

School District of Osceola County, FL

Poinciana High School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Poinciana High School

2300 S POINCIANA BLVD, Kissimmee, FL 34758

www.osceolaschools.net

Demographics

Principal: Jeffrey Schwartz

Start Date for this Principal: 1/16/2018

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (43%) 2018-19: C (46%) 2017-18: 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	ATSI
* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Poinciana High School

2300 S POINCIANA BLVD, Kissimmee, FL 34758

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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<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.

Engaging all stakeholders in respectful communication and productive collaboration for post-secondary success.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Schwartz, Jeff	Principal	Instructional Leader and Manage Operations at PHS
Duran, Carlos	Science Coach	Support science instruction and School City
Martinez, Hegal	Magnet Coordinator	Oversee Osceola Business Academy and establish mentors and coaches from the business community
Mchatton, Jesse	Staffing Specialist	RCS supporting ESE placements and IEPs
Reaser, Lisa	Math Coach	Support math teachers and instruction
Scott, Roydrick	Dean	Behavior management support
Smith, Leroy	Dean	Behavior management support
Tapia, Nancy	ELL Compliance Specialist	Support for ELLs and WIDA testing specialist
Vincutonis, Sina	Graduation Coach	Grad Coach and intervention/alternative placement specialist
Farrell, Crystal	Assistant Principal	Oversees Guidance, Master Schedule, Student Schedules, World Languages, Science, Advanced Placement, Graduation, Open House, Summer / After School Programs, DOE Data, ELL Program, ASCEND, and PLCs.
Darago, Stephen	Assistant Principal	Oversees ESE, PE, CTE, Student Services, Transportation, Facilities, PBIS, Supervision Schedule
Woechan, Jaime	Assistant Principal	Oversees ELA/Reading, Fine Arts, SIP development, New Teachers / TSL program, MTSS, Summit, Attendance, Testing, Teacher / Student Recognition
Hendricks, Sarah	Reading Coach	Coach and support ELA / Reading teachers.
Miller, Robert	Graduation Coach	Monitor and implement interventions based on AR points monthly, grad goal and and CCR goal, works to coach students and staff on behaviors that lead to success.

Demographic Information

Principal start date

Tuesday 1/16/2018, Jeffrey Schwartz

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

30

Total number of teacher positions allocated to the school

145

Total number of students enrolled at the school

2,364

Identify the number of instructional staff who left the school during the 2021-22 school year.

21

Identify the number of instructional staff who joined the school during the 2022-23 school year.

29

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	62	66	62	190
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	31	85	46	55	217
One or more suspensions	0	0	0	0	0	0	0	0	0	37	44	13	28	122
Course failure in ELA	0	0	0	0	0	0	0	0	0	35	133	156	56	380
Course failure in Math	0	0	0	0	0	0	0	0	0	35	117	102	75	329
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	180	205	174	121	680
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	193	268	122	72	655
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	180	205	174	121	680

Using the table above, complete the table below with the number of students by current grade level who have 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	40	125	122	72	359

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	1	4	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	11	8	5	28

Date this data was collected or last updated

Monday 7/25/2022

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	706	664	617	573	2560
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	78	86	85	80	329
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	4	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	42	134	165	59	400
Course failure in Math	0	0	0	0	0	0	0	0	0	39	21	78	44	182
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	201	203	192	117	713
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	206	273	223	121	823
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	201	203	192	117	713

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	47	95	118	51	311

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	0	0	4	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	10	9	7	32

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	706	664	617	573	2560
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	78	86	85	80	329
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	4	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	42	134	165	59	400
Course failure in Math	0	0	0	0	0	0	0	0	0	39	21	78	44	182
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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	0	0	4	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	10	9	7	32

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	32%	45%	51%				42%	57%	56%
ELA Learning Gains	38%						44%	48%	51%
ELA Lowest 25th Percentile	33%						36%	43%	42%
Math Achievement	17%	37%	38%				28%	46%	51%
Math Learning Gains	27%						35%	41%	48%
Math Lowest 25th Percentile	44%						34%	46%	45%
Science Achievement	44%	32%	40%				60%	69%	68%
Social Studies Achievement	51%	39%	48%				52%	70%	73%

Grade Level Data Review - State Assessments

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

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
2022					
2019	57%	62%	-5%	67%	-10%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	51%	62%	-11%	70%	-19%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	17%	49%	-32%	61%	-44%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	33%	44%	-11%	57%	-24%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	19	34	31	16	35	44	18	32		87	17
ELL	20	35	31	14	27	51	30	38		89	47
ASN	40	50		57	38		64	50			
BLK	28	39	33	14	36	54	45	52		94	46
HSP	31	37	32	16	26	42	42	49		94	50
MUL	26	33		9	28		50	54			
WHT	38	38	24	22	20	33	50	58		91	49
FRL	29	36	29	15	27	45	39	48		86	31
2021 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 2019-20	C & C Accel 2019-20
SWD	14	34	32	22	29	33	21	44		89	10
ELL	16	39	41	17	30	36	33	39		91	41
ASN	44	44		33	43			62			
BLK	34	51	51	23	34	50	50	43		97	31
HSP	27	40	39	23	30	37	46	52		93	41
MUL	53	43		33			40				
WHT	46	54	33	31	35	68	60	63		87	68
FRL	28	40	37	22	29	39	42	48		92	40
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	479
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	50
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	33
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	42
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our data dropped in all school grade categories except lowest quartile math, acceleration, and graduation.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

We need to increase learning gains and proficiency in all state tested areas.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

COVID slide and decline in foundational skills, feeder middle school dropped to D grade previous year, staff shortages for at least one semester in all state tested areas except biology last year

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our lowest quartile in math and acceleration (ICs earned and AP scores increases).

What were the contributing factors to this improvement? What new actions did your school take in this area?

Summit interventions conducted with fidelity, use of Delta Math foundational development software, data tracking and promoting of best practices and competition in industry certification courses, AP support meetings.

What strategies will need to be implemented in order to accelerate learning?

AVID WICOR with a particular focus on Reading Across All Content Areas.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will provide AVID PD every other month for all staff and side by side coaching and teaching for all struggling individual teachers.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Short-term mastery practice goal setting through the PLC's with elements of lesson study and increased peer observations will be used to support collegiality and build collective efficacy.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on last year's analysis of PLC's, our PLC's were typically at stage 3 or 4. In order to further move student learning, we need to go beyond exchanging ideas and planning lessons to analyzing student learning and then implementing strategies based on student needs.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Every PLC will be at Stage 6 in which they utilize data and student work samples to determine which learning strategies need to be implemented and improved in instruction

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

All leadership team members assigned to PLCs to monitor goal setting and data analysis and report to PLC Guiding Coalition to problem solve any issues

Person responsible for monitoring outcome:

Sina Vincutonis (sina.vincutonis@osceolaschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Short-term master practice goal setting with lesson study, peer observations, and student work quality analysis

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

This strategy will improve collectively efficacy with and Effect Size of 1.57, the biggest impact on learning

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Utilize short-term mastery practice goal setting with lesson study elements of peer observation and review of student work quality to address student weakness areas and build collective efficacy

Person Responsible

Jeff Schwartz (jeffrey.schwartz@osceolaschools.net)

Provide AVID WICOR PD every other month and develop teacher leaders to attend and take back to teach PLC

Person Responsible

Crystal Farrell (crystal.farrell@osceolaschools.net)

Increase number of peer observations facilitated by mentors, coaches, and admin and review/share out findings at weekly leadership team / PLC Guiding Coalition

Person Responsible

Sina Vincutonis (sina.vincutonis@osceolaschools.net)

#2. Positive Culture and Environment specifically relating to Positive Culture and Environment**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In our Spring Panorama Survey from 21-22, only 27% of students reported favorably on a sense of belonging at our school. We know that feeling like we belong is a basic emotional need that must be met in order for learning to happen.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to increase the sense of belonging by 5 percentage points to 32% of students responding favorably.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Panorama Surveys, Discipline Referrals, Extracurricular Club Participation and Spirit Events Numbers

Person responsible for monitoring outcome:

Jeff Schwartz (jeffrey.schwartz@osceolaschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Positive school culture is developed through promoting relational capacity activities with students and supporting the development of dynamic, student-centered learning activities in which students have choice and voice. Success will be tracked and celebrated through various short and long term goal setting tools used by both students and staff, not just for performance but for mastery practice to build collective efficacy.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Relational capacity strategies and goal setting have effect sizes of .52 and .68 respectively.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Both teacher and student leadership will be developed through PD and PLC activities and developing student mentors and teachers for our interventions and athletic teams.

Person Responsible Jeff Schwartz (jeffrey.schwartz@osceolaschools.net)

Several means of celebrating success include the AVID WICOR teachers of the month, REP the P shout outs, Positive Pay It Forward phone calls to families of students and staff, etc.

Person Responsible Jeff Schwartz (jeffrey.schwartz@osceolaschools.net)

Lunch N Lead Socials will be held for staff to provide input and suggestions on school culture.

Person Responsible Jeff Schwartz (jeffrey.schwartz@osceolaschools.net)

Extracurricular clubs will be promoted with Club Rush events to recruit students and give them a sense of belonging to the school. Alumni Club and Advisory Boards for various CTE programs will continue to be established and grown by collecting the contact info of senior leaders each year.

Person Responsible Jeff Schwartz (jeffrey.schwartz@osceolaschools.net)

Post-Secondary Culture - Continue College Knowledge and Very Merry Parent Nights that provide parents with FAFSA, scholarship, and college application information. Target DE eligible students for PERT boot camps with Valencia instructors and interventions through Summit. Arranged for Lynx bus route from PHS to Valencia Poinciana for DE accessibility. Continue AP mini PDs and meetings with staff in morning contract hours before the start of the day.

Person Responsible Crystal Farrell (crystal.farrell@osceolaschools.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Proficiency rates remained the same from the 2020-21 and the 2021-2022 school years (32). Teachers report main obstacles to improving reading proficiency in students include poor: writing organization, spelling/grammar, vocabulary, summarizing skills, and a lack of interest. Given the need to increase students proficiency rates and overall reading skills, productive actions are necessary to accomplish the goal of ensuring higher levels of Literacy achievement for all students.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve.
This should be a data based, objective outcome.

We plan to increase Reading Proficiency Rate from a 32 to a 37.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Short-term mastery practice goal setting with analysis of student work will be monitored and supported by leadership team members in all PLCs.
 We will monitor the students achievements on the FAST PM1, PM2, NWEA (ELA) to look for group from fall to winter.

Person responsible for monitoring outcome:

Jaime Woechan (jaime.woechan@osceolaschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Student data will be analyzed to target our students with a substantial reading deficiency to determine intervention needs. Students will be scheduled in an intervention period (called Summit) to work on skill deficits and make progress towards learning gains and reading proficiency.
 All teachers in our school will be working on the implementation of high-quality content area reading instruction to improve students' reading performance and content learning across subjects.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

Over the past few years, students that receive interventions via Summit have shown growth in learning gains. Students benefit from targeted interventions in reading.
 The process of involving content area teachers in teaching reading comprehension and writing strategies is diffusive (Fang & Wei, 2010). Guiding students in understanding content area text is the responsibility of all content area teachers (McKewon, Beck, & Blake, 2009). Practice and instruction of reading comprehension and writing strategies enhances the curriculum of content area teachers rather than add more instructional content (Joseph, 2010).

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

All subject area teachers, including elective teachers, will be implementing more meaningful AVID WICOR Reading strategies with open ended questions and inquiry that promote processing and critical thinking

development. In addition, more primary source analysis tools will be utilized for increased reading and annotations.

Person Responsible Jeff Schwartz (jeffrey.schwartz@osceolaschools.net)

ELA and Reading PLCs will use a PHS created form to develop short-term goal setting for lessons and areas of need with in their PLCs.

Person Responsible Sina Vincutonis (sina.vincutonis@osceolaschools.net)

Summit classes will be built to maximize use of teacher knowledge and enhance student skills. Student will be schedule with a teacher they already have in most cases.

Person Responsible Jaime Woechan (jaime.woechan@osceolaschools.net)

Observations and NEST visits to determine the "glows and grows" that include debriefing and follow up with teachers.

Person Responsible Jaime Woechan (jaime.woechan@osceolaschools.net)

During PLCs, teams will identify an area of need, researching a corresponding strategy, plan the use of the strategy, meet back to determine the effectiveness, and determine next steps.

Person Responsible Sarah Hendricks (sarah.hendricks@osceolaschools.net)

#4. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

2022 scores in Math Proficient (24 to 17) and Learning Gains (32 to 27) declined. Teachers report main obstacles include a lack of basic math facts from times tables to using decimals and negative integers.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We plan to increase Math Proficiency to 23 and Learning Gains to 32

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Short-term mastery practice goal setting with analysis of student work will be monitored and supported by leadership team members in all PLCs

Person responsible for monitoring outcome:

Jeff Schwartz (jeffrey.schwartz@osceolaschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Short-term goal setting and celebrating success for collective efficacy, continued interventions through Summit, AVID WICOR PD for collaborative structures, inquiry question creation, and written explanations of math to develop conceptual understanding.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Effect sizes for goal setting and collective efficacy are .68 and 1.57 respectively.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Daily practice of basic foundational skills through exercises like multiplication time sheets rapid drills. In addition, carve time within the curriculum for these differentiated basic skills stations that can be student led resulting in leadership development and collective efficacy.

Person Responsible

Lisa Reaser (lisa.reaser@osceolaschools.net)

Student-centered interventions during Summit and after school tutoring. Provide scaffolded, shorter assignments in class and encourage student self-advocating when need help.

Person Responsible

Lisa Reaser (lisa.reaser@osceolaschools.net)

Consistency with the enforcement of rules, procedures, and expectations in the classroom so the focus can stay on learning in class.

Person Responsible

Jeff Schwartz (jeffrey.schwartz@osceolaschools.net)

#5. Instructional Practice specifically relating to Science**Area of Focus Description****and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In 21-22, just 44% of students passed their Biology EOC, which dropped 4 percentage points from the previous year. Our students have continued to struggle with retaining content and reading print and not-print texts; this is reflected in the scores.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to increase the Bio pass rate by 5 percentage points to 49%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

As a PLC, we will use common assessments and district quarterlies to assess where we are. We will also use the short-term goal setting document to look at student work samples in addition to formative assessments.

Person responsible for monitoring outcome:

Crystal Farrell (crystal.farrell@osceolaschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

We will use the short-term goal setting document to focus on specific areas of student learning relevant to content retention and reading skills; research, select, and implement strategies to impact student learning; and then use student samples, common formatives and summatives, etc to adjust our work and build confidence.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The short-term goal setting document will build collective efficacy in the PLC, which we know from Hatties' work leads to 2-3 years of growth in students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Introduce Bio PLC to short-term goal setting doc, including a sample.

Person Responsible

Crystal Farrell (crystal.farrell@osceolaschools.net)

Facilitate team meetings in identifying a student area of need, researching a strategy, sharing student work, and determining impact.

Person Responsible

Carlos Duran (carlos.duran@osceolaschools.net)

Classroom NEST walk throughs / observations with follow up teacher meeting to provide feedback and next steps based on the short term goal.

Person Responsible

Crystal Farrell (crystal.farrell@osceolaschools.net)

Arrange peer observations relevant to goal (Crystal and Carlos walk with teachers) and debrief.

Person Responsible

Carlos Duran (carlos.duran@osceolaschools.net)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Positive school culture is developed through promoting relational capacity activities with students and supporting the development of dynamic, student-centered learning activities in which students have choice and voice. Success will be tracked and celebrated through various short and long term goal setting tools used by both students and staff, not just for performance but for mastery practice to build collective efficacy. Both teacher and student leadership will be developed through PD and PLC activities and developing student mentors and teachers for our interventions and athletic teams. Several means of celebrating success include the AVID WICOR teachers of the month, REP the P shout outs, Positive Pay It Forward phone calls to families of students and staff, etc. Lunch N Lead Socials will be held for staff to provide input and suggestions on school culture. Extracurricular clubs will be promoted with Club Rush events to recruit students and give them a sense of belonging to the school. Alumni Club and Advisory Boards for various CTE programs will continue to be established and grown by collecting the contact info of senior leaders each year.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Teachers develop dynamic instruction and relational capacity activities. Parents get involved with suggestions from our Title I compact and PFEP. Administrators celebrate staff and student accomplishments and constantly communicate with both parties by interaction and support. Business members are recruited for advisory boards and serve as coaches and mentors to students in the OBA. Counselors and deans organize and support more behavioral and SEL support based upon data. Student leaders in clubs and sports teams use positive peer pressure to promote better culture and serve as tutors for struggling peers.