3. Classroom Observations data

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2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1. Inconsistent use of Functional Skills	2B.1. Increase functional skills in content classes	2B.1 Resource Compliance Specialist, Administrator.	2B.1. Coaching	2B.1. Classroom Observations data		
Reading Goal #2B: *Increase the level of students' scoring Level 4 or higher by 10% using the Safe Harbor Model*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	17%[1]	*19%*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Inconsistent use of higher order questions during whole and small group instruction	3A.1. Consistent utilization of higher order thinking questions during the whole and small group instruction providing opportunities to students to think critically and prove reasoning within complex text	3A.1. Administrators, Reading Coach	3A.1. PLC, Common Lesson Planning, Coaching	3A.1. Classroom Observations data		
Reading Goal #3A: *Increase the percentage of students making learning gains in reading by 10% using the Safe Harbor Model*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	59%[381]	**65%**					

		3A.2 Inconsistent use of "Gradual Release Model" during whole group instruction	3A.2. Consistent utilization of "Gradual Release Model" during the whole group instruction providing opportunities to students to think critically and prove reasoning within complex text	3A.2. Administrators, Reading Coach	3A.2. PLC, Common Lesson Planning, Coaching, professional development, demonstration classroom	3A.2. Classroom Observations data, Coach's log	
		3A.3. Inconsistent integration of writing processes into reading instruction.	3A.3. Reading and Language Arts teachers will partner twice monthly to plan lessons that address skills in both reading and writing.	3A.3. Administrators, Reading Coach, Reading teachers, Language Arts teachers	3A.3. Cross-Curricular Lesson Planning, Coaching Cycle, Quarterly Assessment	3A.3. FCIM, Classroom Observation data, Writing PDA Data	
3B. Florida Alternate Assessment: **Percentage of students making learning gains in reading.**	3B.1. Inconsistency in guided practice Students' poor attendance	3B.1. Teaching more functional skills in reading Teaching Functional skills for society	3B.1. Administrator, RCS.	3B.1. PLC Common Lesson Planning	3B.1. Classroom Observation Data		
Reading Goal #3B: *Increase to percentage of students making learning gains to 3%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	83%[5]	*86%*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Inconsistent use of utilizing data-driven, small group differentiated instruction	4A.1. Consistent use of utilizing data-driven, small group differentiated instruction	4A.1. Administrators, Reading Coach	4A.1. PLC, Common Lesson Planning, Coaching, professional development, demonstration classroom	4A.1. Classroom Observations data, Coach's log		
Reading Goal #4A: *Increase the percentage of students in lowest 25% making learning gains in reading by 10% using the Safe Harbor Model*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	67%[432]	74%					
		4A.2. Inconsistent use of Test Item Specification to align instruction, and lesson assessments with the rigor and depth of the Benchmarks	4A.2 Consistent use of Test Item Specification to align instruction, and lesson assessments with the rigor and depth of the Benchmarks	4A.2. Administrators, Reading Coach	4A.2. PLC, Common Lesson Planning, Coaching, professional development, demonstration classroom	4A.2. Classroom Observations data, Coach's log	

	4A.3. Inconsistent use of "gradual release model" with the guided practice component	4A.3. Regular monitoring of "gradual release" Consistent guided practice daily	4A.3. Administrators, Reading Coach	4A.3. PLC, Common Lesson Planning, Professional Development, Regular Classroom Visits	4A.3. FCIM Data Lesson Study Classroom Observation	
4B. Florida Alternate Assessment: **Percentage of students in lowest 25% making learning gains in reading.**	4B.1. Inconsistency in guided practice Students' poor attendance	4B.1 Teaching more functional skills in reading Teaching Functional skills for society	4B.1 Administrator, RCS.	4B.1 PLC Common Lesson Planning.	4B.1. Classroom Observation data	
Reading Goal #4B: *Increase the percentage of students in lowest 25% making learning gains in reading by 10%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	17%(1)	*19%*				
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 59%	41%	37%	33%	29%	25%	21%
Reading Goal #5A: *Reduce the achievement gap of students making adequate progress by 50% in six years*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. Students are not receiving regular exposure to rigorous and relevant teaching materials.	5B.1. Teachers will attend regular professional developments regarding increasing rigor in all classrooms.	5B.1 Administrators, Literacy Coach, Department Heads, Teachers.	5B.1. PLC, Common Lesson Planning, Coaching, professional development, demonstration classroom	5B.1. Classroom Observations data, Coach's log, Professional Development Assessment		

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Reading Goal #5B: *Increase the percentage of students in the subgroup by ethnicity by 10% using the Safe Harbor Model*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: 70% Black: 56% Hispanic: 55% Asian: 100% American Indian: 50%	White:77% Black:61% Hispanic:61% Asian:100% American Indian:55%					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. There have been inconsistencies with resources for ELL students being inappropriate for student level.	5C.1. Students will have access to varying levels of text through classroom libraries and the school media center.	5C.1. Classroom teachers, Media Specialist, Literacy Coach, Assessing Administrators	5C.1. Ellis Lab, Reading Plus Program to improve fluency, Data Chats, Instructional Rounds	5C.1. Computer Assessments, FAIR, FCIM		
Reading Goal #5C: *Increase the percentage of ELL students making learning gains in reading by 10% using the Safe Harbor Model*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	12%	*13%*					

		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		Students have inconsistent access to computer programs or resources to develop fluency and comprehension in reading.	Students will use the appropriate reading programs on a twice weekly basis.	Classroom teachers, Literacy Coach, Assessing Administrators.	Ellis Lab, Reading Plus Program, Data Chats, Student Progress Monitoring	Computer Assessments FCIM	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Inconsistent evidence of small, data driven group differentiated instruction.	5D.1. ESE teachers will attend content area PLC's and visit content area classes to gain ideas on appropriate grouping.	5D.1. Administrators, Literacy Coach, Department Chairs, Teachers	5D.1. Classroom walk-throughs. Common planning periods	5D.1. Weekly Mini-Assessments Regular Data Chats Continued ESE support services and IEP's		
Reading Goal #5D: Increase the percentage of SWD students making learning gains in reading by 10% using the Safe Harbor Model	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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		17%	*19%*				
			5D.2. Inconsistent evidence of students have rigorous and relevant materials for each core class.	5D.2. Students will have access to a variety of materials at multiple levels to meet the variety of student needs.	5D.2. Administrators, Literacy Coach, Department Chairs, Teachers.	5D.2. Classroom walkthroughs Classroom libraries Common planning times for ESE and core area teachers	5D.2. Weekly assessments Continued supports Student Progress Monitoring	
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. There has been inconsistent evidence of teachers using the higher level thinking skills.	5E.1. Professional Development of Question Stems and HOT skills	5E.1. Assessing Administrator, Literacy Coach, Department Head	5E.1. Classroom walkthroughs, co-teaching, Common Lesson Planning	5E.1. FCIM Data, Remediation Data, FAIR Testing		
Reading Goal #5E: Three percent points increase in the number of economically disadvantaged students in reading	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	32%	35%					

		5E.2. Teachers are arranging groups of students by skill ability, but the groups are not modified, adapted, and changed throughout the year.	5E.2. Data chats with students on a regular basis, at least twice monthly. Following data chats, appropriate revisions will be made in groups as necessary.	5E.2. Assessing administrators, Literacy Coach, Department Head	5E.2. Data chats with students, Progress Monitoring of student progress charts	5E.2. FCIM Data, FAIR Testing, Student Progress Monitoring	
		5E.3. The lack of development and utilization of high cognitive tasks and assessments, including writing and extended thinking activities.	5E.3. Reading Coach will schedule and provide modeling. Reading Coach will ensure appropriate materials are available for student progress.	5E.3. Assessing Administrator- Literacy Coach- Department Head- Teachers	5E.3. Walk-through data, FCIM, Professional Development Calendar, Coach Log	5E.3. FCIM Data, FAIR Testing, Teen Biz, Reading Plus, Student Progress Monitoring	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.					

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PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Vocabulary Improvement	All	PLC Rotating Leaders	All Faculty Members	September 2012, Ongoing	Coaches' Logs	Administrators
Marzano's Element 1: Learning Goals, and Scales	All	Ms. Hall, Dr. Lewis Vanguard Committee	All Faculty Members	Pre-Planning, Oct 31, 2012	Walk-through data	Administrators
Differentiated Academy	All	Instructional Coaches, Dr. Sowri	All Faculty Members	Second Semester	Lesson Plan Review	Administrators

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Ready Set Go	FCAT Practice	Mrs. Belynda Pinkston	$20.00
6 Minute Solution	Fluency Drills	Mrs. Belynda Pinkston	$632.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Reading Plus	Reading	District	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Focus Calendar	District PD	N/A	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. There have been inconsistencies with resources for students being inappropriate for student level.	1.1. Students will have access to varying levels of text through classroom libraries and the school media center.	1.1. Classroom teachers, Media Specialist, Literacy Coach, Assessing Administrators	1.1. Ellis Lab, Reading Plus Program to improve fluency, Data Chats, Instructional Rounds	1.1. Computer Assessments, FAIR, FCIM	
CELLA Goal #1: *Percent of students proficient in Listening/Speaking to 42%*	2012 Current Percent of Students Proficient in Listening/Speaking:					
	38%[67]					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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2. Students scoring proficient in reading.	2.1. There have been inconsistencies with resources for ELL students being inappropriate for student level.	2.1. Students will have access to varying levels of text through classroom libraries and the school media center.	2.1. Classroom teachers, Media Specialist, Literacy Coach, Assessing Administrators	2.1. Ellis Lab, Reading Plus Program to improve fluency, Data Chats, Instructional Rounds	2.1. Computer Assessments, FAIR, FCIM	
CELLA Goal #2: *Percent of students proficient in Reading to 15%*	2012 Current Percent of Students Proficient in Reading:					
	13%[22].					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	1A.3. Student achievement will improve when teachers provide explicit instruction on the writing process in language arts classrooms	1A.3. Implementation of Marzano Strategies Include Writing in instructional strategies in all disciplines.	1A.3. Literacy Coach, Administrators	1A.3. Walk-through data-Admin Lesson Plans PLC Notes/Agenda FCIM	1A.3. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data	
CELLA Goal #3: *Percent of students proficient in writing to 21%*	2012 Current Percent of Students Proficient in Writing :					
	19%[34]					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CELLA Goals

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Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

School Mathematics	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in mathematics.**	1.1. Inconsistent use of real life skills Inconsistent use of functional skills in Mathematics	1.1. Use of real life skills to help solve simple math problems	1.1. Administrator RCS	1.1. Classroom Observations PLC Common Planning	1.1. Classroom Observation data		
Mathematics Goal #1: *Increase students scoring at levels 4, 5 and 6 in mathematics to 3%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	83%[5]	*86%*					

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: **Students scoring at or above Level 7 in mathematics.**	2.1. Inconsistent use of real life skills Inconsistent use of functional skills in Mathematics	2.1. Use of real life skills to help solve simple math problems	2.1. Administrator RCS	2.1. Classroom Observations PLC Common Planning	2.1 Classroom Observation data.		
Mathematics Goal #2: *Increase students scoring at level 7 or above in mathematics to 3%*	2012 Current Level of Performance:**	2013 Expected Level of Performance:**					
	0	*3%*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: **Percentage of students making learning gains in mathematics.**	3.1. Inconsistent use of real life skills Inconsistent use of functional skills in Mathematics	3.1. Use of real life skills to help solve simple math problems	3.1. Administrator RCS	3.1. Classroom observations PLC Common Planning	3.1. Classroom observation data.		
Mathematics Goal #3: Increase the level of students making learning gains in mathematics to 3%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	83%[5].	*86%*					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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4. Florida Alternate Assessment: **Percentage of students in lowest 25% making learning gains in mathematics.**	4.1. Inconsistent use of teaching real life skills Inconsistent use of functional skills in Mathematics	4.1. Use of real life skills to help solve simple math problems	4.1. Administrator RCS	4.1. Classroom Observations PLC Common Planning	4.1. Classroom Observation data.		
Mathematics Goal #4: Increase the level of students in lowest 25% making learning gains in mathematics to 3%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0	3%					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1. Inconsistency in following Instructional Focus Calendars (IFC) to provide students with rigorous mini-lessons and mini-assessments.	1.1. Teachers will utilize mini-lessons and mini-assessments to ensure student's mastery of benchmarks	1.1. Math Coach, Administrators	1.1. PLC, Common Lesson Planning, Coaching, professional development, demonstration classroom	1.1. Coach's log, Classroom Walkthrough data Teachers' Lesson plans, District Assessments		
Algebra 1 Goal #1 *Increase the level of students' scoring 3 or higher by 10% using the Safe Harbor Model*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	42%[100]	46%					
		1.2. Inconsistency in utilizing collaborative structures to check for understanding of the Next Generation Sunshine State Standards during core instruction.	1.2. Math coach will model Collaborative structures	1.2. Math Coach Administrators	1.2. PLC, Common Lesson Planning, Coaching, professional development, demonstration classroom	1.2. Coach's log, Classroom Walkthrough data, District Assessments	
		1.3. Inconsistency in utilizing data-driven, small group, differentiated instruction.	1.3. Utilize data to form groups for the differentiated instruction	1.3. Administrators, Math Coach	1.3. Data Chat	1.3. Coach's log, Classroom Walkthrough data	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1. Student achievement will improve when mathematics teachers provide students with common rigorous assessments.	2.1. Develop Common assessments aligned with the NGSSS in PLC	2.1. Math Coach, Administrator	2.1. PLC, Common Lesson Planning, Coaching, professional development, demonstration classroom	2.1. Coach's log, Classroom Observation Data, Teachers' Lesson Plans		

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Algebra Goal #2: *Increase the number of students scoring levels 4 and 5 on the EOC by 10%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	21%	*24%*				
		2.2. Inconsistency in utilizing data-driven, small group, differentiated instruction.	2.2.Teachers develop common assessments aligned to the rigor of the Next Generations Sunshine State Standards (NGSSS)	2.2. Math Coach, Administrator	2.2. PLC, Common Lesson Planning, Coaching, professional development, demonstration classroom	2.2. Coach's log, Classroom Observation Data
		2.3. Inconsistency in utilizing collaborative structures to check for understanding of the Next Generation Sunshine State Standards during core instruction.	2.3. Math Coach will model Collaborative structures	2.3. Math Coach	2.3. PLC, Common Lesson Planning, Coaching, professional development, demonstration classroom	2.3. Coach's log, Classroom Walkthrough data

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 42%	58%	52%	46%	40%	34%	29%
Algebra 1 Goal #3A: *Poinciana High School will reduce the achievement gap in Six years by 50%*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**	3B.1. Inconsistency in posting and referring to a measurable learning objective (goal)	3B.1. Math Coach will model the use of common board configuration to include the use of measurable goals	3B.1. Math Coach Assessing Administrator	3B.1. PLC Common Lesson Planning Coaching Professional Development Instructional Rounds	3B.1. Classroom Walk through data, Coach's Log, District Assessment		

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Algebra 1 Goal #3B: *Increase the level of students in the subgroups making satisfactory progress in Algebra 1 to 3%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	White: 43% Black: 41% Hispanic: 43% Asian: 50% American Indian:0%	White: 46% Black: 44% Hispanic: 46% Asian: 53% American Indian:3%				
		3B.2. Inconsistency in utilizing collaborative structures to check for understanding of the Next Generation Sunshine State Standards during core instruction.	3B.2. Math Coach will model Collaborative Structures	3B.2. Math Coach	3B.2. PLC Common Lesson Planning Coaching Professional Development Instructional Rounds	3B.2. Classroom Walk through data, Coach's Log
		3B.3. Limited Evidence of note-taking to reinforce summarization	3B.3. Use of Cornell Notes and academic notebooks with full sentences for summary	3B.3. Math Coach, Assessing Administrator	3B.3. PLC Common Lesson Planning Coaching Professional Development Instructional Rounds	3B.3. Classroom Walk through data, Coach's Log

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1. Inconsistency in posting and referring to a measurable learning objective (goal)	3B.1. Math Coach will model the use of common board configuration to include the use of measurable goals	3C.1. Math Coach Assessing Administrator	3C.1. PLC Common Lesson Planning Coaching Professional Development Instructional Rounds	3BC.1. Classroom Walk through data, Coach's Log,		
Algebra 1 Goal *Increase the level of ELL students making satisfactory progress in Algebra 1 to 3%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	21%	**24%**					
		3C.2. Inconsistency in utilizing collaborative structures to check for understanding of the Next Generation Sunshine State Standards during core instruction	3C.2. Math Coach will model Collaborative Structures	3C.2. Math Coach, Assessing Administrator	3C.2. PLC Common Lesson Planning Coaching Professional Development Instructional Rounds	3C.2 Classroom Walk through data, Coach's Log.	

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		3C.3. Limited evidence of note-taking to reinforce summarization	3C.3. Use of Cornell Notes and academic notebooks with full sentences for summary	3C.3. Math Coach, Assessing Administrator	3C.3. PLC Common Lesson Planning Coaching Professional Development Instructional Rounds	3C.3. Classroom Walk through data, Coach's Log.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1. Inconsistency in posting and referring to a measurable learning objective (goal)	3D.1. Math Coach will model the use of common board configuration to include the use of measurable goals	3D.1. Math Coach Assessing Administrator	3D.1. PLC Common Lesson Planning Coaching Professional Development Instructional Rounds	3D.1. Classroom Walk through data, Coach's Log		
Algebra 1 Goal #3D: *Increase the level of Students with Disabilities making satisfactory progress in Algebra 1 to 3%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	27%	*30%*					

		3C.2. Inconsistency in utilizing collaborative structures to check for understanding of the Next Generation Sunshine State Standards during core instruction	3D.2. Model Collaborative Structures	3D.2. ath Coach, Assessing Administrator	3D.2. PLC Common Lesson Planning Coaching Professional Development Instructional Rounds	3D.2 Classroom Walk through data, Coach's Log.	
		3D.3. Inconsistency in utilizing data-driven, small group, differentiated instruction	3D.3. Teachers track student progress on individual benchmarks to identify mystery and provide additional remediation and enrichment activities accordingly	3D.3. Math Coach, Assessing Administrator	3D.3. PLC Common Lesson Planning Coaching Professional Development Instructional Rounds	3D.3. Classroom Walk through data, Coach's Log.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1. Inconsistency in posting and referring to a measurable learning objective (goal)	3E.1. Math Coach will model the use of common board configuration to include the use of measurable goals	3E.1. Math Coach Assessing Administrator	3E.1. PLC Common Lesson Planning Coaching Professional Development Instructional Rounds	3E.1. Classroom Walk through data, Coach's Log.		
Algebra 1 Goal #3E: *Increase the level of Economically Disadvantaged students making satisfactory progress in Algebra 1 to 3%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	42%	*45%*					

		3E.2. Inconsistency in utilizing collaborative structures to check for understanding of the Next Generation Sunshine State Standards during core instruction	3E.2. Model Collaborative Structures	3E.2. Math Coach, Assessing Administrator	3E.2. PLC Common Lesson Planning Coaching Professional Development Instructional Rounds	3E.2. Classroom Walk through data, Coach's Log.	
		3E.3. Inconsistency in utilizing data-driven, small group, differentiated instruction	3E.3. Teachers track student progress on individual benchmarks to identify mastery and provide additional remediation and enrichment activities accordingly	3E.3. Math Coach, Assessing Administrator	3E.3. PLC, Common Lesson Planning Coaching Professional Development Instructional Rounds	3E.3. Classroom Walk through data, Coach's Log.	

End of Algebra 1 EOC Goals

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Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1. Inconsistency in following Instructional Focus Calendars (IFC) to provide students with rigorous mini-lessons and mini-assessments.	1.1. Teachers will utilize mini-lessons and mini-assessment to ensure student's mastery of benchmarks	1.1. Math Coach, Administrators	1.1. PLC, Common Lesson Planning, Coaching, professional development, demonstration classroom	1.1. Coach's log, Classroom Walkthrough data Teachers' Lesson plans, School mini assessments		
Geometry Goal #1: *Increase the level of students' scoring 3 or higher by 10% in Geometry EOC using the Safe Harbor Model*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	40%	*44%*				
		1.2. Inconsistency in utilizing collaborative structures to check for understanding of the Next Generation Sunshine State Standards during core instruction.	1.2. Model Collaborative structures	1.2. Math Coach	1.2. PLC, Common Lesson Planning, Coaching, professional development, demonstration classroom	1.2. Coach's log, Classroom Walkthrough data	
		1.3. Inconsistency in utilizing data-driven, small group, differentiated instruction.	1.3. Utilize data to form groups for differentiated instruction	1.3. Administrators, Math Coach	1.3. Data Chat	1.3. Coach's log, Classroom Walkthrough data	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1. Inconsistency in following Instructional Focus Calendars (IFC) to provide students with rigorous mini-lessons and mini-assessments.	2.1. Teachers will utilize mini-lessons and mini-assessment to ensure student's mastery of benchmarks	2.1. Math Coach, Administrators	2.1. PLC, Common Lesson Planning, Coaching, professional development, demonstration classroom	2.1. Coach's log, Classroom Walkthrough data Teachers' Lesson plans, School mini assessments	

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| Geometry Goal #2:

Data unavailable	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data unavailable	Data unavailable					
		2.2. Inconsistency in utilizing collaborative structures to check for understanding of the Next Generation Sunshine State Standards during core instruction	2.2. Model Collaborative structures	2.2. Math Coach	2.2. PLC, Common Lesson Planning, Coaching, professional development, demonstration classroom	2.2. Coach's log, Classroom Walkthrough data	
		2.3. .Inconsistency in utilizing data-driven, small group, differentiated instruction	2.3. Utilize data to form groups for differentiated instruction	2.3. Administrators, Math Coach	2.3. Data Chat	2.3. Coach's log, Classroom Walkthrough data	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012** <u>40%</u>						
	54%	**48%**	**42%**	**36%**	**30%**		
Geometry Goal #3A: ***Poinciana High School will reduce the achievement gap by 50% in six years***							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**	3B.1. Inconsistency in posting and referring to a measurable learning objective (goal)	3B.1. Math coach will model the use of common board configuration to include the use of measurable goals	3B.1. Math Coach Assessing Administrator	3B.1. PLC, Common Lesson Planning, Coaching, professional development, instructional rounds	3B.1. Classroom walk through data, Coach's log		

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Geometry Goal #3B: *Increase the level of students in the subgroup by ethnicity making satisfactory progress in Algebra 1 to 3%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: 43% Black: 41% Hispanic: 43% Asian: 50% American Indian: 0%	White: 46% Black: 44% Hispanic: 46% Asian: 53% American Indian: 3%					
		3B.2. Inconsistency in utilizing collaborative structures to check for understanding of the Next Generation Sunshine State Standards during core instruction	3B.2.Model Collaborative Structures	3B.2.Math Coach	3B.2. PLC, Common Lesson Planning, Coaching, professional development, instructional rounds	3B.2. Classroom walk through data, Coach's log	
		3B.3. Limited evidence of note-taking to reinforce summarization	3B.3. Use of Cornell Notes and academic notebooks with full sentence summary.	3B.3. Math Coach Assessing Administrator	3B.3. PLC, Common Lesson Planning, Coaching, professional development, instructional rounds	3B.3. Classroom walk through data	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1. Inconsistency in posting and referring to a measurable learning objectives (goals)	3C.1. Math coach will model the use of common board configuration to include the use of measurable goals	3C.1. Math coach Assessing Administrator	3C.1. PLC, Common Lesson Planning, Coaching, professional development, instructional rounds	3C.1. Classroom walk through data, Coach's log		
Geometry Goal #3C: *Increase the level of ELL students making satisfactory progress in Algebra 1 to 3%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	21%	*24%*					

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		3C.2. Inconsistency in utilizing collaborative structures to check for understanding of the Next Generation Sunshine State Standards during core instruction	3C.2. Model Collaborative Structures-Math Coach	3C.2. Math coach Assessing Administrator	3C.2. PLC, Common Lesson Planning, Coaching, professional development, instructional rounds	3C.2. Classroom walk through data, Coach's log	
		3C.3. Inconsistency in utilizing data-driven, small group, differentiated instruction.	3C.3. Utilize data to form groups and provide remediation and enrichment as needed.	3C.3. Math coach Assessing Administrator	3C.3. PLC, Common Lesson Planning, Coaching, professional development, instructional rounds, data chat	3C.3. Classroom walk through data, Coach's log, lesson plans	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1. Inconsistency in posting and referring to a measurable learning objectives (goals)	3D.1. Math coach will model the use of common board configuration to include the use of measurable goals	3D.1. Math coach Assessing Administrator	3D.1. PLC, Common Lesson Planning, Coaching, professional development, instructional rounds	3D.1. Classroom walk through data, Coach's log		

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Geometry Goal #3D: *Increase the level of Students with Disabilities making satisfactory progress in Algebra 1 to 3%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	27%	*30%*					
		3D.2. Inconsistency in utilizing collaborative structures to check for understanding of the Next Generation Sunshine State Standards during core instruction	3D.2. Model Collaborative Structures	3D.2. Math coach Assessing Administrator	3D.2. PLC, Common Lesson Planning, Coaching, professional development, instructional rounds	3D.2. Classroom walk through data, Coach's log, lesson plans	
		3D.3. Inconsistency in utilizing data-driven, small group, differentiated instruction.	3D.3. Utilize data to form groups and provide remediation and enrichment as needed.	3D.3. Math coach Assessing Administrator	3D.3. PLC, Common Lesson Planning, Coaching, professional development, instructional rounds, data chat	3D.3. Classroom walk through data, Coach's log, lesson plans	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1. Inconsistency in posting and referring to a measurable learning objectives (goals)	3E.1. Math coach will model the use of common board configuration to include the use of measurable goals	3E.1. Math coach Assessing Administrator	3E.1. PLC, Common Lesson Planning, Coaching, professional development, instructional rounds	3E.1. Classroom walk through data, Coach's log		
Geometry Goal #3E: *Increase the level Economically Disadvantaged students making satisfactory progress in Algebra 1 to 3%*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	42%	*45%*					
		3E.2. Inconsistency in utilizing collaborative structures to check for understanding of the Next Generation Sunshine State Standards during core instruction	3E.2. Model Collaborative Structures	3E.2. Math coach Assessing Administrator	3E.2. PLC, Common Lesson Planning, Coaching, professional development, instructional rounds	3E.2. Classroom walk through data, Coach's log, lesson plans	

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		3E.3. Inconsistency in utilizing data-driven, small group, differentiated instruction	3E.3. Utilize data to form groups and provide remediation and enrichment as needed.	3E.3. Math coach Assessing Administrator	3E.3. PLC, Common Lesson Planning, Coaching, professional development, instructional rounds, data chat	3E.3. Classroom walk through data, Coach's log, lesson plans	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano Strategies	All	Mrs. Pinkston Vanguard Committee	All Teachers	Pre-Planning and follow-up during year	Admin, PLC, Classroom walk through	Assessing Administrators, Instructional Coach
Reading and Writing Across Content Areas	All	Dr. Lewis	All Teachers	All Year	Admin, PLC, Classroom walk through	Assessing Administrators Instructional Coach

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Academic Vocabulary	All	Ms. Jan Hoegh, Marzano Consultant	All Teachers	Thursday, September 6, 2012	Admin, PLC, Classroom walk through	Assessing Administrators Instructional Coach

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<u>Mathematics Budget</u> (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Mathematics Goals

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<u>Florida Alternate Assessment High School Science Goals</u>

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School Science Goals	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in science.**	1.1. Inconsistent use of real life skills Inconsistent use of functional skills in Science	1.1 Use of real life skills to help increase scientific skills	1.1. Administrator Resource Compliance Specialist (RCS)	1.1. Classroom Observations PLC Common Planning	1.1. Classroom observation data.	
Science Goal #1: Poinciana High School will increase the amount of students achieving level 4, 5, and 6 in science	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	50% [4]	*55%*				
		1.2.	1.2.	1.2.	1.2.	1.2.

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		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: **Students scoring at or above Level 7 in science.**	2.1. Inconsistent use of real life skills Inconsistent use of functional skills in Science	2.1. Use of real life skills to help solve simple science problems	2.1. Administrator RCS	2.1. Classroom Observations PLC Common Planning	2.1. Classroom Observation data.		
Science Goal #2: Poinciana High School will increase the amount of students achieving level 7 and more in Florida Alternative Assessment	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	50%[4]	*55%*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

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Biology 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology 1.	1.1. Inconsistent use of higher order questions and questioning strategies during instruction	1.1. Science Coach will model the use of higher order questioning during lessons. Science Coach will develop a demonstration classroom to model the use of higher order questions and questioning strategies during instruction.	1.1. Administrator, Science Coach	1.1. PLC Professional Development trainings	1.1. Coach's Log, Classroom Observation Data EOQ exams		

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Biology 1 Goal #1: Poinciana High School will increase the amount of students achieving level 3 and above in EOC Biology by 3%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	32%	*35%.*					
		1.2. Inconsistent implementation of rigorous tasks in the classrooms	1.2. Science Coach will model the use of inquiry-based lessons that address the complexity levels of the Benchmarks. Science Coach will develop a demonstration classroom to model inquiry-based lessons aligned to the cognitive complexity levels of the Benchmarks	1.2. Administrator, Science Coach	1.2. PLC Professional Development trainings	1.2. Coach's Log, Classroom Observation Data	
		1.3. Inconsistent use of data to drive instruction	1.3. Science Coach will model effective whole group data chats. Teachers will utilize the Instructional Focus Calendar to follow a schedule for enrichment and remediation.	1.3. Administrator, Science Coach	1.3. PLC Professional Development trainings	1.3. Coach's Log, Classroom Observation Data	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1. Inconsistent use of higher order questions and questioning strategies during instruction	2.1. Science Coach will model the use of higher order questioning during lessons. Science Coach will develop a demonstration classroom to model the use of higher order questions and questioning strategies during instruction.	2.1. Administrator, Science Coach	2.1. PLC Professional Development trainings	2.1. Coach's Log, Classroom Observation Data EOQ exams		
Biology 1 Goal #2: Data unavailable	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data unavailable	Data unavailable					
		2.2 Inconsistent implementation of rigorous tasks in the classrooms	2.2 Science Coach will model the use of inquiry-based lessons that address the complexity levels of the Benchmarks.	2.2 Administrator, Science Coach	2.2 PLC Professional Development trainings	2.2. Coach's Log, Classroom Observation Data	

| | | 2.3.
Inconsistent use of data to drive instruction | 2.3.
Science Coach will model effective whole group data chats.
Teachers will utilize the Instructional Focus Calendar to follow a schedule for enrichment and remediation. | 2.3.
Administrator,
Science Coach | 2.3.
PLC
Professional Development trainings | 2.3.
Coach's Log,
Classroom Observation Data | |

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing across Content areas	All	Theresa Hall	All Teachers	Wednesday	PLC	Assessing Administrator, Instructional Coach
Gradual Release Model	All	Instructional coaches	All teachers	Wednesdays	PLC, Coaching Cycle	Assessing Administrators, Instructional Coach
Higher Order Thinking/ Rigor	All	Instructional coaches	All Science Teachers	Wednesdays	Walkthroughs, Lesson Plans	Administrators, Instructional Coach

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Writing Goals	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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1A. **FCAT:** **Students scoring at Achievement Level 3.0 and higher in writing.**	1A.1 Inconsistent use of high cognitive complexity tasks and assessments which match the rigor of the Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS).	1A.1. Common Planning to plan for rigorous tasks Teachers and Literacy Coach will attend professional development on the NGSSS and the CCSS to acquire the necessary knowledge that will enable them to continue the use of standards to drive instructions. Teachers will increase the level of rigor within daily instruction by incorporating the use of complex text and rigorous tasks and assessments.	1A.1. Literacy Coach, School –Based Administrators	1A.1. Walk-Thru Data-Admin Lesson Plans PLC Notes/Agenda FCIM	1A.. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data		
Writing Goal #1A: Increase writing proficiency by 10% using the Safe Harbor Model	2012 Current Level of Performance:* 2013 Expected Level of Performance:*						

	85%	*94%*					
		1A.2. Inconsistent use of Florida's Continuous Improvement Model (FCIM) in all language arts classrooms to include the use of mini-lessons, mini assessments, re-teaching, enrichment and reassessment.	1A.2 Professional development for teachers on all components of FCIM.	1A.2. Literacy Coach, School –Based Administrators	1A.2. Walk-Thru Data-Admin Lesson Plans PLC Notes/Agenda FCIM	1A.2. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data	
		1A.3. Student achievement will improve when teachers provide explicit instruction on the writing process in language arts classrooms	1A.3. Implementation of Marzano Strategies Include Writing in instructional strategies in all disciplines.	1A.3. Literacy Coach, School –Based Administrators	1A.3. Walk-Thru Data-Admin Lesson Plans PLC Notes/Agenda FCIM	1A.3. Formative Assessments FCIM Mini Assessments EOC Exams FCAT AYP Data	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1. Inconsistent use of instruction on the writing process aligned with IEP and Access points	1B.1. Teachers will plan and develop lesson plans based on Access points	1B.1. RCS, Administrators	1B.1. Student Data to check progress	1B.1 Formative Assessments.		

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Writing Goal #1B: Data unavailable	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA						
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Literacy	9-12/ All Content	PD Facilitator	School wide	PLCs twice a month	Lesson Observations, Assessments	Administrators, Instructional Coaches, Department Chairs
PDA Workshop	9-10/Language Arts Teachers	PD Facilitator	English 1 and 2	PD once a month	Lesson Observations, Common Assessments, Osceola Writes Essay	Administrators, Instructional Coaches, Department Chairs
Differentiated Activities	9-12/ All Content	PD Facilitator	School wide	PLCs twice a month	Classroom modeling, Lesson Observations, Common Assessments	Administrators, Instructional Coaches, Department Chairs

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Attendance	1.1. Many incentives require funding to purchase. The main barrier projected for this school year is the lack of funding to purchase attendance incentives.	1.1. Incentives will be used to entice students to be present in school. Many business partners have given the school incentives that we will be able to give away to students with good attendance.	1.1. Attendance Dean Attendance Clerk District Truancy Officer	1.1. Weekly reports will be evaluated to ensure that students are coming to school and getting to class on time.	1.1. Attendance data, ODMS, TERMS, and Handheld PLASCO system		
Attendance Goal #1: Poinciana High School will increase its attendance rate to 93%	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	91%	93%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	817 (59.9%)	775 (56.9%)					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					

		31	*21*					
			1.2. Another barrier in past years has been developing a consistent system for accurately monitoring attendance.	1.2. 1. Implementation of a full time Attendance Dean. 2. Staff will also work closely with the truancy officer to closely monitor Poinciana High School's daily attendance rate.	1.2 Attendance Dean	1.2. Letter sent home for those students missed 3, 5, and 10 consecutive days of school.	1.2. Attendance data, ODMS, and TERMS	
			1.3. Lack of parental involvement in school issues.	1.3. Administration is prepared to withdraw students who accumulate 10 days of unexcused absences during a semester and enforce loss of student's driver licenses for habitual offenders	1.3. Attendance Dean	1.3. The school attendance office will ensure that all students are present and accounted for.	1.3. Attendance data, ODMS, and TERMS	

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance PD	9-12	Deans	Staff, Students	Pre Planning	Attendance Checks, ODMS	Deans, Administrators
Positive Behavior Support (PBS)	9-12	PBS Team	Staff, Students	PLCs, PBS meetings	Attendance Checks, ODMS	Deans, Administrators

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Attendance Goals

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Suspension Goal(s)	Problem-solving Process to Decrease Suspension					
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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1. Suspension	1.1. Students lack motivation to complete a program of study	1.1. Peer Mentoring Administrators and Counselors will meet with at risk students regularly to ensure they are meeting graduation requirements	1.1. Administrators, Guidance Counselors, Teachers, PBS Team and, MTSS Team	1.1. Minor Referrals Major Referrals Teacher Communication Log Data Report Attendance Report	1.1 Graduation Rate Grade Reports Climate Survey AYP.		
Suspension Goal #1: Poinciana High School will reduce the amount of Out of School and In-School Suspensions due to school-wide implementation of PBS strategies by 5% for each in 2013	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	25.4%(425)	*20.4%*					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	42/1672	*382*					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					

	30%(501)	*25%*				
	<ins>2012 Total Number of Students Suspended Out- of- School</ins>	<ins>2013 Expected Number of Students Suspended Out- of-School</ins>				
	501/1672	*450*				
		1.2. Recession, depressed community, and Low Parental Involvement	1.2. Continue with the implementation of PBS	1.2. Administrators, Guidance Counselors, Teachers, PBS Team and, MTSS Team	1.2. Minor Referrals Major Referrals Teacher Communication Log Data Report Attendance Report	1.2. Graduation Rate Grade Reports Climate Survey AYP	
		1.3. Student lack the correct social skills to operate in a classroom setting.	1.3. 1. Classroom Management 2. Professional Development 3. Additional Discipline Intervention	1.3. Administrators, Guidance Counselors, Teachers, PBS Team and, MTSS Team	1.3. Minor Referrals Major Referrals Teacher Communication Log Data Report Attendance Report	1.3. Graduation Rate Grade Reports Climate Survey AYP	

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom Management	All Levels	Mr. Clifford Steed, Deans	All Teachers	Pre planning/Wednesdays	Administration meetings, PLCs	Deans, PBS Team
PBS Incentive Plan	All Levels	Mr. Clifford Steed , Deans	All teachers	Pre planning/Wednesdays	Administration meetings, PLC	Deans, PBS Team

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

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Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

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Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1. Students feel they cannot complete high school.	1.1. PLATO Lab Mentoring Program Career Academy ACT/SAT Prep Continued implementation of MTSS within the whole school.	1.1. District, Administration, Guidance, PLATO teacher. MTSS Coordinator	1.1. Attendance sheets, GPA, Credit checks, PLATO progress reports, Progress reports, and Grade reports	1.1. Grade Reports, Graduation and Drop Out rates		
Dropout Prevention Goal #1: Poinciana High School will decrease its Drop Out rate to 0.8 percent and increase graduation to 75% in 2013.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					

	Not available at this time.	0.8					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	Not available at this time	75%.					
		1.2. Students lack the support from home.	1.2. PLATO Lab Mentoring Program Career Academy ACT/SAT Prep Continued implementation of MTSS within the whole school	1.2. District, Administration, Guidance, PLATO teacher. MTSS Coordinator	1.2. Attendance sheets, GPA, Credit checks, PLATO progress reports, Progress reports, and Grade reports	1.2. Grade Reports, Graduation and Drop Out rates	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC)						

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or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support (PBS) Incentives	9-12	Deans, Assistant Principals	Staff, Students	Pre-Planning	PHS Eagle Bucks Awards Behavior and Attendance Data	Deans, Assistant Principals

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. **Parent Involvement**	1.1. Parent Work schedule	1.1. The parent community involvement committee was created to plan organize, promote and implement programs and activities to improve school parents/ community relationships	1.1. PHS Administration SAC Committee	1.1. Collection of data parents attending school events Regular SAC feedback on site. Monitor of parent contacts. Sign- in to events. Regular SAC feedback on site.	1.1. School climate Survey.		

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Parent Involvement Goal Poinciana High School believes that education is a shared responsibility of family, school, and community. Students and parents are valued as customers of education.	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
	35%	*50%*					
		1.2. Difficult for parents to get to PHS due to Transportation and Isolated Location of the School	1.2. Continued promotion of regular updates of school web site. SAC meetings in the community	1.2. PHS Administration SAC Committee	1.2. Collection of data parents attending school events Regular SAC feedback on site. Monitor of parent contacts. Sign- in to events.	1.2. School climate Survey.	
		1.3. Difficulty providing information on school activities for parent	1.3. Continued implementation of a parent email service and IRIS callout system to promote activities and send school information. Report Card Night Quarterly Quarterly News Letter Marquee	1.3. PHS Administration SAC Committee	1.3. Regular SAC feedback on site.	1.3. School climate Survey.	

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Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Community Involvement	9-12	Teacher Leaders	School-wide	School open house, Report card nights	Parent participants at school activities	Parent involvement committee members

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Providing resources to increase parental involvement	Providing food for family nights	Title I budget	$5,543.27
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Parent Involvement Goal(s)

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Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal: 1. Recognize the unique needs of the diverse student population and utilize cooperative learning, Cornell Notes and other resources to bridge the gap between education and industry. 2. Increase student enrollment by expanding the number of programs that include rigorous and relevant career preparation.	1.1. Teacher lacks desire to participate in cooperative lesson planning	1.1. Technology education department will coordinate with Math and Science coaches to integrate cooperative learning	1.1. Administrators Math Coach Science Coach	1.1. Walkthroughs PLCs Lesson Panning	1.1. Lesson Plan Review FCIM Data
	1.2. Monitoring of Note Taking	1.2. Modeling provided by Math Coach, and Science Coach	1.2. Administrators Math Coach Science Coach	1.2. Walkthroughs PLCs	1.2. Formative Assessment
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						

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Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Cornell Notes	9-12	PLC Leader	Math, Science Faculty	Preplanning	PLC	Administrators
Inquiry based lessons	9-12	Science/Math Coach	Math, Science Faculty	First Semester	PLC	Administrators

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal: Create programs to certify students in the areas of Computer Technology, Culinary, Construction, Gaming Simulation, Health and Medical Science, and Banking & Finance Offer additional certification opportunities for students, thereby increasing the students achieving certification by 3%	1.1. Inconsistency in the use of Marzano Strategies. Preparing students for State Certification Tests	1.1. Professional Development on Marzano Strategies Follow standards for State Certification Tests	1.1. Administrator Department Chairperson	1.1. Passing State Certification Tests	1.1. Classroom Observation Data PLC Notes/Agenda
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC)					

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or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano Training	9-12	Vanguard Committee	School-wide	PLC monthly	Classroom Observations	Administrators

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CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CTE Goal(s)

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Additional Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
Additional Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level :*	2013 Expected Level :*					
	Enter numerical data for current goal in this box.	*Enter numerical data for expected goal in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK,* this will place an "x" in the box.)

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)
SAC Membership Compliance
The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

☐ Yes   ☐ No

If No, describe the measures being taken to comply with SAC requirements.
Poinciana High School is working with Parental Involvement Community to participate in SAC and parents' night using media sources (eg: websites, marquee, IRIS call-outs) to promote meetings.
Describe the activities of the SAC for the upcoming school year.
Funding for teachers' request, working with Parental Involvement Committee to increase parental involvement.

Describe the projected use of SAC funds.	Amount

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Use of SAC funds for Spirit Shirts for student body, and Teacher requests funding.	$5,000