

**Florida Council of Instructional Technology Leaders  
Instructional Technology Leadership Award:  
2017-18 Innovative Principal of the Year  
Nomination Form**

**District Name: School District of Osceola County**

**Nominating FCITL Voting Member Information**

Nominating FCITL Member (must be voting member for district): Mr. Scott Clark

Street Address: 817 Bill Beck Blvd.

City/State/Zip: Kissimmee, Florida 34744

Country: United States

Work Phone: 407-870-4600

Cell Phone:

Fax:

FCITL Voting Member Email: [clarkc@osceola.k12.fl.us](mailto:clarkc@osceola.k12.fl.us)

**Principal Nominee Information**

Name: **Michael Meechin**

Professional Title: Principal

School Name: Poinciana High School

Work Address: 2300 S. Poinciana Blvd.

City/State/Zip: Kissimmee, Florida 34758

Work Phone: 407-870-4860

Cell Phone: 781-454-5700

Work Fax:

Work Email: [meechinm@osceola.k12.fl.us](mailto:meechinm@osceola.k12.fl.us)

## **MICHAEL MEECHIN, M.ED.**

### **EXPERIENCE**

2015 – Present

SCHOOL DISTRICT OF OSCEOLA COUNTY – KISSIMMEE, FL

**Principal**; Poinciana High School

Enrollment: 1750

FRL: 78%

Under my leadership Poinciana High School entered the coaching cycle with AVID Center for AVID National Demonstration School status.

Created a system for tracking at-risk students for graduation that increased our graduation rate from 81% to 84%.

Currently serving as a member of the AVID Principals' Collaborative for the State of Florida.

2013 – 2015

SCHOOL DISTRICT OF OSCEOLA COUNTY – KISSIMMEE, FL

**Assistant Principal of Instruction**; Poinciana High School

Enrollment: 1600

FRL: 76%

Provided leadership and supervision in the areas of instructional leadership, staff development, staff evaluation, and data analysis to the Science, Social Studies, College & Career Counseling, and School Counseling departments.

Under my leadership Poinciana High School's at-risk graduation rate increased 9%, US History EOC scores increased 7%

Responsible for the master schedule for 1600 students and 92 instructional staff. Coordinated the school's Summer Bridge Program to ensure rising ninth graders had the basic skills needed to achieve academic success. Wrote the instructional design for the Supplemental Academic Intervention (SAI) and Extended Learning Opportunities (ELO) programs under Title I.

Used data from attendance, behaviors, and academics to determine the most at-risk students in the school. Data was used to target interventions through the Response to Intervention processes for these students.

Developed and supervised the writing of curriculum for the school's Advisory Program, focusing on organization, time management, study skills, and college readiness for all students.

Developed a system using At-Risk Points to forecast graduation rate and target interventions for our most at-risk students for on-time high school graduation.

Developed a system for the development of Checkpoint Common Assessments in Chemistry, Biology, and US History, which allowed for instructional shifts based on student performance assessment data.

2012 – 2013

FULTON COUNTY SCHOOLS – ATLANTA, GA  
**Assistant Principal**; Creekside High School  
Enrollment: 1400  
FRL: 78%

Provided leadership and supervision in the areas of instructional leadership, staff development, staff evaluation, and data analysis to the Science, English, and Social Studies departments.

Under my leadership, 11<sup>th</sup> Economics End of Course (EOC) scores increased 22%, ELA EOC scores increased 8%, Geometry EOC scores increased 4%, and Physical Science EOC scores increased 3%. Students demonstrating college readiness in ELA increased by 8%. Credit earned by students in Advanced Placement courses increased by 31%. These improvements reflect the performance of the minority subgroups, as Creekside High School is 98% African-American.

Responsible for the master schedule and designed a schedule that allowed for common planning in End of Course content areas. Coordinated the school's Summer Bridge Program to ensure that rising ninth graders had the basic skills needed to achieve academic success. Wrote a pilot program to use iPads 1:1 in eight classrooms; led \$250,000 grant approval and use of Title I funds to drive technology integration into these classrooms.

Supervised the graduation coach position to lead the school to a 5% increase in on-time graduation and 4% increase in average daily attendance.

2004 – 2012

SCHOOL DISTRICT OF OSCEOLA COUNTY – KISSIMMEE, FL  
**Dean of Students**; Celebration High School  
**Testing Coordinator**; Celebration High School  
**AVID Coordinator**; Celebration High School  
**Social Studies Teacher**; Celebration High School  
Enrollment: 2000  
FRL: 63%

**Dean of Students; Celebration High School**

Provided direct administrative assistance to three assistant principals in the areas of instructional leadership, staff development, data analysis, and discipline.

**Testing Coordinator; Celebration High School**

Provided coordination for all state assessments for student population of 2000; also coordinated Advanced Placement assessments for over 800 students. Provided staff development for use of assessment data to drive classroom instruction.

**AVID Coordinator; Celebration High School**

Provided coordination of school's Advancement via Individual Determination (AVID) Program. The program is focused on closing the achievement gap for students of underserved populations and providing them with academic supports with the program goal of 100% acceptance into a 4-year college or university.

## **Social Studies Teacher; Celebration High School**

Provided direct instruction to ninth, tenth, and eleventh grade students using creative, innovative, and research-based teaching strategies and methodologies.

### **EDUCATION**

December 2010

#### **Master of Education**

Educational Leadership  
Stetson University; Deland, Florida  
Thesis: Grading & Assessment Reform – 50 Point Minimum Grading System

May 2007

#### **Master of Arts in Education**

Curriculum & Instruction  
University of Phoenix; Phoenix, Arizona

August 2003

#### **Bachelor of Arts**

History  
Westfield State University; Westfield, Massachusetts  
Minor: Middle & Secondary Education

### **CERTIFICATION**

Florida Department of Education  
**Professional Educator License**  
Educational Leadership – All Levels  
Social Studies – Grades 6-12

Massachusetts Department of Education  
**Professional Certification**  
Assistant Principal & Principal  
History – Grade 5-12

### **NOTABLE PROFESSIONAL DEVELOPMENT**

#### **PREPARING NEW PRINCIPALS PROGRAM**

School District of Osceola County; Kissimmee, Florida

#### **NEW LEADERS FOR NEW SCHOOLS - FINALIST**

Charlotte-Mecklenburg Schools; Charlotte, North Carolina

#### **AVID SUMMER INSTITUTE 2014, 2012, 2010**

AVID Center; Orlando, Florida

#### **MAKING PLCs WORK FOR YOU**

Robert Marzano; Orlando, Florida

### **PRESENTATIONS**

2017

#### **FUTURE OF EDUCATIONAL TECHNOLOGY CONFERENCE**

Keynote Address; Orlando, Florida  
*Breaking Down Barriers to High Impact Instruction*

#### **WASATCH BACK SCHOOL DISTRICT**

Keynote Address; Park City, Utah  
*Leading for Change: Building a Culture of No Excuses*

**GRANT WOOD AREA EDUCATION AGENCY SUPERINTENDENTS  
ACADEMY**

Keynote Address; Cedar Rapids, Iowa  
*Breaking Down Barriers to High Impact Instruction*

2016

**FLORIDA ASSOCIATION FOR MEDIA IN EDUCATION**

Workshop Presenter; Orlando, Florida  
*Engagement – Assessment – Creation*

**FLORIDA COUNCIL OF LANGUAGE ARTS SUPERVISORS**

Keynote Address; Orlando, Florida  
*Breaking Down Barriers to High Impact Instruction*

**PROFESSIONAL  
ORGANIZATIONS**

Brian Dassler Leadership Academy; FLDOE; Member

AVID PRINCIPALS' COLLABORATIVE; Member

FUTURE OF EDUCATIONAL TECHNOLOGY ADVISORY BOARD; Member

ASCD; Member

NAASP & FASA; Member

**REFERENCES**

Dr. Scott Muri  
Superintendent  
Spring Branch School District; Houston, Texas  
404-763-4578

Dr. Donald Fennoy  
Assistant Superintendent of Operations  
School Dist of Palm Beach Cty; W. Palm Beach,  
Florida  
561-434-8000

Pete Hodges  
Principal, Flora Ridge Elementary  
School District of Osceola Cty; Kissimmee, Florida  
407-933-3999

Dr. Michael Akes  
Associate Supt, Chief Academic Officer  
Polk County Public Schools; Bartow, Florida  
863-534-0521

Dr. Laura Rhinehart  
Assistant Superintendent High School  
School District of Osceola Cty, Kissimmee,  
Florida  
321-633-1000

Brian Jones  
Principal, Milton High School  
Fulton County Public Schools; Atlanta,  
Georgia  
757-449-3262

Michael Allen  
Assistant Superintendent for Middle School  
School District of Osceola Cty, Kissimmee,  
Florida  
407-870-4600

## **Nominee Statement**

Michael Meechin, is the Principal at Poinciana High School, a Title I school in the School District of Osceola County.

Michael believes that digital technology cannot be a standalone any longer in the school setting. Teachers and students alike must make technology ubiquitous in their schools and classrooms. Michael has provided coaching to the schools that he serves for over a decade.

He also taken his passion nationally becoming a featured speaker at the annual Future of Educational Technology Conference and keynoting the event in January of 2017. Michael now serves as an Advisory Board member for the conference to help put the right programming in place for its attendees each year.

Michael serves as an ambassador for edtech companies such as Remind and Squirrels. He has been featured in EdTech Magazine and has been the subject of a case study by Remind for his work with improving attendance.

Michael speaks about edtech and reform efforts to schools and districts around the country.

## **Nominee Questions**

### Question 01 – remove barriers

Fear. It is the number one factor for not trying something in the classroom. Remove it – and the possibilities open up. At Poinciana High School, I work to build a culture where teachers do not need to fear failure. I encourage the effective use of technology in our classrooms to enhance students learning. We always keep in mind that there is an essential piece to overcoming barriers to the use of technology in the classroom – pedagogy must always come before the technology.

This can become a barrier as it is not about the shiny new technology. But, rather about the instructional use for that technology. I consistently coach staff and schools and districts with whom I work to put pedagogy before the technology. Otherwise it will not work.

We must focus on why and what we need from the technology to make it work.

### Question 02 evaluate effectiveness

The measurement of effective impact for technology in the classroom is has multiple steps. Does it pass the “Why?” factor? Meaning is there a purpose to the use of this technology. Sometimes we will see technology used within the content that may not serve a purpose for learning. We need to frame our edtech use to center around purpose. Does it serve a true purpose that will move my students forward in their learning?

Ease of use is another key factor. The students who populate our classrooms today are immersed in a world where information is at their fingertips. Technology that is not user friendly and requires too large a learning curve will fail with our millennial learners.

Lastly, does it leave an impact? For example, does an assessment technology allow my teachers to have actionable data to make an impact on student learning? Does that blog post serve a purpose – a call to action, an opinion on a current event, or a recap of their learning? We must ensure relevancy with the technology that we are using with our students in our schools.

### Question 03 - vision

College and career readiness is something that we have been focused on at Poinciana High School for my time here. Technology and digital learning allows us access to information that was not possible before. Serving a school with an 83% FRL population – financial aid access is important. We have worked with programs such as Raise.me – a micro scholarship platform to allow students to begin banking financial aid as early as freshman year. We have moved toward student creation of academic resumes, which will assist them in their college admissions process. We have created videos and published content online to coach parents and students through the FAFSA process. We use online scheduling platforms to book appointments with school counselors and secure seats at financial aid workshops and college registration drives. We are using Khan Academy and leveraging their partnership with the College Board to provide targeted preparation for the SAT and PSAT. We use Twitter and Remind to provide students exposure to scholarships and college application deadlines. We have begun the use of VR goggles in our College and Career room to take students to college campuses virtually.

In addition, we have begun to provide foundational Microsoft Office certification to all students who enter one of our five career academies.

Technology continues to help us break down barriers that existed with regard to equity and access in the college and career landscape.

#### Question 04 - monitoring student academic progress

Technology has allowed us to cast the net far and wide regarding student progress. At Poinciana High School, we use a variety of technology to impact different systems to ensure student success.

We use Remind to provide wakeup text messages to students who are at-risk for attendance each morning. They receive 3 text messages from us each day to get them started on the right foot with inspirational quotes and messages. This has improved student attendance in the group by 60% on average.

We leverage the abilities of GradeCam to give our teachers and content area teams access to data immediately following an assessment of learning. They in turn can take action on this data making shifts in their instruction that will affect student learning.

We are using Google Forms along with Autocrat to provide near real-time feedback to our teachers on our learning walkthroughs. This allows us to fill their inbox with feedback as soon as we walk out of the classroom door.

We are leveraging the power of learning management systems to extend content to the web and give students 24/7 access to their classrooms. We are also using Twitter to provide transparency to stakeholders about the amazing things happening on our campus each day.

These technologies have allowed us to look at student progress through multiple lenses, ensuring that we are providing the right support to students in the areas in which they need it the most.