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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Sina Vincutonis

Position Title

APA

Job Duties and Responsibilities

Responsible for SIP completion and accountability through Stocktake. Responsible for Science, CTE and Testing.

Leadership Team Member #2

Employee's Name

Jeff Schwartz

Position Title

Principal

Job Duties and Responsibilities

Over math and social studies SIP components as well as school culture

Leadership Team Member #3

Employee's Name

Crystal Farrell

Position Title

API

Job Duties and Responsibilities

Over ELA and school culture components of SIP

Leadership Team Member #4

Employee's Name

Amy Vich

Position Title

Grad Coach

Job Duties and Responsibilities

Responsible for grad rate and support for families not having success at PHS

Leadership Team Member #5

Employee's Name

Miraida Medina

Position Title

Math Coach

Job Duties and Responsibilities

Supporting math teachers and SIP action steps for mathematics

Leadership Team Member #6

Employee's Name

Jaime Woechan

Position Title

APSS

Job Duties and Responsibilities

ESE and Student Services

Leadership Team Member #7

Employee's Name

Stephon Wilson

Position Title

APC

Job Duties and Responsibilities

College and Career support

Leadership Team Member #8

Employee's Name

Carlos Duran

Position Title

Science Coach

Job Duties and Responsibilities

Supporting biology teachers and SIP action steps for science

Leadership Team Member #9

Employee's Name

Sarah Hendricks

Position Title

Literacy Coach

Job Duties and Responsibilities

Supporting ELA teachers and SIP action steps for ELA

Leadership Team Member #10

Employee's Name

Theodore Bogar

Position Title

Social Studies Coach

Job Duties and Responsibilities

Supporting social studies teachers and SIP action steps for social studies

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The leadership team begins the process of analyzing data for greatest needs and goal setting in the SIP. This data and the goals are shared with the teachers, students, and parents for action step suggestions. Student input is gathered through Panorama surveys. Parent surveys and SAC meetings are used to collect data from parent stakeholders.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The SIP is monitored through a stocktake process with monthly meetings with data updates and Problem of Practice procedures. The leadership team is involved for collective problem-solving and holding each other accountable for the action step execution.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	86.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	90.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	44	52	55	40	46	50	32	45	51
ELA Grade 3 Achievement **									
ELA Learning Gains	55	59	57				38		
ELA Learning Gains Lowest 25%	60	61	55				33		
Math Achievement *	32	38	45	18	27	38	17	37	38
Math Learning Gains	45	49	47				27		
Math Learning Gains Lowest 25%	56	56	49				44		
Science Achievement *	66	63	68	59	63	64	44	32	40
Social Studies Achievement *	60	65	71	52	61	66	51	39	48
Graduation Rate	93	87	90	92	86	89	93	54	61
Middle School Acceleration								38	44
College and Career Readiness	52	59	67	51	60	65	49	60	67
ELP Progress	47	48	49	37	46	45	51		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPP) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	610
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	93%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
55%	48%	44%	44%		46%	47%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	5	
English Language Learners	51%	No		
Asian Students	69%	No		
Black/African American Students	56%	No		
Hispanic Students	54%	No		
Multiracial Students	67%	No		
White Students	58%	No		
Economically Disadvantaged Students	54%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	4	
English Language Learners	37%	Yes	4	
Asian Students	68%	No		
Black/African American Students	46%	No		
Hispanic Students	47%	No		
Multiracial Students	41%	No		
White Students	60%	No		
Economically Disadvantaged Students	43%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	34%	Yes	3	
English Language Learners	39%	Yes	3	
Native American Students				
Asian Students	50%	No		
Black/African American Students	44%	No		
Hispanic Students	43%	No		
Multiracial Students	33%	Yes	1	
Pacific Islander Students				
White Students	42%	No		
Economically Disadvantaged Students	40%	Yes	1	

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	44%		55%	60%	32%	45%	56%	66%	60%		93%	52%	47%
Students With Disabilities	14%		43%	49%	10%	29%	38%	49%	25%		91%	15%	
English Language Learners	29%		56%	63%	23%	44%	55%	52%	45%		89%	54%	47%
Asian Students	74%		76%		47%	50%					100%	67%	
Black/African American Students	43%		59%	55%	29%	50%	65%	67%	60%		92%	43%	
Hispanic Students	43%		53%	61%	30%	45%	55%	64%	56%		92%	52%	48%
Multiracial Students	62%		65%		71%	64%			80%		93%	36%	
White Students	49%		54%	56%	40%	38%	42%	70%	67%		97%	67%	
Economically Disadvantaged Students	41%		54%	61%	31%	43%	52%	66%	57%		93%	50%	50%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	40%				18%			59%	52%		92%	51%	37%
Students With Disabilities	18%				13%			38%	37%		92%	15%	
English Language Learners	22%				11%			49%	30%		83%	37%	26%
Asian Students	69%				57%				64%		100%	50%	
Black/African American Students	32%				12%			50%	44%		93%	47%	
Hispanic Students	39%				18%			60%	50%		91%	50%	24%
Multiracial Students	33%				27%			64%					
White Students	50%				23%			66%	65%		95%	59%	
Economically Disadvantaged Students	35%				17%			57%	48%		86%	38%	23%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	ELP PROGRESS
All Students	32%		38%	33%	17%	27%	44%	44%	51%		93%	49%	51%
Students With Disabilities	19%		34%	31%	16%	35%	44%	18%	32%		87%	17%	43%
English Language Learners	20%		35%	31%	14%	27%	51%	30%	38%		89%	47%	51%
Native American Students													
Asian Students	40%		50%		57%	38%		64%	50%				
Black/African American Students	28%		39%	33%	14%	36%	54%	45%	52%		94%	46%	
Hispanic Students	31%		37%	32%	16%	26%	42%	42%	49%		94%	50%	50%
Multiracial Students	26%		33%		9%	28%		50%	54%				
Pacific Islander Students													
White Students	38%		38%	24%	22%	20%	33%	50%	58%		91%	49%	
Economically Disadvantaged Students	29%		36%	29%	15%	27%	45%	39%	48%		86%	31%	51%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	43%	49%	-6%	53%	-10%
Ela	9	42%	49%	-7%	53%	-11%
Biology		63%	66%	-3%	67%	-4%
Algebra		26%	42%	-16%	50%	-24%
Geometry		35%	46%	-11%	52%	-17%
History		57%	61%	-4%	67%	-10%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		20%	16%	4%	16%	4%
Geometry		33%	22%	11%	21%	12%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		64%	61%	3%	27%	37%
Algebra		13%	18%	-5%	17%	-4%
Geometry		21%	10%	11%	16%	5%
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Our Math Achievement on the BEST assessment was our largest data component improvement with an increase from 22-23 to 23-24 by 14 percentage points. This was led by a math coach that made relationships and collaboration among the Math Professional Learning Communities a top priority. The Stoplight instructional strategy with support from the Florida Network For School Improvement was implemented with high fidelity in the math classrooms. This strategy involved planned, differentiated learning activities at 3 different levels to meet students where they are at in their learning and then scaffold and build self-efficacy as students progress towards the higher level activities more closely aligned to the standards.

Lowest Performance

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

Our Math Achievement is still the lowest performance data component in 2024. This data component in 2023 was 18 points.

Greatest Decline

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

We did not decline in any area, but our lowest increase in proficiency rate was in ELA. Proficiency was 40% in the 22-23 school year and rose 5 percentage points to 45% in the 23-24 school year. Improving teacher understanding of standards and the introduction of the stoplight method of differentiation contributed to the increase. However, the increase was minimal compared to other areas; it could have been strengthened by a deeper alignment between standards and instruction as well as consistent and authentic use of the stoplight method.

Greatest Gap

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.

The state average on the US History EOC was 68 points and we achieved 60 points. These 60

points were an 8 point gain from the 2023 score. The factors that contribute to the gap include teaching to the rigor of the standards and keeping pace with the viable curriculum.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Level 1 or 2 on statewide Algebra assessment

Absences of 10% or more of school days

Highest Priorities

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

1. SWD Proficiency
2. Math Proficiency
3. Acceleration
4. ELL Proficiency

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our ESE Federal Index was 37 in 2024. This is a crucial need area as it does not meet the ESSA standard of 41. In particular, the ELA Achievement (15) and Math Achievement (10) were the areas of lowest performance. We need to improve planning for differentiation and scaffolding in order to impact student learning.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our ESSA ESE Federal Index will increase from 37 in 2024 to 41 in 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our Literacy Coach will monitor our ESE performance on the PM assessments 1-3 as well as district checks for understanding. Our Math Coach will monitor our ESE performance on the common module assessments throughout the entire year. We will monitor whether the interventions are happening through our Look For's Form. This will be reported out to the leadership team monthly through the Stocktake process.

Person responsible for monitoring outcome

Jeff Schwartz, Crystal Farrell, Jaime Woechan

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

We will continue to develop and implement the Stoplight Strategy of Tier 1 instruction school-wide in which there are planned, differentiated learning activities at 3 levels in the class. Students that begin at the lower level of the learning activity receive scaffolded support and confidence-building interactions from the teacher. They aspire to the other 2 levels of learning activities as they progress towards the rigor of the standard.

Rationale:

The self-efficacy that students develop as they ascend to the higher level learning activities during Stoplight has an effect size of .92 on Hattie's Effect Sizes Related To Student Achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Use Inclusive Scheduling to ensure IEP supports are met through VE teacher placements.

Person Monitoring:

Crystal Farrell, Jeff Schwartz

By When/Frequency:

8/20/24

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The district has collaborated with the API in using inclusive scheduling as a means to ensure ESE services are satisfied. We will make sure the VE schedule is followed with fidelity to ensure the scheduled support is occurring. We will also ensure that if there are staff long term absences, we have a system for coverage. As we conduct our walk through's and complete the look for's Form, we will include the VE teacher interactions and instruction then follow up to celebrate or support.

Action Step #2

Coaching for Stoplight

Person Monitoring:

Jeff Schwartz, Crystal Farrell, Jaime Woechan

By When/Frequency:

On-Going as Determined through Stocktake

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Math, Science, Literacy, and Social Studies Coaches (in collaboration with assessing admin) will identify teachers (with ESE students) in need of support with the stoplight method. They will do classroom walks to see stoplight in action in other classrooms, plan stoplight with the teacher, model the method, do side-by-side teaching, and then release to the teacher with follow up feedback.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our Needs Assessment / Data Review ESEA Section 1114 revealed that our Algebra score of 26% was -16% lower than district and -24% below the state average. This is why it is a crucial need.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Math Proficiency for 2024 was 32% with Learning Gains at 45% and Lowest 25% Learning Gains at 56%. We want our Algebra proficiency to meet the state average of 50%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The impact of these interventions will be continuously monitored through:

- Formative and Summative Assessments: Regular data collection and analysis of student performance on district-wide benchmarks.
- PLT Reflections: Monthly reflections and feedback from teachers during PLT meetings, focusing on the effectiveness of collaborative planning and data-driven instruction.
- Classroom Observations: Ongoing walk-throughs to observe the implementation of the strategies discussed in PLTs and their effect on student engagement and learning outcomes.

Person responsible for monitoring outcome

Jeff Schwartz, Miraida Medina

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The selected evidence-based intervention focuses on collaborative lesson planning, data-driven instruction, and targeted interventions for math instruction across all grade levels. This intervention will be implemented through Professional Learning Teams (PLTs) and supported by peer observations. Differentiation strategies will be emphasized to meet the diverse needs of students. By implementing these evidence-based interventions and leveraging strategies from the Florida Network for School Improvement (FNSI), the school aims to achieve the measurable outcome of a 5% improvement in student performance on district math assessments by the end of the school year. The goal is to improve student achievement by enhancing teacher effectiveness and using formative assessments to guide instruction and intervention.

Rationale:

This intervention was chosen based on research showing that collaborative planning, data-driven decision-making, and targeted interventions lead to measurable improvements in student achievement (Tier 1 – Strong Evidence). These practices are effective in supporting both teachers and students by fostering a professional learning culture and ensuring that instruction is aligned with student needs. The ALEKS platform and Khan Academy will be utilized to provide targeted interventions for students. Interventions for students with learning needs has a .77 effect size on Hattie's list.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Collaborative Lesson Planning

Person Monitoring:

Miraida Medina

By When/Frequency:

Weekly, year long

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Math teachers will meet in PLTs to collaboratively plan lessons that are aligned with district standards and focus on differentiation for diverse learners. These sessions will be monitored through ongoing supervision and the review of lesson plans to ensure alignment with formative assessment data and improvements in student engagement.

Action Step #2

Data-Driven Instruction Using FNSI Strategies

Person Monitoring:

Classroom Teachers in Algebra 1, Geometry, and Math Coach

By When/Frequency:

Every 2 weeks, throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

PLTs will utilize data from the Florida Network for School Improvement (FNSI) to implement the Stoplight Strategy and practices that promote defending claims in mathematical reasoning. This approach will be integrated into regular instruction, focusing on evidence-based learning. The impact will be evaluated through improved student reasoning and problem-solving skills observed in classroom assessments and discussions.

Action Step #3

Student-Centered, WICOR-Based Interventions

Person Monitoring:

Classroom Teachers and Math Coach Support

By When/Frequency:

Begin by the third week of school, with interventions taking place on Wednesdays and continuous monitoring

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Implement WICOR-based (Writing, Inquiry, Collaboration, Organization, and Reading) interventions that are student-centered and grounded in the highest needs areas identified through data analysis. Data will be obtained through district common assessments and ALEKS Initial Knowledge Checks. Interventions will be conducted on Wednesdays, tailored to address gaps identified by these assessments. These interventions will be closely monitored through progress tracking and adjustments as necessary. The impact will be evaluated through growth in student knowledge and performance in targeted areas.

Action Step #4

Targeted Interventions with ALEKS/Khan Academy

Person Monitoring:

Classroom Teachers and Math Coach Support

By When/Frequency:

Begin by the second week of school, with continuous monitoring

Describe the Action to Be Taken and how the school will monitor the impact of this action**step:**

Targeted interventions will be implemented for students identified as needing additional support through platforms such as ALEKS and Khan Academy. These interventions will be monitored through progress tracking in the programs and improvements in student assessment scores.

Action Step #5

Side-by-Side Teaching with Math Coach

Person Monitoring:

Math Coach

By When/Frequency:

Bi-weekly or as needed, ongoing throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action**step:**

The Math Coach will conduct side-by-side teaching sessions with classroom teachers, providing real-time support and modeling effective instructional practices. These sessions will focus on implementing best practices, addressing immediate instructional challenges, and reinforcing differentiated instruction strategies. The effectiveness of this approach will be monitored through feedback from classroom observations, teacher reflections, and student performance data. This method aims to enhance teacher practice and improve student engagement and understanding.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our graduation rate has been the highest in the district for 2 years in a row now. It is our acceleration rate that needs improvement. This is an area in which we are behind other schools and other counties regarding DE opportunities for our students. We have earned the most industry certifications in the district for 2 years in a row as well. Our AP scores and DE numbers need to

improve.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our Acceleration for 22-23 was 52. Our acceleration outcome for 23-24 should be at least 57.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will be tracked using district created acceleration reports, AP Progress Checks and Mock Tests, Industry Certification trackers, DE participation.

Person responsible for monitoring outcome

Sina Vincutonis, Jeff Schwartz

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Goal setting as well as tracking of progress will be implemented by teachers and students. Based on data, teachers will address student performance with targeted instructions by implementing engagement strategies and using the stoplight strategy. Teachers will celebrate success and develop/improve student self efficacy.

Rationale:

Setting achievable goals and increase difficulty gradually increases confidence and builds self efficacy. Tracking process, celebrating success and addressing student's needs with small group scaffolding and peer tutoring builds student self efficacy and has a .92 effect on Hattie's list.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Increase DE opportunities for students on our campus

Person Monitoring:

By When/Frequency:

Crystal Farrell

yearly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Added DE programs through OTECH on campus for 24-25 in Construction and HVAC. Continued DE aeronautical program through Embry Riddle on campus. Will push students to take the PERT for DE through Valencia and continue bus transportation to the Valencia Poinciana campus.

Action Step #2

Track industry certification testing monthly and provide coaching support to teachers

Person Monitoring:

Sina Vincutonis

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Coordinating CTE testing with the school-wide testing calendar, CTE teacher and student goal setting, monthly tracking of industry certs earned, coaching and mentoring support to teachers in need based upon tracking numbers.

Action Step #3

Communicate with and support AP/AICE Teachers throughout the year

Person Monitoring:

Sina Vincutonis

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monthly check in meetings with AP and AICE teachers, correct use of AP classroom, mock AP exams, ensure rigorous instructions and the proper use of scoring rubrics

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Instructional practice specifically relating to ELA is an area of concern. Our ELA proficiency based on May 2024 FAST Reading scores was at 44%, which was 6 percentage points below our district proficiency rate and 9 percentage points below the state proficiency rate. Thus, we've identified it as a crucial needs area.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ELA proficiency for 2024 was 44% with learning gains at 55% and lowest quartile learning gains at 60%. This year, we are looking to meet the following goals in ELA based on the May 2025 FAST:

proficiency 50%; learning gains 65%; lowest quartile learning gains 65%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will use PM1, PM2, and district Checks for Understanding to monitor where we are in our progress toward our goals. We will use this data during monthly stocktakes to problem solve, identify next steps, and check back on these next steps.

Person responsible for monitoring outcome

Crystal Farrell; Sarah Hendricks

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Teachers will use the stoplight method to differentiate support, process, and product, all while building toward the rigor of each standard. This strategy gives teachers the opportunity to meet students where they are and accelerate at each level, offering enrichment for those ready and scaffolds for those in need. We will also leverage the 10-2-2 processing strategy to allow for chunking of instruction into digestible bites, so that students have an opportunity to think through / reflect upon their learning.

Rationale:

The stoplight helps build efficacy as students seek to level up and receive direct praise and feedback from the teacher. 10-2-2 gives students the chance to try out their thinking in a safe space and collaborate with peers. We have selected the strategies based on Hattie's effect size in the following areas: student efficacy .92, feedback .7, direct instruction .6, and collaboration .4. We will monitor implementation through our Look For's Form.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Weekly PLT During Common Planning and Wednesday PLT Time, Leveraging PLT Protocol for Differentiation

Person Monitoring:

By When/Frequency:

Sarah Hendricks, Crystal Farrell

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In ELA/IR we will be utilizing our common planning time at least once per week in addition to Wednesday PLT's to ensure that teachers are planning standards-based instruction, targeting the standards through the bellwork, learning tasks, and mini-assessments, integrating the stoplight method to meet students where they are. We will use the PLT protocol to leverage Marzano best practices, build in ESE and ESOL scaffolds (red), and stick to the standards and their clarifications.

Action Step #2

Coaching Based on Look For's / PM Data

Person Monitoring:

Sarah Hendricks

By When/Frequency:

Monthly Stocktakes

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Based on our Look For's data and PM Data, we will identify teachers who are struggling with the stoplight or 10-2-2 strategy and we can see the effect in their students' data. Our Literacy Coach will complete a coaching cycle with the teacher: classroom walk, co-planning, model lesson, side-by-side teaching, scripting, and follow up reflection. We will then do future walk throughs, assess Look For Forms, and break down data to check for intended impact.

Action Step #3

Implementation of PHS Lesson Plan Template Based on Standards Alignment Tool

Person Monitoring:

Crystal Farrell, Sarah Hendricks

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During weekly PLT time (two times per week minimum) and during classroom walks, leverage the lesson plan template to ensure that activities incorporate stoplight and 10-2-2 to address the standards and help students rise to the rigor of the standard. Use pre / post conferences and walk through feedback to redirect back to alignment.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our US History score of 57% was -4% below the district and -10% below the state average on the Needs Assessment / Data Review ESEA Section 1114.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

Our measurable outcome would be to increase our US History score to the state average of 67%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The district created progress monitoring assessments will be used to monitor for the desired outcome.

Person responsible for monitoring outcome

Ted Bogar, Jeff Schwartz

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

U.S. History teachers will regularly implement the “stoplight strategy” where students are divided into groups based on evidence of student learning/progress to receive differentiated instruction to help them grow in the skills and knowledge they need each unit.

Rationale:

If students are separated into different groups based on learning progress, they can receive the support they individually need most. Those struggling most will receive more support from the teacher and those showing signs of content mastery will deepen their knowledge further. Developing the self-efficacy in the students through the small group scaffolding and celebrating success has a .92 effect size on Hattie's list.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Stoplight Strategy- Differentiated Groups

Person Monitoring:

Theodore Bogar, Jeffrey Schwartz

By When/Frequency:

Approximately once per unit/every 2-3 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will be divided into groups using different types of data. This can include their overall grade,

a recent test grade, a bellwork task, or a student's self-evaluation of their mastery on a standard or skill. From there, students will be divided into groups. Students with the lowest grades/mastery will receive small group instruction with a teacher or coach who will provide extra guidance and support (the "red" group). Students who demonstrate some understanding but not mastery will be in groups partnered up to work together and receive help from the teacher as needed (the "yellow" group). Students who have mastered or nearly mastered the content or skill will work on an individual enrichment assignment that deepens their understanding of the learning target or progresses to the next. Regular observations from the social studies coach and evaluating administrator will ensure the strategy is being implemented. Assessments will provide evidence/data of learning growth from various groups of students, including mock EOC exams and progress monitoring tests each quarter.

Area of Focus #6

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The Biology EOC scores were at 66%, which represented an increase of 7% from the prior year. The state average was 68% and district average 63%.\

Currently, 82% or 415 of our students out of 504 are levels 1 and 2 in reading based on the Fast PM 3, which is our latest indicator.

- 16% or 80 of our students are ESE

- 12 % or 62 are LY

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We are striving for an increase of 5% in our Biology scores from a grade of 66 % to a grade of 71%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will monitor the progress with the unit assessments per topic, pm1 and pm2. We will administer a Biology Mock EOC.

Person responsible for monitoring outcome

Carlos Duran, Sina Vincutonis

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Multiple interventions at the different levels will be taking place continually via bellwork, stations, daily instruction, penda assignment modules, the biology booklet, and standard based assessments.

Rationale:

Interventions for students with learning needs has a .77 effect size with Hattie's research.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Stoplight Strategy

Person Monitoring:

Carlos Duran

By When/Frequency:

Every 9 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Identify our subgroups, LY, ESE, levels 1-5 in our classes. 2. We will monitor their progress and use the stop light strategy to address the students' academic needs. 3. The students will monitor their progress with an individualized progress monitoring tool.

IV. Positive Culture and Environment

Area of Focus #1

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We want our students to feel a sense of belonging at the school so they can connect with something or someone. One Hattie's Effect Sizes, Teacher-student relationships has a .52 effect size. When teachers deliberately do relational capacity activities and develop learning activities providing

students choice and voice, the relationships improve. Offering clubs and developing student leaders offer more ways for students to connect to the school and result in improved academic focus and performance.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our Panorama data for Spring of 2023 reflected that only 32% of our students felt a sense of belonging at PHS. By Winter of 2024, 49% of students on the Panorama survey reported feeling a sense of belonging. When we analyzed our Winter 2024 data, we saw that the disconnect seems to live primarily in the student / adult relationships on our campus. When asked how connected they feel to adults at our school, just 39% of students reported some level of connection (9th grade 32%; 10th grade 35%; 11th grade 42%; 12th grade 48%). This was in comparison to 51% who responded favorably when asked how much they matter to others at school and 57% who responded favorably to how much they feel like they belong at school. We would like to increase sense of belonging to 54% as measured by the Winter Panorama survey, with a 5 percentage point increase per grade level with connection to an adult.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will monitor through the Fall Panorama survey, classroom look for's survey (question on teacher / student interaction), participation in on campus clubs / events sponsored by our staff, and one-on-one's with teachers on their follow through with commitments. According to Panorama's toolbox, when students feel connected to adults at school, their engagement increases, negative behavior incidences diminish, and academic achievement improves.

Person responsible for monitoring outcome

Crystal Farrell, Jeff Schwartz

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

We are leveraging the stoplight strategy, where students work in one of three zones based on their level of proficiency: red (small group or one-on-one with teacher), yellow (small group or with partner), green (individual or with small group / partner)

Rationale:

While it is primarily considered an instructional strategy, the stoplight gives students in the red zone

an opportunity to work one-on-one or in small groups with their teachers, thus giving them the chance to connect to an adult through content. Additionally, it gives the teacher the chance to celebrate and praise students for their growth, which creates a positive teacher / student relationship. Finally, the feedback is immediate and direct, which has a .7 effective size on learning per Hattie's research.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Teacher Commitments to Sense of Belonging

Person Monitoring:

Crystal Farrell

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

A Forms was used to collect teacher commitments to deliberate actions that result in an increased sense of belonging for the students. Here are some of the commitments. Stand at my door and greet my students as they come in. Ask my students how their day is going and take an interest in their answers. Ask my students about their plans for the future. Work with students on the standards in small groups. Work with students on the standards one-on-one. Give specific feedback to students and talk with them about their learning. Praise students for their progress in becoming proficient in my class. Talk with students about the content and skills we are learning. During one-on-ones, administrators will follow up with teachers on their selected commitments to ensure fidelity and provide coaching as needed.

Action Step #2

Club Rush

Person Monitoring:

Stephon Wilson

By When/Frequency:

First Quarter (September)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During College and Career week, College and Career Counselor will organize Club Rush--a lunchtime event where club sponsors and student members promote their groups. Students and sponsors (teachers / staff) have the opportunity to connect at the event and then build on this connection through club involvement throughout the year.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

Title I Resources / Title I Information (osceolaschools.net)

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Poinciana High School (osceolaschools.net)

An informative parent newsletter is being sent out weekly.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

We have used Title funding to add additional human resources including a social studies coach, math coach, science coach, 2 graduation coaches, and a MTSS behavioral intervention coach. Our Title budget helps fund PD for staff on our Tier 1 Instructional System called the Stoplight Strategy in which the learning activities are tiered and scaffolded to accelerate students with learning gaps and enrich those who meet the rigor of the standard.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with

other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Parent involvement funding is used for parent education and outreach programs like Parent University Technology Resources to support student learning and remediation at home, College and Carrer exploration nights, DE and Student Success nights. Title funds are used to purchase remediation software aligned to supporting all students including our ESE ESSA subgroups that is not currently meeting the national standard. Much of the Title funding is dedicated to professional development in AVID strategies and lesson planning that accelerates and meets the rigor of the standards.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

Counselors are required to maintain graduation progress checks with all students. Xello is a comprehensive K-12 guidance program with required metrics per grade level. Staff are required to maintain YMH Training and students receive 10 resiliency lessons per year on a variety of required mental health topics. Our RCS and ESOL compliance specialists have teams to ensure specialized support is provided to ESE students per IEPs and ESOL students.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

We offer over 11 CTE programs on our campus including auto tech, construction, culinary, health science, finance, and the Osceola Business Academy which has entrepreneurship at its foundation and cross-curricular counterparts from digital design to web design. We added a new HVAC program that is DE through OTECH in addition to our Construction Program. We have a DE aeronautical program through Embry Riddle University. We continue to promote DE through Valencia College.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

We utilize PBIS and use HERO to award positive behavior points for meeting our expectations of REP the P or Respect, Education, and Pride. We address minor behavior infractions with Hero as well. We used Title to add a behavior coach to do Tier 2 small group interventions and set up mentoring services for students with repeat violations of the code of conduct.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit

and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

We use Title for AVID trainings including summer institutes. In-house PD is led by our academic coaches including lesson planning and acceleration. The district offers PD through their coaches including curriculum briefings for designated leaders to take back to the PLTs. We have gallery walks in which PLTs share best practices and strategy walks in which teachers share their classrooms and conduct peer observations or lesson study.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Our human resources are reviewed through monthly individual meetings with admin and monthly stocktake meetings with the entire leadership team. Our instructional resources that are software/technology based all have tracking devices built in to review student usage and results. Ultimately the use of any resources is monitored through common assessment performance and then the summative state testing.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

In the case of our ESSA subgroup ESE that needs improvement to meet the federal standard, we will use resources like PENDA (Science), Study Sync (ELA), ALEKS (math), and TCI (US History) to provide differentiated support for all students through technology. We will continue to provide PD and promote the Tier 1 Instructional mindset of Stoplight Strategy in which teachers plan differentiated learning activities to meet the students where they are at and scaffold so they can increase in rigor and accelerate at the same time. The timeline for this is all year and the rationale is that the ESE Federal Index was 37 in 2024 and needs to improve to at least 41.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

Yes

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00