School District of Osceola County, FL

Poinciana High School

2018-19 Schoolwide Improvement Plan

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Poinciana High School

2300 S POINCIANA BLVD, Kissimmee, FL 34758

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	84%

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

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Poinciana High School will serve every student with excellence as the standard.

Provide the school's vision statement.

Poinciana High School will serve every student in an environment of college and career readiness by delivering a rigorous curriculum and promoting a culture of no excuses.

School Leadership Team

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

Name	Title
Schwartz, Jeff	Principal

Duties

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

Jeff Schwartz, Principal (Responsible for the school stocktake process, will monitor the SIP and receive monthly reports and give feedback. Also responsible for the areas of Mathematics and Social Studies).
Erica Walters, Assistant Principal of Instruction (Responsible for the school stocktake process, will monitor the SIP and receive monthly reports and give feedback. Also responsible for ELA/Reading).
Ria Ramdath, Assistant Principal of College and Career (Responsible for Science, Advanced Placement and ESE).
Stephen Darago, Assistant Principal of Student Services (Responsible for CTE and Industry Certificatiions).
Roydrick Scott, Dean of Students (PBIS Dean, CTE Dean, (Will participate in the school stocktake process, will provide feedback and suggestions for improvements).
Robert Miller, Dean of Students (EMS Dean, ESE Dean, will participate in the school stocktake process, will provide feedback and suggestions for improvements.)
Jennifer Aviles, Dean of Students (Bullying Prevention Dean, Poinciana 220 Lead (Will participate in the school stocktake process, will provide feedback and suggestions for improvements.)
Summer Zevallos, Director of Guidance Services (Will participate in the school stocktake process, will provide feedback and suggestions for improvements.)
Eduardo Valle, College and Career Counselor (Will participate in the school stocktake process, will provide feedback and suggestions for improvements.)
Carlos Duran, Science Coach (Will participate in the school stocktake process, will provide feedback and suggestions for improvements. May be responsible for execution of steps in the actions plan.)
Gennis Lescaille, Math Coach (Will participate in the school stocktake process, will provide feedback and suggestions for improvements. May be responsible for execution of steps in the actions plan.)
Sarah Hendricks, Literacy Coach (Will participate in the school stocktake process, will provide feedback and suggestions for improvements. May be responsible for execution of steps in the actions plan.)
Jesse McHatton, Resource Compliance Specialist (Will participate in the school stocktake process,

will provide feedback and suggestions for improvements.)
Iris Alicea, ESOL Specialist, ELL Task Force Leader (Will participate in the school stocktake process, will provide feedback and suggestions for improvements. May be responsible for execution of steps in the actions plan.)
Crystal Farrell, Graduation Coach & PLC Lead (Will participate in the school stocktake process, will provide feedback and suggestions for improvements.)
Hegal Martinez, MTSS Coach, Attendance Lead (Will participate in the school stocktake process, will provide feedback and suggestions for improvements.)

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	110	110	112	118	450
One or more suspensions	0	0	0	0	0	0	0	0	0	91	91	75	45	302
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	2	4	0	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	146	165	127	61	499

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	75	78	61	33	247

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	6	17	12	36
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	49	60	37	68	214

Date this data was collected

Thursday 10/4/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	76	71	52	65	264
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	14	63	47	52	176
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	198	199	261	207	865

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	49	57	60	52	218

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	326	310	298	22	956
One or more suspensions	0	0	0	0	0	0	0	0	0	14	8	0	0	22
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	1	0	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	165	123	115	90	493

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	115	88	72	4	279

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest was FSA Math Achievement. The percentage of students who achieved a level 3 or above in 2017-2018 was 26%.This accounts for students who either took the Algebra 1 or Geometry FSA. Yes, it is a trend. Historically, Poinciana High School has with student achievement in the both Algebra 1 and Geometry which both account for the FSA Math Achievement score.

Which data component showed the greatest decline from prior year?

The data component which showed the greatest decline is student achievement in Science. The percentage of students who received a level 3 or above in Science decreased from 67% in 2016-2017 to 53% in 2017-2018, a variance of -14%.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap when compared to the state average was FSA Math Achievement. There was a 25% point difference between the schools achievement level of 26% and the state average of 51%.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was the lowest quartile (25%) in FSA Math. There was a 15% point increase from 31% in 2016-2017 to 46% in 2017-2018.

Describe the actions or changes that led to the improvement in this area.

The Math Coach met religiously with the Math PLCs throughout the year and continuously mapped out the upcoming week's instruction, worked on lesson plans with the teachers and provided all resources required to teach the standards effectively. The teachers followed all plans laid out with fidelity and this led to the tremendous improvement in this area.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	39%	56%	56%	34%	50%	52%
ELA Learning Gains	45%	54%	53%	38%	42%	46%
ELA Lowest 25th Percentile	39%	47%	44%	31%	33%	38%
Math Achievement	26%	39%	51%	28%	42%	43%
Math Learning Gains	37%	40%	48%	40%	40%	39%
Math Lowest 25th Percentile	46%	46%	45%	42%	36%	38%
Science Achievement	53%	67%	67%	44%	69%	65%
Social Studies Achievement	49%	70%	71%	41%	66%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	110 (76)	110 (71)	112 (52)	118 (65)	450 (264)
One or more suspensions	91 (0)	91 (0)	75 (0)	45 (0)	302 (0)
Course failure in ELA or Math	2 (14)	4 (63)	0 (47)	0 (52)	6 (176)
Level 1 on statewide assessment	146 (198)	165 (199)	127 (261)	61 (207)	499 (865)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	38%	47%	-9%	53%	-15%
	2017	35%	48%	-13%	52%	-17%
Same Grade Comparison		3%				
Cohort Comparison						
10	2018	35%	49%	-14%	53%	-18%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2017	37%	47%	-10%	50%	-13%
Same Grade Comparison		-2%				
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	54%	68%	-14%	65%	-11%
2017	65%	69%	-4%	63%	2%
Compare		-11%			

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	49%	61%	-12%	68%	-19%
2017	47%	63%	-16%	67%	-20%
Compare		2%			

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	25%	52%	-27%	62%	-37%
2017	19%	46%	-27%	60%	-41%
Compare		6%			

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	26%	39%	-13%	56%	-30%

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2017	26%	43%	-17%	53%	-27%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
SWD	14	34	31	15	40	44	25	19		68	20
ELL	15	35	30	12	35	45	30	28		78	40
ASN	63	67		33	23						
BLK	29	43	51	21	38	51	48	49		92	26
HSP	37	44	33	25	38	46	50	45		88	42
MUL	59	59		21	31					100	30
WHT	51	43	39	40	40	38	76	70		84	59
FRL	33	41	35	22	36	46	52	46		87	39

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2015-16**	**C & C Accel 2015-16**
SWD	5	25	28	8	21	27	36	18		75	17
ELL	13	36	30	14	34	36	58	10		63	29
ASN	31	62		33	38						
BLK	31	35	21	19	25	26	58	52		87	28
HSP	33	42	36	17	27	31	67	40		81	40
MUL	50	31		25	24			61			
WHT	56	47	31	33	38	42	80	67		89	33
FRL	31	39	32	17	29	28	66	41		82	37

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Low ELL Scores in both FSA Math and FSA Reading
Rationale	After reviewing all data points which count towards the school grade it was clear that the ELL subgroups for both FSA Math and FSA Reading showed very low levels of achievement. In order to effect a change in scores therefore it is very important that these students be addressed. For the 2016-2017 school year the proficiency level for ELL Math students was 14% while the proficiency for ELL Reading students was 13% compared to the proficiency levels for ELL Math students and ELL Reading students was were 12% and 15% respectively. The data shows therefore that while there was a small increase of 2% in achievement in ELA proficiency there was a 2% decrease in Math proficiency from 14% to 12%.
Intended Outcome	The intended outcome of focusing on the ELL subgroups for both ELA and Math proficiency is to address the needs of these subgroups and to provide a greater focus on these groups throughout the school year. Since this group represents an area where many points are lost it is very important that these students are a focus as they account for a significant number of students both within the school and by extension within the tested population for both of these areas. If the plan is outlined and followed there should be a significant increase in scores for both of these subgroups at the end of the 2018-2019 administration of the state FSAs for both Math and ELA. The ultimate objective of implementing ELL strategies is to improve the FSA scores of our ELL students. With the implementation of ELL strategies the percentage of ELLs in ELA classrooms who demonstrate proficiency will increase from 15% to 20% while the the percentage of ELLs in Math classrooms who demonstrate proficiency will increase from 12% to 17%.
Point Person	Sarah Hendricks (sarah.hendricks@osceolaschools.net)
Action Step	
Description	1) Create a plan for school-wide professional development related to instruction for ELLs for all Algebra 1 and Geometry teachers via the ELL Task Force.The ELL Task Force consists of the school's ESOL Specialist, the Administrator over ELL and the sheltered teachers. The role of the ELL Task Force is to facilitate and accelerate the implementation of ELL strategies throughout the school. 2) Execute the professional development plan to ensure that teachers are aware of the requirements and strategies and how they should be used both as it relates to content and pedagogy in order to teach the required standards at the level of rigor required for both Math and Reading. 3) Professional Development - Maximize the use of the professional development on the Springboard Program as provided by both the district and the College Board representatives for ELA/ELL instruction. 4) Teachers will demonstrate the use of the ELL strategies as taught in the professional development provided to the teachers in their lesson plans as well as during instruction as needed and when appropriate to the lesson. 5) Implement ELLevation. ELLevation is a program that has been purchased by the school district which unifies ELL data sources and assists with monitoring of student progress. It can also generate reports for stakeholders.
Person Responsible	Sarah Hendricks (sarah.hendricks@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	1) Administration will monitor the implementation of the professional development plan through regular meetings of the ELL Task Force to ensure that professional development

occurs as outlined in the plan and that there is objective evidence of its implementation e.g. sign-in sheets etc.
2) Administration will ensure that trainings occur through objective evidence such as sign-in sheets.
3) Administration will follow-up to ensure that staff members attend any and all professional development related to Spring Board.
4) Administration will look for evidence of implementation of strategies teachers have been trained in from both ELL Task Force and Spring Board trainings. This will be done during walkthroughs and observations.
5) Through the Stocktake process support new teachers by continuously monitoring and making strategic adjustments throughout the school year to provide additional support as needed with respect to supporting ELLs in the classroom.

Person Responsible Erica Walters (erica.walters@osceolaschools.net)

Activity #2	
Title	Low FSA Proficiency Scores in Math and Reading
Rationale	After reviewing all data points which count towards the school grade it was also clear that both FSA Math and FSA Reading showed low levels of achievement. For there to be an increase in the school grade there also needs to be a focus on Math and ELA instruction . For the 2016-2017 school year the proficiency level for FSA Math Achievement was 20% while the proficiency for FSA Reading students was 36% compared to the proficiency levels for FSA Math Achievement and FSA Reading Achievement students for the 2017-2018 school year which were 26% and 39% respectively. The data shows an increase of 6% in achievement in FSA Math proficiency from 20% to 26% while there was a 3% increase in ELA proficiency from 36% to 39%. There is therefore a need to increase the quality of the instruction and/or the level of student autonomy in the classroom. If students take more ownership of their learning there will be a definite increase in scores.
Intended Outcome	The intended outcome of focusing on the proficiency scores in both ELA and Math is to address these areas and to provide a greater focus on these groups throughout the school year. Since these are the areas in which the school has been consistently low in performance it again is very important that these students and teachers are a focus as they account for a significant number of students within the tested population of the school. With a focus on collaborative structures and an increase in student discourse which leads to a better understanding of concepts the goal is for student proficiency in FSA ELA Achievement to increase from 39% to 44% and for student proficiency to increase in FSA Math Achievement from 26% to 31%.
Point Person	Genisse Lescaille (genisse.lescaille@osceolaschools.net)
Action Step	
Description	1) Introduction of collaborative structures as a major area of focus school-wide during pre-planning by the principal. 2) Professional Development - Provide school-wide professional development to all teachers on collaborative structures during PLCs, Also, host Strategy Spotlights, Best Practices Shares, and modeling of collaborative structures for at least one teacher a week with the teacher's own students. This can be done either by a coach or an administrator. 3) Coaches will model collaborative structures for teachers if necessary to reinforce what is outlined in professional development sessions. 4) Teachers will use and demonstrate the use of collaborative structures in their lesson plans as well as during instruction as needed and when appropriate to the lesson. 5) Teachers will implement Math Nation in all Algebra 1 classes to allow students to practice Algebra 1 at the level of rigor required by the FSA Algebra 1 test. 6) Teachers will implement Khan Academy in all Geometry classes to allow students to practice Geometry at the level of rigor required by the FSA Geometry test.
Person Responsible	Genisse Lescaille (genisse.lescaille@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	1)Administrators will ensure that collaborative structures is seen as a school-wide focus during pre-planning as a tool for increased student engagement. 2) Administrators will ensure that there is on-going and school-wide professional development on collaborative structures through PLCs and/or district professional development. This will be evidenced when administrators visit their PLCs during Early Release and should also be evidenced in the Microsoft Google Doc compiled and shared during the Monday morning PLC debrief.

3) Administrators will followup with academic coaches to provide additional support if necessary to teachers who may require assistance with the implementation of collaborative structures.
4) Administrators will look for and evaluate the use of collaborative structures in lesson plans in the walkthroughs and during observations and provide feedback to teachers for modifications and improvements.
5) The Math Administrator and Math Coach will monitor Algebra 1 classrooms to ensure that Math Nation is being used consistently to maintain the level of rigor required by the FSA Algebra 1 test. This process will be on-going and instructional adjustments will be made based on observations.
6) The Math Administrator and Math Coach will monitor Geometry classrooms to ensure that Khan Academy is being used consistently to maintain the level of rigor required by the FSA Geometry test. This process will be on-going and instructional adjustments will be made based on observations.

Person Responsible Erica Walters (erica.walters@osceolaschools.net)

Activity #3	
Title	Low Sub-Group Science Scores
Rationale	There was a significant decrease in the percentage of students who received a level 3 or above on the Biology End-of-Course (EOC) Assessment from 2016-2017 to 2017-2018. For the 2016-2017 school year 67% of all students who took the Biology EOC received a passing score or 3 or above but in 2017-2018 only 53% of all students who took the test received a level 3 or above. This means that there was a variance of -23%. In addition to this when looking at the sub-group scores for biology the ELL sub-group was one of the lowest performing (30%).
Intended Outcome	By addressing this issue the intent is to not only increase the school's overall score for Biology but also to ensure that ELL students' individual performance in Biology increases as well. Biology showed the greatest decrease in performance when compared to all other components of the school grade so it is important to address it in the School Improvement Plan. It is also important to specifically address the needs of the ELL students. By implementing ELL strategies in all Biology classroom the expectation is that the pass rate for the Biology EOC will increase from 53% to 58%.
Point Person	Carlos Duran (carlos.duran@osceolaschools.net)
Action Step	
Description	1) Implement collaborative structures for sub-groups to increase student support of each other's learning. This will be a huge focus among the ELL students to increase language and academic vocabulary acquisition. 2) Teachers will implement proficiency scales authentically to monitor students' progress with a focus on ELL students using the scales to track student performance. 3) ELL Biology students will demonstrate that they are familiar with proficiency scales as well as how the scales need to be used in their Biology classes to maximize their performance on a given standard. 4) Implement the Science Cafe reading articles to provide reading support for struggling readers and ELL students to improve academic vocabulary acquisition and reading comprehension. 5) Implement "stations" to improve visual aids for ELL students who are struggling with understanding science concepts. 6) Professional Development - Work throughout the 2018-2019 school year with TNTP and the ELL Task Force to provide professional development for teachers which will facilitate and promote the implementation of instructional best practices /strategies for ELLs which will improve science instruction for ELLs in all biology classrooms.
Person Responsible	Carlos Duran (carlos.duran@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	1) Administrators will monitor the implementation of collaborative structures in all Biology classrooms and will look for this strategy being used with ELL students during walkthroughs and observations. 2) Administrators will look for the use of proficiency scales in lesson plans as well as their strategic use in classrooms to assist students in tracking their own progress. 3) Administrators will monitor the implementation and authentic use of proficiency scales by students during walkthroughs and observations in all Biology classrooms as a tool for improving performance. 4) Administrators will monitor the implementation of Science Cafe and other ELL specific instructional strategies during walkthroughs and observations to ensure implementation.

5) Administrators will monitor the implementation of "stations" in all Biology classrooms to ensure that collaboration is being fostered and is being used to promote higher levels of thinking as well as discourse among ELL students.
6) Administration will be involved in and will support the work of TNTP and the ELL Task Force with the Biology teachers as a way to support the implementation of instructional strategies which will be provided during professional development.
7) Continuously monitor the implementation of the action steps during the Stocktake process to ensure that action steps are being addressed according to the timeline as outlined in the plan.

Person Responsible Ria Ramdath (ria.ramdath@osceolaschools.net)

Activity #4	
Title	Move PLC's to High Functioning Stages
Rationale	Students will make learning gains when PLC's use the planning, common assessment, data to drive instruction cycle in classrooms. The Professional Learning Community(PLC) model at Poinciana High School offers a systems approach to school improvement. Teachers are organized into grade level, course specific, or interdisciplinary collaborative teams in which educators work interdependently to achieve common goals for which members are mutually accountable. Teams clarify the essential learning for each course, grade level, and unit of instruction; establish consistent pacing; create frequent common assessments to monitor student learning, and agree on the criteria they will use to judge the quality of student work. Each team then uses the evidence of student learning to identify groups of students and/or individual students who need additional time and support, to discover problematic areas of the curriculum that require the attention of the team.
Intended Outcome	The PLC process has been very successful within Poinciana's Biology PLC, ELA PLC as well as the Algebra 1 PLC. The objective is to have this process work in the same way in all (100%) of the accountability areas (i.e. Biology, ELA, US History, Algebra 1 and Geometry) by the end of the 2018-2019 school year where all PLC's are at Stage 6 and they are planning interventions and enrichment based upon data analysis.
Point Person	Crystal Farrell (crystal.farrell@osceolaschools.net)
Action Step	
Description	1. Ensure that PLCs are held every Wednesday during Early Release (except for a few required testing trainings). Leadership Team members are assigned The Graduation Coach is responsible for monitoring the PLC process and will hold meetings every Monday during 2nd block to debrief regarding the feedback on PLCs. 2. Host "Strategy Spotlights" quarterly to hold teams accountable for implementing and modeling/sharing best instructional practices 3. Through PLCs Poinciana's lesson plans will be improved aligning to new Marzano elements and require the recording of data and remediation/enrichment planning as components of Stage 6. 4. Professional Development - Administrative team members will model and provide professional development during PLC's on the lesson planning process.
Person Responsible	Crystal Farrell (crystal.farrell@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	1. Leadership Team members are assigned to each PLC. The Graduation Coach is responsible for monitoring the PLC process and will hold meetings every Monday during 2nd block to debrief regarding the feedback on PLCs. leadership Team members will submit feedback on the PLCs using the Microsoft Google Doc Form before the Monday morning meeting. This is an on-going process that will occur throughout the school year. 2. Administrators will attend "Strategy Spotlights" and provide feedback to the teams. Administrators will work with the teams to improve their practices and hone their skills through these "Strategy Spotlights". Administration will debrief after the "Strategy Spotlights" to determine the next steps in terms of monitoring and/or providing support. 3. During walkthroughs and observations administrators will review and evaluate the use of the modified lesson plans which will support accountability for the new Marzano elements and exemplify the recording of data and remediation/enrichment planning as components of Stage 6.

4. During the Stocktake process and Monday leadership meetings there will be on-going monitoring of all of the action steps to ensure that the action steps are being implemented.
5. Administration will follow-up during walkthroughs and observations to ensure that the professional development that has been provided is being implemented.

Person Responsible Stephen Darago (stephen.darago@osceolaschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and out Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

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

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

Positive Behavior Interventions & Supports (PBIS) and Restorative Practice trainings have been scheduled through the use of Title IV funds. The school district has also added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students.

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

To support the transition of Pre-K students to elementary, the school district scheduled a one-hour open house prior to the K-5 elementary students specifically for the welcome and transition of Pre-K students to their elementary school.

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit, the guidance counselor(s) share information about course offerings, school clubs/organizations, and expectations for the students as they transition from elementary to middle school.

To support the transition of middle to high school, each comprehensive high school has a College/ Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post-high school. Naviance software is used at the high schools to give students the opportunity to explore career options and interests.

A DJJ Commitment Specialist is employed to support students entering/leaving the juvenile justice

program and a transition plan is created to help any students leaving DJJ and returning to their home-zoned school.

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

Poinciana High School will hold bi-weekly MTSS (Multi-Tiered Systems of Support) meetings to address the needs of students who are considered to be at risk and most in need of support to ensure that they are successful. This process will take place under the supervision of the Assistant Principal of College and Career and will be spear-headed by the Learning Resource Specialist. Through MTSS the school's leadership will identify and align all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes as follows:

Title I, Part A
Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part C-Migrant
When Migrant children enroll, the Title I Migrant staff ensures that students receive a fair and equitable opportunity to achieve a high quality education and assistance transitioning to post-secondary education or employment.

Title I, Part D
When Neglected and/or Delinquent children enroll, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II
Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, and Professional Learning Communities (PLC).

Title III
The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through gifted screening of all second grade Title I students.

Title IV
The Student Support and Academic Enrichment (SSAE) program is intended to help to:
1. Provide a well-rounded education,
2. Improve safe and healthy school conditions and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX
To help eliminate education barriers the District Liaison works with the school to help homeless students

to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

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

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

Part V: Budget

Total:	**$398,483.00**