Poinciana Academy Of Fine Arts

2015-16 School Improvement Plan

Poinciana Academy Of Fine Arts

4201 RHODODENDRON AVE, Kissimmee, FL 34758

www.osceola.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	75%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	92%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	C	C

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Poinciana Academy of Fine Arts promotes cultural awareness, nutures positive self-discipline, and encourages motivational leaders. All are dedicated to the challlege of preparing children and adults to be lifelong learners, critical thinkers, and effective communicators for both the present and the future. Our school goal is to promote an environment in which students can become college and career ready.

Provide the school's vision statement

Poinciana Academy of Fine Arts students will academically outperform all other schools in the state of Florida.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

As a Fine Arts school we have the ability to reach out to students in various ways. Through the Arts, we incorporate all cultural backgrounds, ensuring a diverse educational experience that celebrates our differences. Teachers devote their time to interactions with the students both on campus and within the community. Our school engages in multiple community activities throughout the year. This applied learning allows for teachers and students to develop strong positive relationships. The school goal is to provide academic support to promote college and career readiness.

Describe how the school creates an environment where students feel safe and respected before, during and after school

School-wide expectations are presented throughout the year, but with a strong focus during the first few weeks of school. These expectations outline appropriate behaviors for students at all times on campus. School rules continue to be effective before school, during school, and after school. These expectations focus on respect and the safety of our students. Students are PAFA S.T.A.R.S. Students thinking actively, respectfully, and safely.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Students have an opportunity to earn "Emerald City Cash" by demonstrating positive behaviors throughout the school day. The students can use the "Emerald City Cash" to receive incentives and rewards. Positive referral forms are given to students from staff members to reward desired behaviors. Teachers and staff are continuously trained on the major and minor infractions to deter negative behaviors (progressive discipline), along with promoting positive behaviors and reward systems in place. We have a cafeteria behavior system in place to decrease the number of referrals during breakfast and lunch.

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

Our school ensures the social-emotional needs of all students by programs such as, Teacher and Peer Mentoring program, Families in Transition (FIT), Social Worker services, bullying prevention program, and support groups through the school counseling program. Students have the opportunity to participate in the morning mentoring student group and the PAFA Peacemakers. The school counseling program also provides individual and group counseling by a certified school counselor, and we will be offering the "Parents On Board" program in 2015-2016. The goal of this program is to educate parents on how to help their children to be successful at school, including learning styles and discipline strategies. Another goal of the program is to promote student attendance.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Poinciana Academy of Fine Arts uses a step by step problem solving process to address the Early Warning indicators.
Early Warning Indicators include:
Students who miss 10 percent or more of available instructional time
Students retained, pursuant to s. 1008.25, F.S.
Students who are not proficient in reading by third grade
Students who receive two or more negative behavior referrals
Students who receive one or more negative referrals that lead to suspension, as defined in s.1003.01(5), F.S.
Students who are performing one or more grade levels below proficiency in English Language Arts, Math, and Science.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students that are exhibiting poor academic performance or behavioral challenges are identified by the problem-solving team, with a purpose of providing support and interventions in English Language Arts, math, science, and behavior. The problem solving team includes the school counselor, MTSS Coach, Literacy Coach, an administrator, school psychologist, the Math/Science Coach, the instructional team, the parents, and the student. The school provides thirty minutes of iii time four times each week, thirty minutes of re-teach and enrich time four times each week, small groups and

one on one instruction. The school also provides during and after school tutoring and Saturday school. A list of intervention resources is available at the school site.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

-Increase number of parents who attend academic "Family Nights"
-Increase number of parents who attend SAC meetings
-Increase number of parents who attend Title I meetings

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Poinciana Academy of Fine Arts has sustained partnerships through the establishment of business partners, the School Advisory Council, the OASIS program, and regular opportunities for community involvement (Literacy Night, Mathapalooza, Science Night, Slipping Away from the Summer Slide, Arts Integration Nights). The arts integration nights allow for open admission for community members. The school has also established relationships with Solivita and Liberty High School. The dance and music programs participate annually in the Poinciana Community Christmas Parade. The school sets up a booth to educate the community about our programs during Education in the Park annually.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Turchi, Sheri	Principal
Terry, Ashton	Assistant Principal

Duties

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

Principal/Assistant Principal-Oversee the operations of the MTSS team, and provide assistance/ resources as needed.
Erin Williams is the MTSS Coach. She monitors all students, schedules meetings for each student who is in, or is recommended for placement, in the MTSS Tier II or Tier III system.

School Psychologist-Kathleen O'Malley is a member of the MTSS team, and provides her background to support the needs of the team and each student who is placed in MTSS.

Guidance Counselor, Literacy Coach, and Math/Science Coach-Ms. DeJesus, Ms. Jennifer Schron, and the TBD Math and Science Coach are all members of this team. They will continue to analyze and interact with data to provide resources in all core subject areas which will serve two purposes; they will provide updated information as to the progress of each student receiving Tier II and Tier III interventions; they will also provide instructional support and resources to each teacher to help students to become college and career ready.

Ms. De Jesus and Ms. Williams also provide regular behavioral interventions for students that are facing behavioral challenges.

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

The Problem Solving team at PAFA analyzes academic and behavioral data consistently to effectively monitor and support each student's individual needs, especially relating to the goals of the SIP.

Title I-The Title I Mobile Resource Center visits our school on the first and third Tuesday of each month from 1:30-3:30 PM. This lab allows parents to check out resources for free which can help them and and their students in core subject areas.

Title III-The school and district will provide literature and resources to parents at various academic events throughout the school year.

Title II-Professional Development activities will be monitored by the school leadership team and the District Professional Development department in relation to parent involvement.

Title X-The Families in Transition parents are offered transportation for registrations, parent conferences, and health and social services. Poinciana Academy of Fine Arts also has a supply of school supplies and other items that are given out to families in need at various times during the school year. Through the district, students can receive clothing at the Kids' Closet.

IDEA-Teachers and school ESE employees discuss parent activities and instructional support during IEP meetings with parents.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ms. Erin Williams	Teacher
Ms. Sheri Turchi	Principal
Ashton Terry, Sr.	Principal
Kirsten Russell	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The 2015-2016 SAC will review the School Improvement Plan and monitor the implementation of goals.

Development of this school improvement plan

SAC is the forum to allow parents to review and approve the proposed school improvement plan at the beginning of each school year. SAC also provides parents a frequent opportunity to review school improvement data, receive information related to assisting their students at home, and gives parents an outlet to pose questions/concerns so that the school leadership team can decide if/when any improvements need to be made.

Preparation of the school's annual budget and plan

SAC is required to approve part of the budget to ensure service to the students that attend Poinciana Academy of Fine Arts.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

10 iPads and Foss Kits- $26,100
Foss Kits- 17,000
iPads with Cart-$11,000

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Turchi, Sheri	Principal
Terry, Ashton	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

-To have a variety of parent nights to promote literacy outside of school.
-To provide parents and teachers resources to help their students throughout the year.
-To review School-wide Data with the team to provide effective strategies in order to increase student achievement
-Develop norms that are consistent throughout Pre K-5
-Implement a "Hot Book of the Month" program to promote school-wide literacy
-Classroom visits with read-alouds
-"Reading is our THING" AR Reading Incentive Program
-Literacy Week

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Poinciana Academy of Fine Arts strategies that encourage positive working relationships between teachers include: Professional Learning Communities every 1st and 3rd Wednesday, Grade Level Team

planning, Leadership Team meetings, Professional Development for Fine Arts team members, New Teacher Mentoring and Support program, vertical planning, data chats, regular conferencing, and strategy sessions with coaches.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The school's emphasis and successes in the Fine Arts draws a group of teachers who are motivated to infuse the arts into their daily practices. Every effort is made to identify and secure candidates who share the school's vision for academic rigor and success of all students. There is a strong mentoring program for first-year teachers which is designed to retain candidates who were hired because of their certification and qualifications as elementary school instructors. A panel of school-based employees is put into place to interview potential new employees.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The school's mentoring program provides support for new teachers regarding grading practices, classroom management, and best instructional strategies. New teachers are assigned to a staff mentor, usually within their grade and content level, to provide daily support about school procedures and policies.. Teambuilding activities are also conducted throughout the school year to get all teachers on the same page and provide them with a support system. New teachers are encouraged to attend regular meetings throughout the year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Poinciana Academy of Fine Arts aligns instruction based on the Florida College and Career Ready Standards for English Language Arts and Mathematics. Science and Social Studies are aligned to the Next Generation Sunshine State Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Poinciana Academy of Fine Arts uses data to determine the appropriate instruction. Additional opportunities are offered through Extended Learning, MTSS monitoring (Tier II and Tier III), flexible grouping, grade level strategy meetings, professional development workshops to engage students in their critical thinking in instruction in order to meet the needs of students.
Data is used to determine which students need additional Tier II and Tier III supports. Early in the school year, students complete baseline assessments that provide teachers and instructional support personnel with a bird's eye view of students that need support. Through strategy sessions with coaches, teachers develop appropriate interventions that provide the most support for struggling students. These interventions focus on remediation in reading and math. In addition to benchmark assessment reviews in the area of science, we provide small group support as needed.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Weekend Program

Minutes added to school year: 1,440

Students in grades 1-5 who have been identified as struggling in Reading/Math are invited to 6 3-hour "Saturday School" sessions. During Saturday School certified teachers will identify areas for intervention/improvement based on data collection, and will provide appropriate instruction to improve upon areas of need.

Strategy Rationale

The rationale behind the Weekend Program is an increased percentage of student attendance and lengthier instructional time.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Turchi, Sheri, turchis@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students in this program will be taking bi-weekly STAR Reading and Math tests to identify benchmarks that students have improved/not improved on. Based on this ongoing data collection, teachers will work with the whole and small groups in the most urgent content areas of need.

Strategy: After School Program

Minutes added to school year: 6,900

Summer School

Strategy Rationale

The rationale behind the Summer School Progam is to provide a structured remediation environment for third grade students that were unsuccessful on the Florida Standards Assessment.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Turchi, Sheri, turchis@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

3rd grade students who do not meet grade level requirements on the English/Language Arts section of the Florida Standards Assessment are invited to participate. Students in this program will be taking bi-weekly STAR Reading tests to identify benchmarks that students have improved/not improved on. Based on this ongoing data collection, teachers will work with the whole and small groups in the most urgent content areas of need. Teachers will also be using a special curriculum that the district selects for the instruction during this time.

| **Strategy:** Extended School Day |
| **Minutes added to school year:** 2,460 |

Students in grades 3-5 receive 41 1-hour sessions of after school tutoring in the areas of reading and math.

Strategy Rationale

The strategy rationale is to provide support for identified students who sit just below grade level expections in reading and math based on STAR, Fountas Pinnell, and classroom/district assessments. Using the data, teachers will prepare standards-based needs instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students in this program will be taking bi-weekly STAR Reading and Math tests to identify benchmarks that students have improved/not improved on. Based on this ongoing data collection, teachers will work with the whole and small groups in the most urgent content areas of need.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

-Kindergarten round-up allows orientation for incoming students
-VPK and Kindergarten families are welcomed on campus for a longer extension of time over the first week of school to allow for a more comfortable transition
-VPK gives their graduating students an exit assessment which determines how successful each student could be in Kindergarten
-District Middle Schools offer new orientation camps to prepare rising sixth graders.

College and Career Readiness

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

The school is going to have "College and Career Week". This week will promote college and career readiness. The students will be exposed to college and career-themed activities, including visits from professionals in a variety of different careers. 100% of fifth grade students will participate in the Got Plans program and will be able to identify their career codes. We also have a representative from Discovery Intermediate School to address the AVID program that is available in the middle school. Fifth grade teachers identify candidates for the program and the AVID Coordinator conducts the interviews at PAFA.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Teachers are trained and encouraged to use cross-curricular strategies, which are found in the Florida Standards. By integrating subjects, teachers are preparing students for college and career readiness.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

By adhering to and monitoring student progress in Florida Standards, we will provide continuous interventions and instructional strategies which will position our exiting fifth graders to be on track for success in middle school, high school, college, and beyond. The school has purchased robotics and FOSS Science kits to provide STEM hands-on experiences for all students.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

 1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   All students will be engaged in consistent, rigorous standard-based instruction in all academic core content areas.

G2.   Teachers will implement effective differentiated standard-based instruction within whole group,small group, and individual interventions for students that receive Tier III services, in the areas of academic core content, with particular focus on meeting the needs of ELL and ESE students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All students will be engaged in consistent, rigorous standard-based instruction in all academic core content areas. 1a

🔍 G069187

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	42.0

Resources Available to Support the Goal 2

- New Math/Science Coach for 2015/2016
- Budget for Prof. Development and follow-up
- Title I, District Coaches, ELL Support
- MTSS Team, ELL Team
- Staff is active in attending professional development opportunities on and off campus
- Common planning time in grade level/subject/content area
- PD days and early release days
- Administrative support
- Bi-monthly PLC Meetings that review current data and plan interventions to meet student needs

Targeted Barriers to Achieving the Goal 3

- Ineffective use of data to drive instruction

Plan to Monitor Progress Toward G1. 8

Design and deliver PD in quality instruction, Data-based problem solving, Gradual Release, and Data-driven differentiated instruction and tasks

Person Responsible
Sheri Turchi

Schedule
Monthly, from 9/16/2015 to 5/18/2016

Evidence of Completion
Analysis of data PD logs/handouts/agenda

G2. Teachers will implement effective differentiated standard-based instruction within whole group, small group, and individual interventions for students that receive Tier III services, in the areas of academic core content, with particular focus on meeting the needs of ELL and ESE students. `1a`

🔍 G069188

Targets Supported `1b`

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	5.0

Resources Available to Support the Goal `2`

- Instructional Coaches- Literacy, Math/Science, MTSS

- MTSS program includes reading, math, and science

- Title I, District Level Coaches, ELL support

- Aligned curriculum resources from CPALMS, which includes Journeys

- STAR Reading and Early Literacy Tracking System

-

Targeted Barriers to Achieving the Goal `3`

- Students are not proficiently reading by the third grade level.

- Poor student attendance

Plan to Monitor Progress Toward G2. `8`

STAR Math and Reading Assessment Scores, STAR Early Literacy Assessment Scores, Fountas and Pinnell, FLKRS, District Science Benchmark Assessments

Person Responsible
Sheri Turchi

Schedule
Monthly, from 9/16/2015 to 5/18/2016

Evidence of Completion
Data chats

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B = Barrier**   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. All students will be engaged in consistent, rigorous standard-based instruction in all academic core content areas. 1

🔑 G069187

G1.B3 Ineffective use of data to drive instruction 2

🔑 B179925

G1.B3.S1 Professional Learning Community 4

🔑 S191210

Strategy Rationale

Breaking down the standards to build lessons and common formative assessments, review current data, and use best practices for instruction. Teachers will also have opportunity for vertical planning within the communities, as our school continues to make progress in collaboration.

Action Step 1 5

Grade level teams will meet in professional learning communities to establish expectations for the PLC. The administrative team will sit in and participate in the professional learning communities.

Person Responsible

Sheri Turchi

Schedule

Biweekly, from 9/10/2015 to 5/18/2016

Evidence of Completion

Norms, Roles, Vision, and Mission

Action Step 2 `5`

Administration will follow up with teachers to ensure understanding and teacher buy-in.

Person Responsible

Sheri Turchi

Schedule

Monthly, from 9/16/2015 to 5/18/2016

Evidence of Completion

Administrators will conduct classroom walkthroughs to support application of best practices.

Action Step 3 `5`

Professional Learning Community leads and instructional coaches will provide support, including peer practice and modeling, during PLC meetings. Coaches and PLC leads will provide additional district resources to help foster the implementation and understanding of PLC strategies.

Person Responsible

Sheri Turchi

Schedule

Monthly, from 9/16/2015 to 5/18/2016

Evidence of Completion

Coaches and leads will model for teachers during the meetings and within the classrooms. The evidence will be documented through coaching logs.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Administrative team sits in and participates in the professional learning communities.

Person Responsible

Sheri Turchi

Schedule

Monthly, from 9/16/2015 to 5/18/2016

Evidence of Completion

Agenda and notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Administrators will conduct classroom walkthroughs to support application of best practices.

Person Responsible

Sheri Turchi

Schedule

Monthly, from 9/16/2015 to 5/18/2016

Evidence of Completion

Administrators will document observations about best practices and discuss strategies for improvement with staff.

G1.B3.S2 Data Chats `4`

`S191211`

Strategy Rationale

Teachers will meet with Leadership Team to discuss individual student's progress and determine appropriate interventions to help students succeed.

Action Step 1 `5`

Teachers will engage in data chats with students regarding their math performance.

Person Responsible

Sheri Turchi

Schedule

Biweekly, from 9/10/2015 to 5/18/2016

Evidence of Completion

Teachers will document student performance and evidence of conversation regarding progress using the data chat forms. Students will complete a self-assessment graph, and teachers will refer to the graph throughout the year to monitor progress.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

Coaches will follow up with teachers to review student data chats and provide suggestions for student improvement.

Person Responsible

Sheri Turchi

Schedule

Biweekly, from 9/10/2015 to 5/18/2016

Evidence of Completion

During grade level meetings and PLC's, the coaches will review data chat forms and offer feedback.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

We will monitor the progress of this goal through classroom walkthroughs, common assessments, data reviews, modeled lessons (as needed), and regular teacher-coach conferences.

Person Responsible

Sheri Turchi

Schedule

Monthly, from 9/10/2015 to 5/18/2016

Evidence of Completion

During administrative team meetings, the team will review progress and develop next action steps on a monthly basis. The administrative team and teachers will review the data wall to increase awareness of progress.

G1.B3.S3 Professional Development [4]

Strategy Rationale

Teachers will have opportunities to attend workshops design to deepen their understanding on rigorous instruction.

Action Step 1 [5]

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S3 [6]

We will develop a framework to support the implementation of Professional Development.

Person Responsible

Ashton Terry

Schedule

Monthly, from 9/10/2015 to 5/18/2016

Evidence of Completion

Agendas, Sign-In sheets, Minutes

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 [7]

School-based leadership team will conduct classroom walk-through, formal, and informal observations to provide feedback on effectiveness of professional development.

Person Responsible

Sheri Turchi

Schedule

Monthly, from 9/10/2015 to 5/18/2016

Evidence of Completion

Classroom walk-through data, assessment data, formal and informal observations by school administrators

G2. Teachers will implement effective differentiated standard-based instruction within whole group,small group, and individual interventions for students that receive Tier III services, in the areas of academic core content, with particular focus on meeting the needs of ELL and ESE students. [1]

🔍 G069188

G2.B5 Students are not proficiently reading by the third grade level. [2]

🔍 B179932

G2.B5.S1 Teachers will receive Professional Development that focuses on the five components of reading. [4]

🔍 S191216

Strategy Rationale

Teachers need to be exposed to a variety of teaching methods to promote literacy proficiency.

Action Step 1 [5]

Teachers will receive monthly professional development that focuses on a variety of reading methods.

Person Responsible

Sheri Turchi

Schedule

Monthly, from 9/1/2015 to 5/28/2016

Evidence of Completion

Literacy Coach will maintain a binder that contains the agendas and electronic surveys from the workshops to determine effectiveness.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 [6]

Teacher and students will have regular Data chats to progress monitor their achievement.

Person Responsible

Ashton Terry

Schedule

Monthly, from 9/1/2015 to 5/28/2016

Evidence of Completion

Teachers keep a Data Chat binder with updated data and self assessment graphs for progress monitoring their achievement.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 `6`

Biweekly Professional Learning Communities

Person Responsible

Sheri Turchi

Schedule

Biweekly, from 9/30/2015 to 5/18/2016

Evidence of Completion

Administrative Team will keep a Professional Learning Community binder which will contain agenda, minutes, and action steps.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 `7`

Walk throughs, Informal and Formal evaluations from Administration, evidence of professional development implementation

Person Responsible

Sheri Turchi

Schedule

Monthly, from 9/1/2015 to 5/28/2016

Evidence of Completion

Evaluations and feedbacks from observations.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 `7`

Data Chat forms will reflect conversations between teacher and student as well as updated data and self-assessment

Person Responsible

Ashton Terry

Schedule

Monthly, from 9/1/2015 to 5/28/2016

Evidence of Completion

Monitor updated Data Chat forms in the binders.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 `7`

Professional Learning Communities

Person Responsible

Sheri Turchi

Schedule

Biweekly, from 9/1/2015 to 5/28/2016

Evidence of Completion

Administrative Leadership Team will conduct fidelity checks during Professional Learning Community's meetings.

G2.B5.S2 Teachers and students will participate in monthly Data Chats, including ELL and ESE students. `4`

🔑 S191217

Strategy Rationale

Data chats are used to progress monitor all students to ensure progression.

Action Step 1 `5`

The school-based leadership team will present the structure and expectations for the Differentiated Instruction to the staff.

Person Responsible

Ashton Terry

Schedule

On 10/14/2015

Evidence of Completion

Agenda and notes from presentation

Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

The school leadership team will review lesson plans.

Person Responsible

Ashton Terry

Schedule

Weekly, from 9/1/2015 to 5/18/2016

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7

The school-based leadership team will implement classroom walk-through and observations to ensure effectiveness of DI.

Person Responsible

Ashton Terry

Schedule

Monthly, from 9/1/2015 to 5/18/2016

Evidence of Completion

Classroom walk-through data and assessment data

G2.B5.S3 Teachers will participate in Professional Learning Communities. 4

Strategy Rationale

The PLC time will be dedicated to data reviews and the brainstorming of effective strategies.

Action Step 1 5

Teachers will interact with their data from standards-based assessments to determine the next steps for instruction. Teachers will use collaborative planning time to work with their teams and the grade levels above and below them. This time will alert coaches, PLC Leads, and administrators to professional development needs.

Person Responsible

Sheri Turchi

Schedule

Monthly, from 9/16/2015 to 5/18/2016

Evidence of Completion

Minutes from PLC Meetings and Vertical Team meetings

Plan to Monitor Fidelity of Implementation of G2.B5.S3 6

Administration, with the collaboration of instructional coaches, will participate in and facilitate PLC teams and meetings.

Person Responsible

Sheri Turchi

Schedule

Monthly, from 9/16/2015 to 5/18/2016

Evidence of Completion

Classroom observations, data from STAR and Fountas and Pinnell, Think Central

Plan to Monitor Effectiveness of Implementation of G2.B5.S3 `7`

During PLC sessions, teachers will bring appropriate graphed comparison data to determine which strategies can be applied to promote student growth. Teachers will also reflect upon the effectiveness of the interventions to decide if a new intervention is needed. During vertical planning, teachers will collaborate for new ideas and strategies when noticing grade level proficiency trends.

Person Responsible

Sheri Turchi

Schedule

Monthly, from 9/16/2015 to 5/18/2016

Evidence of Completion

School wide data trends from STAR, F and P Tracker, Data Walls, Science Tracker, Data Chats

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Grade level teams will meet in professional learning communities to establish expectations for the PLC. The administrative team will sit in and participate in the professional learning communities.	Turchi, Sheri	9/10/2015	Norms, Roles, Vision, and Mission	5/18/2016 biweekly
G1.B3.S2.A1	Teachers will engage in data chats with students regarding their math performance.	Turchi, Sheri	9/10/2015	Teachers will document student performance and evidence of conversation regarding progress using the data chat forms. Students will complete a self-assessment graph, and teachers will refer to the graph throughout the year to monitor progress.	5/18/2016 biweekly
G1.B3.S3.A1	[no content entered]			one-time	
G2.B5.S1.A1	Teachers will receive monthly professional development that focuses on a variety of reading methods.	Turchi, Sheri	9/1/2015	Literacy Coach will maintain a binder that contains the agendas and electronic surveys from the workshops to determine effectiveness.	5/28/2016 monthly
G2.B5.S2.A1	The school-based leadership team will present the structure and expectations for the Differentiated Instruction to the staff.	Terry, Ashton	10/14/2015	Agenda and notes from presentation	10/14/2015 one-time
G2.B5.S3.A1	Teachers will interact with their data from standards-based assessments to determine the next steps for instruction. Teachers will use collaborative planning time to work with their teams and the grade levels above and below them. This time will alert coaches, PLC Leads, and administrators to professional development needs.	Turchi, Sheri	9/16/2015	Minutes from PLC Meetings and Vertical Team meetings	5/18/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A2	Administration will follow up with teachers to ensure understanding and teacher buy-in.	Turchi, Sheri	9/16/2015	Administrators will conduct classroom walkthroughs to support application of best practices.	5/18/2016 monthly
G1.B3.S1.A3	Professional Learning Community leads and instructional coaches will provide support, including peer practice and modeling, during PLC meetings. Coaches and PLC leads will provide additional district resources to help foster the implementation and understanding of PLC strategies.	Turchi, Sheri	9/16/2015	Coaches and leads will model for teachers during the meetings and within the classrooms. The evidence will be documented through coaching logs.	5/18/2016 monthly
G1.MA1	Design and deliver PD in quality instruction, Data-based problem solving, Gradual Release, and Data-driven differentiated instruction and tasks	Turchi, Sheri	9/16/2015	Analysis of data PD logs/handouts/ agenda	5/18/2016 monthly
G1.B3.S1.MA1	Administrators will conduct classroom walkthroughs to support application of best practices.	Turchi, Sheri	9/16/2015	Administrators will document observations about best practices and discuss strategies for improvement with staff.	5/18/2016 monthly
G1.B3.S1.MA1	Administrative team sits in and participates in the professional learning communities.	Turchi, Sheri	9/16/2015	Agenda and notes	5/18/2016 monthly
G1.B3.S2.MA1	We will monitor the progress of this goal through classroom walkthroughs, common assessments, data reviews, modeled lessons (as needed), and regular teacher-coach conferences.	Turchi, Sheri	9/10/2015	During administrative team meetings, the team will review progress and develop next action steps on a monthly basis. The administrative team and teachers will review the data wall to increase awareness of progress.	5/18/2016 monthly
G1.B3.S2.MA1	Coaches will follow up with teachers to review student data chats and provide suggestions for student improvement.	Turchi, Sheri	9/10/2015	During grade level meetings and PLC's, the coaches will review data chat forms and offer feedback.	5/18/2016 biweekly
G1.B3.S3.MA1	School-based leadership team will conduct classroom walk-through, formal, and informal observations to provide feedback on effectiveness of professional development.	Turchi, Sheri	9/10/2015	Classroom walk-through data, assessment data, formal and informal observations by school administrators	5/18/2016 monthly
G1.B3.S3.MA1	We will develop a framework to support the implementation of Professional Development.	Terry, Ashton	9/10/2015	Agendas, Sign-In sheets, Minutes	5/18/2016 monthly
G2.MA1	STAR Math and Reading Assessment Scores, STAR Early Literacy Assessment Scores, Fountas and Pinnell, FLKRS, District Science Benchmark Assessments	Turchi, Sheri	9/16/2015	Data chats	5/18/2016 monthly
G2.B5.S1.MA1	Walk throughs, Informal and Formal evaluations from Administration, evidence of professional development implementation	Turchi, Sheri	9/1/2015	Evaluations and feedbacks from observations.	5/28/2016 monthly
G2.B5.S1.MA4	Data Chat forms will reflect conversations between teacher and student as well as updated data and self-assessment	Terry, Ashton	9/1/2015	Monitor updated Data Chat forms in the binders.	5/28/2016 monthly
G2.B5.S1.MA5	Professional Learning Communities	Turchi, Sheri	9/1/2015	Administrative Leadership Team will conduct fidelity checks during Professional Learning Community's meetings.	5/28/2016 biweekly
G2.B5.S1.MA1	Teacher and students will have regular Data chats to progress monitor their achievement.	Terry, Ashton	9/1/2015	Teachers keep a Data Chat binder with updated data and self assessment graphs for progress monitoring their achievement.	5/28/2016 monthly
G2.B5.S1.MA2	Biweekly Professional Learning Communities	Turchi, Sheri	9/30/2015	Administrative Team will keep a Professional Learning Community	5/18/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				binder which will contain agenda, minutes, and action steps.	
G2.B5.S2.MA1	The school-based leadership team will implement classroom walk-through and observations to ensure effectiveness of DI.	Terry, Ashton	9/1/2015	Classroom walk-through data and assessment data	5/18/2016 monthly
G2.B5.S2.MA1	The school leadership team will review lesson plans.	Terry, Ashton	9/1/2015	Lesson plans	5/18/2016 weekly
G2.B5.S3.MA1	During PLC sessions, teachers will bring appropriate graphed comparison data to determine which strategies can be applied to promote student growth. Teachers will also reflect upon the effectiveness of the interventions to decide if a new intervention is needed. During vertical planning, teachers will collaborate for new ideas and strategies when noticing grade level proficiency trends.	Turchi, Sheri	9/16/2015	School wide data trends from STAR, F and P Tracker, Data Walls, Science Tracker, Data Chats	5/18/2016 monthly
G2.B5.S3.MA1	Administration, with the collaboration of instructional coaches, will participate in and facilitate PLC teams and meetings.	Turchi, Sheri	9/16/2015	Classroom observations, data from STAR and Fountas and Pinnell, Think Central	5/18/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All students will be engaged in consistent, rigorous standard-based instruction in all academic core content areas.

G1.B3 Ineffective use of data to drive instruction

G1.B3.S1 Professional Learning Community

PD Opportunity 1

Grade level teams will meet in professional learning communities to establish expectations for the PLC. The administrative team will sit in and participate in the professional learning communities.

Facilitator

Shannon Claytor and Katie Kerr, PLC Leads

Participants

All grade levels and departments

Schedule

Biweekly, from 9/10/2015 to 5/18/2016

G1.B3.S2 Data Chats

PD Opportunity 1

Teachers will engage in data chats with students regarding their math performance.

Facilitator

Katherine Kerr, Jennifer Schron, Erin Williams

Participants

All grade levels

Schedule

Biweekly, from 9/10/2015 to 5/18/2016

G2. Teachers will implement effective differentiated standard-based instruction within whole group,small group, and individual interventions for students that receive Tier III services, in the areas of academic core content, with particular focus on meeting the needs of ELL and ESE students.

G2.B5 Students are not proficiently reading by the third grade level.

G2.B5.S1 Teachers will receive Professional Development that focuses on the five components of reading.

PD Opportunity 1

Teachers will receive monthly professional development that focuses on a variety of reading methods.

Facilitator

Literacy Coach, Math Coach, MTSS Coach

Participants

All grade levels

Schedule

Monthly, from 9/1/2015 to 5/28/2016

G2.B5.S2 Teachers and students will participate in monthly Data Chats, including ELL and ESE students.

PD Opportunity 1

The school-based leadership team will present the structure and expectations for the Differentiated Instruction to the staff.

Facilitator

Literacy Coach, Assistant Principal, Principal, Math/Science Coach, MTSS Coach

Participants

Faculty at Poinciana Academy of Fine Arts

Schedule

On 10/14/2015

G2.B5.S3 Teachers will participate in Professional Learning Communities.

PD Opportunity 1

Teachers will interact with their data from standards-based assessments to determine the next steps for instruction. Teachers will use collaborative planning time to work with their teams and the grade levels above and below them. This time will alert coaches, PLC Leads, and administrators to professional development needs.

Facilitator

Instructional Coaches

Participants

Grade Levels and Departments

Schedule

Monthly, from 9/16/2015 to 5/18/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.