Poinciana High School

2021-22 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: 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2020-21: (45%) 2018-19: C (46%) 2017-18: C (46%) 2016-17: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]

* 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.

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
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities	
Schwartz, Jeff	Principal		Instructional and Building Leader
Farrell, Crystal	Assistant Principal		Oversees World Languages, Science, Advanced Placement, New Teachers / TSL program, MTSS, Summit, Attendance, Testing, Teacher / Student Recognition, Graduation.
Walters, Erica	Assistant Principal		Oversees Guidance, Master Schedule, Student Schedules, Open House, Summer / After School Programs, DOE Data, ELL Program, ASCEND, ELA / Reading, Fine Arts, and PLCs.
Darago, Stephen	Assistant Principal		Oversees ESE, PE, CTE, Student Services, Transportation, Facilities, PBIS, Cafeteria.
Zevallos, Summer	Guidance Counselor		College and Career Counselor: support students in preparing for and seeking CC options, communicate with stakeholders, foster CC environment.
Duran, Carlos	Science Coach		Coach and support Science teachers.
Hendricks, Sarah	Reading Coach		Coach and support ELA / Reading teachers.
Mchatton, Jesse	Other	RCS	Support ESE teachers, students, and families. Support differentiated instruction school wide.
Martinez, Hegal	Other	OBA Coordinator	Support and coach OBA teachers, students, families, and
Aviles, Jennifer	Dean		Supervision, Discipline, Coaching teachers
Scott, Roydrick	Dean		Supervision, Discipline, Coaching teachers
Smith, Leroy	Dean		Supervision, Discipline, Coaching teachers
Reaser, Lisa	Math Coach		Support and coach math teachers, school math goal and SIP steps for math.
Vincutonis, Sina	Graduation Coach		Monitor and implement interventions based on AR points monthly, grad goal and and CCR goal.

Name	Position Title	Job Duties and Responsibilities	
Tapia, Nancy	ELL Compliance Specialist		Monitor ELL compliance, coach teachers in ELL strategies based on data.
Miller, Robert	Other	Success Coach	Work to coach students and staff on behaviors that lead to success, particularly through restorative practices.

Demographic Information

Principal start date
Tuesday 1/16/2018, Jeffrey Schwartz

Number of teachers with a 2019 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 2019 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.*
12

Total number of teacher positions allocated to the school
127

Total number of students enrolled at the school
2,468

Identify the number of instructional staff who left the school during the 2020-21 school year.
32

Identify the number of instructional staff who joined the school during the 2021-22 school year.
26

Demographic Data

Early Warning Systems

2021-22

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	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

Date this data was collected or last updated

Monday 8/16/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	563	560	600	483	2206
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	72	100	127	133	432
One or more suspensions	0	0	0	0	0	0	0	0	0	9	22	19	19	69
Course failure in ELA	0	0	0	0	0	0	0	0	0	27	96	70	16	209
Course failure in Math	0	0	0	0	0	0	0	0	0	19	67	15	18	119
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	12	92	104
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	26	147	34	207

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	7	48	73	45		173

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	3	6	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	12	8	8	5	33

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	563	560	600	483	2206
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	430	381	398	380	1589
One or more suspensions	0	0	0	0	0	0	0	0	0	159	73	91	67	390
Course failure in ELA	0	0	0	0	0	0	0	0	0	23	86	68	16	193
Course failure in Math	0	0	0	0	0	0	0	0	0	18	63	23	16	120
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	1	0	6	99	106
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	20	129	41	190

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	126	136	185	138	585

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	1	9	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	11	5	7	5	28

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	32%			42%	57%	56%	39%	56%	56%
ELA Learning Gains	44%			44%	48%	51%	45%	54%	53%
ELA Lowest 25th Percentile	40%			36%	43%	42%	39%	47%	44%
Math Achievement	24%			28%	46%	51%	26%	39%	51%
Math Learning Gains	32%			35%	41%	48%	37%	40%	48%
Math Lowest 25th Percentile	43%			34%	46%	45%	46%	46%	45%
Science Achievement	48%			60%	69%	68%	53%	67%	67%
Social Studies Achievement	52%			52%	70%	73%	49%	70%	71%

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
09	2021					
	2019	37%	47%	-10%	55%	-18%
Cohort Comparison						
10	2021					
	2019	41%	47%	-6%	53%	-12%
Cohort Comparison		-37%				

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
2021					
2019	57%	62%	-5%	67%	-10%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	51%	62%	-11%	70%	-19%
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	17%	49%	-32%	61%	-44%
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	33%	44%	-11%	57%	-24%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

We use NWEA for ELA and Math, district progress monitoring assessments for Biology and US History.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	105	190	183
	Economically Disadvantaged	50	106	98
	Students With Disabilities	2	4	44
	English Language Learners	21	32	31
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	59	92	91
	Economically Disadvantaged	34	49	51
	Students With Disabilities	1	3	5
	English Language Learners	14	24	28
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	149	200	180
	Economically Disadvantaged	79	105	99
	Students With Disabilities	6	11	2
	English Language Learners	14	17	13
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32	54	43
	Economically Disadvantaged	13	30	24
	Students With Disabilities	3	6	4
	English Language Learners	8	10	10
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	23	23
	Economically Disadvantaged	7	12	9
	Students With Disabilities	4	1	3
	English Language Learners	5	8	10
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	45.8%	51.2%	51.8%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	3	5	4
	Economically Disadvantaged	2	5	2
	Students With Disabilities	2	1	1
	English Language Learners	1	1	1
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

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

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
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
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	44
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	31
Total Points Earned for the Federal Index	481
Total Components for the Federal Index	11
Percent Tested	93%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
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	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	45
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	45
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	42
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	42
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	55
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	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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 ELL and ESE students are struggling the most as they are still below the ESSA Federal Index; thus, they require greater tier one support as well as intervention in order to overcome their barriers. In 2021, in Math, 11.3% of ELL's and 10.7% of ESE students were proficient. That same year, in ELA, 17.1% of ELL and 13.6% of ESE students were proficient.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our greatest opportunities for growth are in ELA, Math, and Science achievement; achievement in these areas, respectively fell 10, 4, and 12 percentage points from 2019 to 2021.

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

Contributing factors include the Covid slide, at home digital learning, the equity gap (further exacerbated by Covid and digital learning), and staff struggles to differentiate, connect with students, and address SEL needs.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

We saw an increase in the percentage of lowest quartile students making gains in ELA and Math.

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

Lowest quartile students in ELA and Math received additional intervention time. These students were scheduled into interventions via Summit with their current teacher one day per week per necessary

area. Teachers received a half day to plan per quarter with the support of an academic coach. They focused on students' highest areas of need. Deans and MTSS coach monitored attendance and followed up with students / parents when they did not attend.

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

There will be a schoolwide focus on inquiry (the I in AVID WICOR) in order to help students take an active, more engaged role in their learning, improve student ownership, and increase rigor in learning activities. Teachers will also identify their lowest quartile, ESE, and ELL students and implement a system (seating chart or roster) in order to differentiate learning (cognates / word parts, graphic organizers, and strategic pairing). Teachers will leverage individual student and class goal tracking for NWEA / progress monitoring in order to improve student motivation, increase a focus on learning, and build a class culture of learning.

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.

Teachers will participate in professional development throughout the year on the aforementioned strategies. Learning will include quarterly gallery walks and strategy walks, plus monthly share outs from PLC's who are successfully engaging in the work.

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

Administrators will use the NEST tool and observations to monitor for opportunities for growth in our identified strategies, will follow up in conversations with teachers, and use the evaluation spreadsheet to track and hold each other accountable. Coaches will participate in communities of practice in which they will complete coaching cycles with teachers based on their identified needs. TSL Mentors will use strategies from the New Teacher Center in order to engage in the work with the teachers they mentor. Finally, leadership team members will participate in PLC's at centralized locations, so that they are able to support teams in need.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:	This is a critical need based on the results of our Insights survey: though we have grown .5 from a 4.5 to a 5.0 index score, we are still .4 below the district average and 2 points below the top quintile.
Measurable Outcome:	Our goal is to increase our Leadership index score from a 5 to a 5.5.
Monitoring:	Throughout the year, we will use post observation conversations, PLC conversations, and teacher feedback to determine if we are making changes; we will use the results on the NEST tool and assessments to determine if we are seeing the impact of these changes.
Person responsible for monitoring outcome:	Jeff Schwartz (jeffrey.schwartz@osceolaschools.net)
Evidence-based Strategy:	We will grow our instructional leadership by modeling and, thus building capacity for, the behaviors we want to see in our teacher and student leaders.
Rationale for Evidence-based Strategy:	We know that when building leaders become instructional leaders and demonstrate the desired behaviors, the adults and students on campus become more likely to demonstrate these behaviors themselves. Modeling shows others the "how to" and the thinking process necessary to complete the task or goal. Furthermore, when those at the top demonstrate a behavior, it motivates and inspires others to do the same. As Schmoker explains, "leaders constantly remind, train, and tell stories" (19). Finally, it shows that such behaviors are important and worth investing in when they go from words to actions.

Action Steps to Implement

Administrators will complete at least five NEST walk throughs each per week and follow up with teachers about areas of opportunity as needed, celebrate with the use of stars on the WICOR Strategy Spotlight and Warrior posters, and emails to shout out the highlights.

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

Administrators will complete observations using the FTEM in iObservation, provide precise and targeted feedback to teachers, and will follow up with personalized feedback in post observation meetings.

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

Instructional coaches, LRS's, and AVID Coordinator will use their classroom experiences and administrators' feedback in order to identify teachers in need of coaching. Coaches and LRS's will complete coaching cycles with identified teachers, which will include modeling, co-teaching, and releasing, so that teachers take ownership and an active role.

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

TSL Mentors and Coaches will complete coaching cycles and mentor their mentees using the tools provided from the New Teacher Center. They will document their work in Kiano and share results and challenges with the TSL administrator. They will lead monthly mini-morning PD's based on a needed strategy and will monitor for the strategy usage in their follow up coaching.

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

We will develop and invest in PLC leads. All PLC's will meet in department specific locations. Leadership team members will support their work using the PHS PLC tool and will work to identify PLC leaders who can start to take on this work.

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

The AVID coordinator will build student leaders by identifying and training AVID students to tutor/ facilitate learning of their peers via Summit.

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

The athletic director and athletic coaches will identify struggling student athletes and student athlete leaders. They will coordinate and supervise these student athlete leaders in tutoring / facilitating the learning of their peers via Summit and Wednesday after school study halls. AVID Coordinator will support collaborative study groups.

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

Build leadership pipeline through department chairs, mentors, teacher leaders, para to teacher: share information on the how-to quarterly.

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

Administrators will acknowledge teacher leaders through the AVID stars on WICOR spotlight / warrior posters, celebrating them on the spot on front of teachers, and asking them to share out at one a month at PLC's / quarterly at gallery walks and strategy walks.

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

Administrators will walk with select teachers during strategy walks, debrief after word, and follow up with support via a coach, mentor, or AVID coordinator.

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

CTE teachers will develop student peer tutors who will support other students in their learning.

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

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	32% of students are proficient in ELA in comparison to 42% in 2019.
Measurable Outcome:	37% of students will be proficient in ELA.
Monitoring:	We will monitor our students' starting point on the Fall NWEA relative to national norms. Then we will monitor their growth on NWEA during Winter and Spring.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	We will utilize Summit (data-based small groups during our intervention periods) to move students to proficient.
Rationale for Evidence-based Strategy:	We saw in the 20-21 school year that those who participated in Summit met their growth goals at a higher rate than those who did not. This aligns with the research as Summit focuses on questioning (average effect size .75-.8) and cooperative learning (average effect size .63-.78) (Marzano 38-39).

Action Steps to Implement

Pull student data to form Summit classes, matching students with a teacher already on their schedule.

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

Teachers build Summit lessons based on highest areas of need, focusing on leveraging AVID WICOR strategies within student-centered lessons.

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

Notify parents and students of Summit classes, focusing on the why behind the intervention period.

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

Analyze data from NWEA to adjust instruction in classes and in Summit--both in strategy (WICOR) and focus.

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

Teachers, with support from literacy coach, will use the pre-made student trackers to lead students in tracking their growth and setting goals for NWEA. They will also lead the class in setting a class goal, tracking their progress, and celebrating success / acknowledging areas for growth.

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

Literacy Coach and Graduation Coach will support teachers through PLC process, pushing into classes, and modeling, co-teaching, and releasing with feedback.

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

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Given the 2020-2021 school data finding that only 24% of students were proficient in math, productive actions are necessary to accomplish the goal of ensuring higher levels of mathematical achievement for all students.
Measurable Outcome:	The outcome for 2021-2022 is to increase math proficiency to 29% (increase of 5%).
Monitoring:	We will monitor our students' starting point on the Fall NWEA relative to national norms. Then we will monitor their growth on NWEA during Winter and Spring.
Person responsible for monitoring outcome:	Jeff Schwartz (jeffrey.schwartz@osceolaschools.net)
Evidence-based Strategy:	Algebra 1 and Geometry PLCs are participating in Florida Network for School Improvement (FNSI) training on the deliberate practices of arguing and defending claims and error analysis.
Rationale for Evidence-based Strategy:	These strategies promote the processing and analyzing of critical content, peer collaboration (C in WICOR), writing to learn (W), and inquiring (I) to come to a conclusion. Research shows that these strategies promote deeper understanding of mathematical thinking and reasoning. Specifically, Brown and Burton (1978) "note that students' understanding of mathematics content is particularly susceptible to bugs, which are best corrected by continual examination of the content" (Marzano 63).

Action Steps to Implement

Continue partnership with FNSI to provide training and practice on Arguing and Defending Claims and Error Analysis.

Person Responsible	Lisa Reaser (lisa.reaser@osceolaschools.net)

Continue Summit Interventions on Tuesdays and Thursdays for lowest 25% with focus on deficit skill areas such as multiplication, integers, like terms, etc. Notify parents and students of Summit classes, focusing on the why behind the intervention period.

Person Responsible	Lisa Reaser (lisa.reaser@osceolaschools.net)

Expand use of supplemental instructional materials including but not limited to the use of hands-on activities, manipulatives, and online resources such as Deltamath and Khan Academy

Person Responsible	Lisa Reaser (lisa.reaser@osceolaschools.net)

Increase use of content vocabulary presented in multiple languages (cognates).

Person Responsible	Lisa Reaser (lisa.reaser@osceolaschools.net)

Expand and improve the math culture outside of the math classroom by using cross-curricular activities, math focused messaging and incentives.

Person Responsible	Lisa Reaser (lisa.reaser@osceolaschools.net)

Analyze data from NWEA to adjust instruction in classes and in Summit--both in strategy (WICOR) and focus.

Person Responsible Lisa Reaser (lisa.reaser@osceolaschools.net)

Teachers, with support from Math coach, will use the pre-made student trackers to lead students in tracking their growth and setting goals for NWEA. They will also lead the class in setting a class goal, tracking their progress, and celebrating success / acknowledging areas for growth.

Person Responsible Lisa Reaser (lisa.reaser@osceolaschools.net)

Math Coach will support teachers through PLC process, pushing into classes, and modeling, co-teaching, and releasing with feedback. Coach will focus on developing teachers' ability to develop high order thinking questions, both creating their own and working with students to create challenging questions.

Person Responsible Lisa Reaser (lisa.reaser@osceolaschools.net)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	This area was identified as a critical need because proficiency in 2021 fell 12 percentage points from a 60% to a 48%. Currently, 82% of our Bio students are level 1 and 2 readers, so they are likely to struggle on the Bio EOC as it is print and non-print text rich.
Measurable Outcome:	As a result of our work, we will increase the proficiency rate 5 percentage points to a 53%.
Monitoring:	We will use the baseline assessment, quarterly assessments, and the mock exam to measure how progress toward meeting the goal.
Person responsible for monitoring outcome:	Crystal Farrell (crystal.farrell@osceolaschools.net)
Evidence-based Strategy:	We will focus on using differentiated instruction to improve the learning of those below proficient and those at / above proficient.
Rationale for Evidence-based Strategy:	With the substantial drop in last year's scores, we've seen that we need to not only meet the needs of the students who are below level, but we also need to push our students who are at or above grade level as there were level 3+ readers who slid back and earned a 2 on the Bio exam. We will expect that all students will achieve higher level of learning than where they are as we know that "A teacher's beliefs about students' chances of success in school influence the teacher's actions with students, which in turn influence the students' achievement" (Marzano 162).

Action Steps to Implement

We will plan together the lessons and interventions based on the needs of our students. We will target the level 1 and 2 students as well as our ELL's/ESE students (cognates, graphic organizers, strategic pairings, scaffolds--level one questions before levels 2 then 3) and enrich the learning experience of the level 3,4, and 5 students (extension activities, level 2 and 3 questions to start without the scaffold of level 1 questions).

Person Responsible   Carlos Duran (carlos.duran@osceolaschools.net)

We will use proficiency scales with students along with graphic organizers for students who need them, intentionally targeting the students based on their learning style, reading level, and where they are in their academic progress.

Person Responsible   Carlos Duran (carlos.duran@osceolaschools.net)

Instructional coaching- We will monitor the implementation of teaching strategies that have an impact on our students; we will identify teachers who struggle with differentiation and provide coaching (co-teaching and modeling then release) when needed.

Person Responsible   Carlos Duran (carlos.duran@osceolaschools.net)

Readers who are at a level 2 will have the added support of Bio Summit, with stations, rotations, and collaborative study groups with support from an AVID students.

Person Responsible   Carlos Duran (carlos.duran@osceolaschools.net)

We will analyze the data and provide interventions based on the needs identified (re-teaching stations, extension stations, stations based on reading graphs / charts)

Person Responsible Carlos Duran (carlos.duran@osceolaschools.net)

Students will individually track progress towards goals; the class will set goals, monitor their progress, and celebrate success.

Person Responsible Carlos Duran (carlos.duran@osceolaschools.net)

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Our ELL and ESE subgroups historically have been below the ESSA Federal Index whereas all other subgroups have been above the ESSA Federal Index. In 2021, in Math, 17% of ELL's and 22% of ESE students were proficient. That same year, in ELA, 16% of ELL and 14% of ESE students were proficient.
Measurable Outcome:	Our goal is to raise the proficiency rate of ELL and ESE students 5 percentage points each in both ELA and Math.
Monitoring:	We will track students' performance on the NWEA Fall, Winter, and Spring.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	We will focus on differentiation, specifically utilizing cognates / words parts, graphic organizers, and strategic pairing for our ELL and ESE students.
Rationale for Evidence-based Strategy:	We know that cognates are a great way to connect to knowledge in a student's primary language; graphic organizers support students in processing, chunking, and organizing ideas; strategic pairing allows for students to act as tutors or facilitators and also allows teachers to address students needs when homogenously paired. The research supports the use of these strategies: for example, Marzano notes that graphic organizers are an effective way for students to create a "nonlinguistic representation" of thinking (52).

Action Steps to Implement

Professional development on the three differentiation strategies provided by AP, MTSS Coach, RCS, and EES with share outs from teachers.

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

Training and time provided for teachers to identify ELL / ESE students and their accommodations using either seating chart or roster methods. Charts are due by third week of school to assessing administrator.

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

Administrators will follow up through observations to ensure that strategies are implemented for ESE / ELL, celebrate success and re-teach through post-observations, and seek assistance from coaches when additional support is needed.

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

PLC's will meet by department in designated locations, so that administrators, coaches, AVID Coordinator, and LRS's can push into PLC's to support and facilitate as needed.

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

ELL / ESE taskforce (comprised of an admin, EES, RCS, teachers, and coaches) will meet monthly to review strategy usage and stumbling points, problem solve, and then return to their PLC's to refine planning and implementation.

Person Responsible Jesse Mchatton (jesse.mchatton@osceolaschools.net)

Learning Strategies Math teacher will incorporate the three high impact strategies in her curriculum and support math PLC in utilizing the strategies.

Person Responsible   Jesse Mchatton (jesse.mchatton@osceolaschools.net)

#6. Other specifically relating to Culture & Environment

Area of Focus Description and Rationale:	Our acceleration rate for 2020 was at 42%; our graduation rate was at 94%. We find that there is a need to improve our culture as far as the focus on the four E's and whether students are invested in preparing for post-secondary opportunities.
Measurable Outcome:	As a result of our work, our acceleration rate will increase to 47% and our graduation rate will increase to 96%.
Monitoring:	The acceleration rate will be tracked through student performance on Certification tests throughout the year, student AP Classroom usage, students self-tracking, class goal tracking, and mock exam performance. Our progress towards meeting our graduation goal will be tracked through the monthly At Risk report, which measures where students are in meeting the six major graduation requirements.
Person responsible for monitoring outcome:	Crystal Farrell (crystal.farrell@osceolaschools.net)
Evidence-based Strategy:	In order to achieve the goal, we will focus on using scaffolds and developing student motivation.
Rationale for Evidence-based Strategy:	We believe that in building scaffolds to fill gaps, we will build students' skills; by developing student motivation, we build their will. When skill and will combine, our students will be invested in and prepared for their desired post-secondary option, thus changing our culture and climate to one oriented toward future success. Research supports that teaching in organized, small steps in increasing difficulty leads to success (Marzano 34).

Action Steps to Implement

Train teachers on scaffolds (mini-skill practice, graphic organizers, cheat sheets, questions starting at level one and building up to level two, strategic pairing) and building student motivation (specific praise, student tracking of progress, class goals and tracking to those goals). Follow up with NEST walk throughs, coaching, and teacher leader share outs.

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

Use Character Strong as well as Sandford Inspire to help teachers within PLCs / classrooms to ensure that students build the social and emotional skills necessary for learning and goal planning.

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

Scheduling: look at AP Potential Report, past grades, and teacher input, so that all students are scheduled into appropriate courses for opportunities to earn certifications and college credit.

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

Provide mini-morning professional developments to teachers with follow up via NEST walk throughs and coaching, so that they can use scaffolds and build student motivation for a diverse student population.

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

Because a large part of building student motivation and thus changing the school culture relies on student / teacher relationships, our Success Coach will present restorative circles in the classrooms of those

struggling in this area. He will model and facilitate a restorative circle that can be altered to not only improve relationships but academic as well.

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

Graduation coach will work with top twenty at risk students to increase their motivation through meetings three times per quarter to include parent via phone, goal sheets with tracking, and tapping into the ELA / Math PLC's to support usage of scaffolds.

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

Graduation Coach will schedule and design SAT / ACT ELA / Math camps to fill gaps, so that students can make concordant on graduation required assessments.

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

Graduation Coach will continuously work with ELA 3 & 4 teachers to implement SAT/ACT strategies (with focus on sub scores) in English curriculum, to include Khan Academy which meets students at their current level.

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

To further build a goal-oriented post-secondary Culture and Environment, we will involve parents through quarterly AP, Ascend, AVID, and Summit parent nights in which parents will learn about the respective program, students will teacher their parents something they have learned, and we will celebrate students.

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

Grade level classroom lessons using the district College & Career resource, Xello

Person Responsible Summer Zevallos (summer.zevallos@osceolschools.net)

Quarterly parent nights focused on navigating post-secondary planning & action steps

Person Responsible Summer Zevallos (summer.zevallos@osceolschools.net)

Increased presence of College & Career initiatives on campus including regular access for all students to the College & Career Center via student made appointments and open lunch visits

Person Responsible Summer Zevallos (summer.zevallos@osceolschools.net)

Leverage PBIS to further student motivation--identify and execute opportunities for support via MTSS, support new staff / staff in need via coaching cycles, and class meetings for expectations.

Person Responsible Leroy Smith (leroy.smith@osceolaschools.net)

We have adapted the Incubator.edu curriculum which is aligned to the ESB certification and will scaffold student learning.

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

We will implement boot camps before certification testing to assist the students in passing.

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

Professional development with follow up focus on inquiry through strategy walks and gallery walks as well as coaching (AVID Coordinator, coaches, TSL mentors).

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

We will hold DE / AP student meeting (targeting students who meet the qualifications) within the school day and for parents in the evening in order to showcase both programs and options.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Relative to other schools in the state, we ranked in the middle for number of violent incidents per 100 students, high for property incidents, and low for drug/ public order incidents. We ranked very high for total reported suspensions per 100 students (#424 out of 505 schools). In order to reduce behaviors that lead to suspensions, we will focus on helping students regulate their behaviors and emotions, identify and work through the causes, and increase their investment in their education. We will do this through Character Strong lessons and Wellness Wednesdays, supporting teacher use of a conversation / minor infraction for select behaviors, leadership skills class for "on-the-fence" 9th graders, the work of our Success Coach with restorative practices and re-entry meetings, and student services mini-morning professional developments on de-escalation techniques for teachers in need.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Our school builds a positive school culture and environment through our daily focus on "REP the P" (daily announcements and shout outs) and Hero points to reward positive behavior. We further celebrate individuals through student of the month at SAC (based on behavior) and Hero teacher of the month. Professional development and follow up through leadership team (and TSL mentors) has focused on training teachers to acknowledge student success and growth through specific praise, student self-tracking,

and class-goal setting. We work to build a supportive environment through our use of AVID tutors in Summit and are expanding this to include successful student athletes. We engage our parents in their students' education through Parent nights (ex. Bio night via Zoom in English and Spanish) and academic celebrations.

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

Administration and staff share in promoting a positive culture by modeling expected behaviors across campus and in classrooms, recognizing students for positive behaviors, and re-teaching expectations. Our Success Coach will play an important role as a trainer: he will train staff in restorative practices and do side-by-side coaching in order to repair relationships and situations which might have been less than positive. Furthermore, we will engage our parents as stakeholders by including them in disciplinary conversations in a preventative capacity and sending home post cards for their students' positive behavior. Leadership team and staff host PBIS celebrations every other Friday at lunches. NHS and LIA participate and run community events in the community itself.