

School District of Osceola County, FL

Poinciana High School



2019-20 Schoolwide Improvement Plan

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Poinciana High School

2300 S POINCIANA BLVD, Kissimmee, FL 34758

www.osceolaschools.net

Demographics

Principal: Jeffrey Schwartz

Start Date for this Principal: 7/16/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (46%) 2017-18: C (46%) 2016-17: C (43%) 2015-16: C (41%) 2014-15: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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<https://www.floridacims.org>.

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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	Job Duties and Responsibilities
Schwartz, Jeff	Principal	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).
Darago, Stephen	Assistant Principal	Responsible for CTE and Industry Certifications
Ramdath, Ria	Assistant Principal	Responsible for Science, Advanced Placement and ESE
Walters, Erica	Assistant Principal	Responsible for the school stocktake process, will monitor the SIP and receive monthly reports and give feedback. Also responsible for ELA/ Reading
Hendricks, Sarah	Instructional 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
Farrell, Crystal	Other	Graduation Coach Will participate in the school stocktake process, will provide feedback and suggestions for improvements.
Alicea, Iris	Other	ESOL Compliance Specialist 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
Duran, Carlos	Instructional Coach	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
Lescaille, Genisse	Instructional Coach	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
Martinez, Hegal	Other	Learning Resource Specialist Responsible for MTSS and Attendance 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
Mchatton, Jesse	Other	Resource Compliance Specialist Oversees the ESE Department Will participate in the school stocktake process, will provide feedback and

Name	Title	Job Duties and Responsibilities
		suggestions for improvements. May be responsible for execution of steps in the actions plan
Aviles, Jennifer	Dean	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
Scott, Roydrick	Dean	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
Smith, Leroy	Dean	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
Zevallos, Summer	School Counselor	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

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	506	539	524	463	2032
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	4	12	18	0	34
One or more suspensions	0	0	0	0	0	0	0	0	0	9	27	20	17	73
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	17	108	89	55	269
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	112	165	126	110	513
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	11	77	48	25	161

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	0	1	5	23	29
Students retained two or more times	0	0	0	0	0	0	0	0	0	37	41	32	30	140

FTE units allocated to school (total number of teacher units)

129

Date this data was collected or last updated

Tuesday 8/27/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	96	108	107	95	406
One or more suspensions	0	0	0	0	0	0	0	0	0	8	11	19	10	48
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	1	2	0	0	3
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	182	165	150	63	560

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	38	47	51	17	153

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	57%	56%	36%	57%	53%
ELA Learning Gains	44%	48%	51%	42%	47%	49%
ELA Lowest 25th Percentile	36%	43%	42%	33%	41%	41%
Math Achievement	28%	46%	51%	20%	44%	49%
Math Learning Gains	35%	41%	48%	29%	42%	44%
Math Lowest 25th Percentile	34%	46%	45%	31%	38%	39%
Science Achievement	60%	69%	68%	67%	71%	65%
Social Studies Achievement	52%	70%	73%	47%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	506 (0)	539 (0)	524 (0)	463 (0)	2032 (0)
Attendance below 90 percent	4 (110)	12 (110)	18 (112)	0 (118)	34 (450)
One or more suspensions	9 (91)	27 (91)	20 (75)	17 (45)	73 (302)
Course failure in ELA or Math	17 (2)	108 (4)	89 (0)	55 (0)	269 (6)
Level 1 on statewide assessment	112 (146)	165 (165)	126 (127)	110 (61)	513 (499)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	37%	47%	-10%	55%	-18%
	2018	38%	47%	-9%	53%	-15%
Same Grade Comparison		-1%				
Cohort Comparison						
10	2019	41%	47%	-6%	53%	-12%
	2018	35%	49%	-14%	53%	-18%
Same Grade Comparison		6%				
Cohort Comparison		3%				

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
2019	57%	62%	-5%	67%	-10%
2018	54%	68%	-14%	65%	-11%
Compare		3%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	51%	62%	-11%	70%	-19%
2018	49%	61%	-12%	68%	-19%
Compare		2%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	17%	49%	-32%	61%	-44%
2018	25%	52%	-27%	62%	-37%
Compare		-8%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	33%	44%	-11%	57%	-24%
2018	26%	39%	-13%	56%	-30%
Compare		7%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	22	39	33	16	32	37	33	15		88	10
ELL	14	32	36	16	29	24	49	29		88	35
ASN	53	39		33	29		71	55			
BLK	38	44	44	24	34	29	46	49		99	28
HSP	38	42	33	25	35	33	59	48		91	36
MUL	69	67		40	31			82		100	50
WHT	56	53	50	45	38		80	72		97	45
FRL	34	40	34	25	34	33	55	48		94	34
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	505

ESSA Federal Index	
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	47
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Algebra 1 showed the lowest performance with contributing factors of teacher turnover, low prerequisite skills, staff and student absenteeism, and a broad curriculum with not enough repeat exposures of increasing increments of rigor.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The lowest 25% in math showed the greatest decline due to attendance issues and low prerequisite skills.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

US History had the greatest gap compared to the state average due to teacher turnover, lack of literacy development, lack of rigor, and confusion over how to teach to the standards/area of focus.

Which data component showed the most improvement? What new actions did your school take in this area?

Geometry showed the greatest improvement due to Summit interventions, productive PLC meetings, and high quality teachers.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

244 Freshmen are scoring Level 1 on state assessments and 88 have below 90% attendance meaning about 20% of freshmen have missed more than 10 days of school. In addition, 133 freshmen had 1 or more suspensions.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. AVID National Demonstration School - Improve culture and instruction
2. Increase Intervention Time and Fidelity through Summit
3. Improve differentiation resources and fidelity of implementation
4. Increase restorative/relational capacity

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increasing Algebra 1 proficiency
Rationale	This course is a graduation requirement and the removal of the concordant score by PERT will be an additional challenge.
State the measurable outcome the school plans to achieve	Our Algebra 1 pass rate will improve from 18% to at least 23%.
Person responsible for monitoring outcome	Jeff Schwartz (jeffrey.schwartz@osceolaschools.net)
Evidence-based Strategy	<p>We will shrink the curriculum and provide training on providing students with repeat exposures of increasing increments of rigor.</p> <p>Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.</p>
Rationale for Evidence-based Strategy	For years our math scores have been low due to a high number of students entering high school without the prerequisite math skills for success. We need to work on deeper comprehension and retention by providing repeat exposures of increasing rigor and making connections between ideas, the way the brain works.
Action Step	
Description	<ol style="list-style-type: none"> 1. Work with coach and Alg 1 PLC on identifying the power standards on which to focus, removing up to 40 % 2. Work with district and school coach to develop training on how to provide repeat exposures of increasing rigor 3. Secure more resources that provide varying levels of problems for power standards with more that align with the rigor on the EOC 4. Assess for data on determining the lowest 25% and place those students in Summit remediation 5. Develop student-centered interventions with question deconstruction strategies and writing out steps/reasoning, AVID Writing to Learn processing and vocabulary development
Person Responsible	Jeff Schwartz (jeffrey.schwartz@osceolaschools.net)

#2	
Title	Improve collaboration and commitment to AVID WICOR best practices
Rationale	WICOR best instructional practices are high yield strategies and we need to improve both instruction and culture at the school in our goal of becoming an AVID National Demonstration School.
State the measurable outcome the school plans to achieve	100% of the staff will show evidence of commitment to WICOR through Strategy Spotlight Posters, writing to learn in student notebooks, and observations.
Person responsible for monitoring outcome	Jeff Schwartz (jeffrey.schwartz@osceolaschools.net)
Evidence-based Strategy	<p>A comprehensive professional development schedule will be developed collaboratively by our admin, coaches, and AVID elective teachers in order to provide the why, credibility, and support behind our school-wide deliberate practice of writing to learn.</p> <p>Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.</p>
Rationale for Evidence-based Strategy	This strategy will eliminate all excuses preventing staff commitment to best practices. A PD calendar and scheduled modeling of strategies through communities of practice involving teachers, coaches, and admin collaborating will be the system of accountability and evidence.
Action Step	
Description	<ol style="list-style-type: none"> 1. System for school-wide representation on the AVID site team (all department heads, all AVID SI trained, all content teams have a rep) 2. System for WICOR next steps for AVID site team members to take back to content team and then report back on progress next month 3. Clarity in the training and expectations as well as the system used to examine evidence in student work (DP of Writing to Learn) and classroom observations 4. Cross Curricular Gallery Walks (Strategy Spotlight) in which staff build relationships with each other through best practice share outs and interactions 5. Begin every faculty event with a relational capacity activity and promote and support teacher usage during Summit to help improve culture
Person Responsible	Jeff Schwartz (jeffrey.schwartz@osceolaschools.net)

#3	
Title	Increase acceleration opportunities and completion
Rationale	It is tremendously beneficial for students to graduate with college credit and/or professional certifications that are recognized either in business community or that can be used for college credit.
State the measurable outcome the school plans to achieve	Increase overall acceleration score by 10 points.
Person responsible for monitoring outcome	Ria Ramdath (ria.ramdath@osceolaschools.net)
Evidence-based Strategy	<p>Better tracking of opportunities spread among a larger populations of students, strategic scheduling of opportunities.</p> <p>Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement with respect to acceleration.</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.</p>
Rationale for Evidence-based Strategy	Equal access to acceleration opportunities among all subgroups of students
Action Step	
Description	<p>AP</p> <ol style="list-style-type: none"> 1.Ensure teachers have binder and poster (CEDs) displayed in their classroom and look for evidence during walkthroughs for use of these items by teachers. 2. Ensure that teachers are using common assessments and planning calendars. 3. Implement and follow the district's AP Mock Testing schedule with fidelity. 4. Administrators will monitor the AP Progress Dashboard Tool. 5. Conduct data chats with all AP teachers at the beginning of the school year to ensure that there is opportunity for reflection on past performance as well as an opportunity to set goals and create a plan for improved scores.
	<p>CTE</p> <ol style="list-style-type: none"> 1.Administrator will set annual goals with all CTE teachers and monitor progress quarterly by doing quarterly check-ins. 2. Administrators will work together (Walters and Darago) to improve the tracking system to determine which students eligible to take CTE courses. 3. Administrator will create a school-wide testing calendar for CTE. 4. Administrator will monitor teachers on an on-going basis to ensure that all teachers are having students practice and test in their native language if available. 5. Identify essential skills for each certification and apply practice to real world project-based learning.
	<p>DE</p> <ol style="list-style-type: none"> 1. Develop and implement a better system to track when students become eligible for DE to increase enrollment.

2. Improve the system in place for mandatory eligibility testing to improve enrollment in DE.
3. Actively create opportunities to educate families about the value of Dual Enrollment in academia in an effort to encourage them to take Dual Enrollment courses.
4. Host an "Acceleration Night" to educate parents and students about the benefits and pros and cons of Advanced Placement versus Dual Enrollment.

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

#4	
Title	Increase biology proficiency
Rationale	<p>This year we have five hundred and eighty-one students (581) enrolled in Biology. All of these students will take the Biology End-Of-Course Assessment. Of these 581 students, 388 (67%) students are a Level 1 or 2 in reading. Based on this information it is clear that there will be a need to be seriously focused on reading in the content area to ensure that students are able to read the questions and be able to comprehend the questions being asked if we are to see an increase in our scores in the upcoming school year. We also observed that we had many attendance issues with many Biology students last school year so we will attempt to address attendance issues with students much earlier this school year 2019-2020.</p>
State the measurable outcome the school plans to achieve	Our proficiency score for science for the 2018-2019 school year was 60%. We are striving for an increase of at least 5% so we are aiming for a proficiency of at least 65% for the 2019-2020 school year.
Person responsible for monitoring outcome	Ria Ramdath (ria.ramdath@osceolaschools.net)
Evidence-based Strategy	<p>The Biology End-Of-Course assessment has long been regarded as a reading test. Data shows that students who are not proficient in reading typically struggle to pass this test. Therefore, in order for us to increase our scores we will have to focus on reading and ensuring that our students are capable of reading the content and able to understand the academic vocabulary associated with the standards. We will target reading through as many avenues as the school day will permit.</p> <p>Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.</p>
Rationale for Evidence-based Strategy	Last school year 2018-2019, 301 of 520 students were level 1 and 2 in reading at the beginning of the school year. By focusing on reading within the content area last school year we were able to move 33 students who were a level 1 in reading to a level 3 in biology while we were able to move another 84 who were originally a level 2 in reading to a level 3 in biology. Based on this data we feel comfortable this school year
Action Step	
Description	<ol style="list-style-type: none"> 1) We will target our level 1 & 2 students with interventions through our SUMMIT intervention periods on Tuesdays and Thursdays with a focus on reading strategies. 2) Use the learning scales to drive our standard based instruction. 3) Use the Progress Monitoring Sheet to measure the progress of our students. 4) Science Café - promote reading and AVID writing to learn strategies within the content via science articles every Wednesday. Ex: stand-share-sit among other strategies. 5) We will identify those students who have attendance issues by the end of the first quarter and have a plan to target them in an effort to ensure that they are at school to receive instruction.

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

#5	
Title	Increase learning gains for the lowest quartile in ELA
Rationale	The 2018-2020 scores for ELA Reading showed a decrease in the performance of the lowest quartile of -3%. In order for Poinciana High School to improve it's overall scores and ultimately it's overall grade, students taking 9th Grade FSA Reading must improve their performance for the 2019-2020 school year.
State the measurable outcome the school plans to achieve	The goal for 2019-2020 is to increase the 9th Grade FSA scores of the lowest quartile by 5%.
Person responsible for monitoring outcome	Erica Walters (erica.walters@osceolaschools.net)
Evidence-based Strategy	<p>There will be a heavy focus on the lowest quartile for the 2019-2020 school year. By maintaining focus on the lowest quartile we will be able to continuously monitor one of our traditionally lowest performing groups through the stocktake process. In doing so both administration and the teachers will keep abreast of the performance and the progress being made by those students.</p> <p>Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.</p>
Rationale for Evidence-based Strategy	In past school years there has not been a heavy focus on the lowest quartile. We did recognize our scores for our lowest quartile were not the scores we would like to see but teachers struggled to identify and maintain a focus on these students throughout the school year. We believe that maintenance of a focus on the lowest quartile by the administrative team as well as the instructional coaches will ensure that those students receive more attention throughout the year and will result in improved performance since there will be increased accountability for that specific group especially since they will be a focus during our monthly stocktake meetings.
Action Step	
Description	<ol style="list-style-type: none"> 1. The instructional coach for ELA will pull a list of the students in the lowest quartile in 9th Grade ELA classes and will provide the list to the teachers so that they are able to identify students in the lowest quartile in their classrooms. 2. Teachers will be required to identify those students in their seating charts to facilitate maximum monitoring as well as tracking data through School City. 3. Administrators will request evidence of the monitoring of the lowest quartile during observations as well as differentiated learning strategies that are available through the district CUPS. 4. During stocktake data for the lowest quartile will be requested for review. 5. School-wide deliberate practice this year of AVID WICOR Writing to Learn PD across all content areas

6. Summit intervention time will be used specifically to address the needs of the lowest quartile.

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

#6	
Title	Increase ELL proficiency in both FSA Math and FSA Reading
Rationale	<p>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 low levels of achievement. For the 2018-2019 school year the area in which ELL students performed the lowest was in overall ELA and Math Achievement which were at 14% and 16% respectively. However, it is noteworthy that while ELA Achievement levels decreased by 1 percentage point from 2018 to 2019, Math Achievement increased from 12% in 2018 to 16% in 2019 which was an increase of 4 percentage points. In addition, the lowest quartile in ELA reading increased from 30% to 36% while the lowest quartile in Math decreased from 45% in 2018 to 24% in 2019. Based on the data it is safe to say that struggles of our ELL students are much more obvious in our Math classrooms as compared to our ELA classrooms but as a whole there continues to be a need to focus on this group since they represent a significant percentage of our overall school population.</p>
State the measurable outcome the school plans to achieve	<p>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. If a plan for improvement is outlined and followed there should be a significant increase in scores for both of these subgroups at the end of the 2019-2020 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 14% to at least 19% while the percentage of ELLs in Math classrooms who demonstrate proficiency will increase from 24% to at least 29%.</p>
Person responsible for monitoring outcome	Jeff Schwartz (jeffrey.schwartz@osceolaschools.net)
Evidence-based Strategy	<p>In order to improve instruction with ELL students, teachers in Math and English Language classes will implement ESOL strategies in their classrooms. In order for teachers to be able to reach their ELL students utilization of these strategies will be critical if higher scores with these students are the desired end result.</p> <p>Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.</p>
Rationale for Evidence-based Strategy	<p>For English Language as well as core content area teachers being good at their content is not sufficient; they must also utilize appropriate teaching techniques and strategies for instructing ELL students. Core content area teachers must be familiar with and able to adapt and employ a variety of teaching strategies in addition to having appropriate knowledge of the content. These teaching methods include classroom activities and procedures that employ specific strategies appropriate to ELL students in order to achieve their objectives. Content competency and ELL teaching techniques go hand in hand in enhancing teacher effectiveness in the classroom when instructing ELL students.</p>
Action Step	

Description	<ol style="list-style-type: none">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	Jeff Schwartz (jeffrey.schwartz@osceolaschools.net)

#7	
Title	Professional Learning Communities (PLCs)
Rationale	The data shows that PLCs are not operating consistently at a high level on the Seven Stages Rubric and formative assessment data throughout the year. This impacts student achievement as there are inconsistencies within delivering the curriculum in each subject area.
State the measurable outcome the school plans to achieve	All ELA, Reading, Math, Science, Civics, and US History PLCs will be at Stage 5 on the PLC Seven Stage Rubric by the end of Semester 1 2019-2020 assessed by the Principal using the Seven Stage Rubric and format data. All PLCs will be at stage 5 or above on the PLC Seven Stage Rubric assessed by the Principal by May 2020.
Person responsible for monitoring outcome	Erica Walters (erica.walters@osceolaschools.net)
Evidence-based Strategy	Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.
Rationale for Evidence-based Strategy	If teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase.
Action Step	
Description	<ol style="list-style-type: none"> 1. Schools PLC's teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team. 2. Principal and assistant principal (s) will conduct daily walkthroughs of PLC teams to ensure they are progressing through the PLC Seven Stages Rubric of an effective PLC. 3. Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes. 4. School City will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. 5. Professional development will be conducted to train staff on the School City platform. 6. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team. 7. Principals will present within their schools a State of Education on a quarterly period to their staff (August 2019, November 2019, January 2020, and March 2020). 8. Administration, PLC Lead, and PLC Guided Coalition will meet to discuss all accountability area collaborative teams, to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. 9. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams by the Principal. With the addition of formative assessment scores for Math, ELA, Social Studies, and Science PLCs.

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

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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 our 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.

The school district has added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students. Second Step intervention kits were distributed to all elementary and K-8 schools for support social-emotional learning environments.

Our district has a one-step referral system for mental health concerns. Through Title IV funding, students are screened by Panorama to determine needs for socio-emotional needs. Middle School Counselors receive training in Suicide Awareness. High School presentations are done to recognize signs of chronic absence and mental illness. A full time social worker is assigned to each high school.

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 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 to ensure that they are successful.

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.

We will schedule events like Career Days (Oct. 3rd) in which both college and career reps will be invited to meet with students. Naviance will be used comprehensively across the school as teachers and counselors have data chats with students and hold them accountable to the college and career metrics the program affords students. We will continue to develop the advisory board associated with our NAF Academy of Finance and use student ambassadors to help solicit job shadow/internship experiences from our business partners.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Increasing Algebra 1 proficiency				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0841 - Poinciana High School	General Fund		\$2,000.00
			<i>Notes: Math and Algebra Nation Resource Textbooks and Workbooks that align with the Alg 1 and Geometry EOC</i>			
			0841 - Poinciana High School	Title, I Part A		\$3,000.00
			<i>Notes: Substitutes for Alg 1 and Geom teachers to collaborate with the math coach on spiral/ repeat exposures of increasing increments of rigor in math power standards as well as data based interventions during Summit time</i>			
2	III.A.	Areas of Focus: Improve collaboration and commitment to AVID WICOR best practices				\$10,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0841 - Poinciana High School	Title, I Part A		\$10,000.00
			<i>Notes: AVID Summer Institute conference costs and stipends for 10 teachers to help with our goal of becoming an AVID National Demonstration School.</i>			
			0841 - Poinciana High School	School Improvement Funds		\$100.00
			<i>Notes: Materials to support system to celebrate teacher commitment to AVID WICOR best instructional practices</i>			
3	III.A.	Areas of Focus: Increase acceleration opportunities and completion				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0841 - Poinciana High School	General Fund		\$1,000.00
			<i>Notes: AP Exam study guides</i>			
			0841 - Poinciana High School	Other		\$1,000.00
			<i>Notes: Online IC test prep programs like Certiport and GMetrix</i>			
4	III.A.	Areas of Focus: Increase biology proficiency				\$1,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

			0841 - Poinciana High School	School Improvement Funds		\$800.00
			Notes: PENDA online resource for EOC prep			
			0841 - Poinciana High School	General Fund		\$1,100.00
			Notes: Biology EOC study guides printed and spiral bound			
5	III.A.	Areas of Focus: Increase learning gains for the lowest quartile in ELA				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0841 - Poinciana High School	Title, I Part A		\$10,000.00
			Notes: College Board's Spring Board curriculum with rich texts and differentiated scaffolds			
6	III.A.	Areas of Focus: Increase ELL proficiency in both FSA Math and FSA Reading				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0841 - Poinciana High School	General Fund		\$5,000.00
			Notes: ELLevation resource for data, strategies, and intervention suggestions for ELL.			
7	III.A.	Areas of Focus: Professional Learning Communities (PLCs)				\$0.00
Total:						\$34,000.00