

School District of Osceola County, FL

# Poinciana Academy Of Fine Arts



2017-18 Schoolwide Improvement Plan

## Poinciana Academy Of Fine Arts

4201 RHODODENDRON AVE, Kissimmee, FL 34758

www.osceolaschools.net

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	D*	C

*\*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Poinciana Academy Of Fine Arts

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Poinciana Academy of Fine Arts will inspire all learners to reach their highest potential as responsible, productive citizens.

##### b. Provide the school's vision statement.

Poinciana Academy of Fine Arts will establish a culture that all students can learn and be successful. This will be accomplished through successful implementation of AVID strategies, a growth mindset attitude, and a "WE not ME" approach to collaboration.

#### 2. School Environment

##### a. 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, which will be enhanced through our new AVID initiative.

Our school also has a plan for migratory students. All migratory students are treated exactly the same as any other student enrolled. Migratory students are provided the same opportunities as non-migratory students. This plan has been presented and accepted by our SAC.

##### b. 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, and continually emphasized to all stakeholders. These expectations outline appropriate behaviors for students at all times on campus. School rules continue to be in effect 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.

##### c. 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 "Cats Cash" by demonstrating positive behaviors throughout the school day. The students can use the "Cats 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 color-coded cafeteria behavior system in place to decrease the number of referrals during

breakfast and lunch. Classes which stay on green during lunch work towards earning incentives for their good behavior.

**d. 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, Student Mentoring Program, Families in Transition (FIT), Social Worker services, bullying prevention program, and support groups through the school counseling program. For the mentoring program, students are identified by teachers or staff for having needs such as unexpected academic drops, behavior issues, home issues, and other factors which are negatively impacting the child. The mentor is selected by the child as an adult who has already provided a positive influence to him/her at school.

Students have the opportunity to participate in the PAFA Peacemakers, which is a group of students who work to provide peer mediation for students who have had disagreements. The school counseling program also provides individual and group counseling by a certified school counselor, and we launched 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.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. 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.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	21	23	19	20	20	26	0	0	0	0	0	0	0	129	
One or more suspensions	2	2	3	14	11	10	0	0	0	0	0	0	0	42	
Course failure in ELA or Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1	
Level 1 on statewide assessment	0	0	0	5	33	38	0	0	0	0	0	0	0	76	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	0	1	4	11	17	0	0	0	0	0	0	0	34

**c. 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 40-45 minutes of iii time four times each week, small groups and one on one instruction. The school also provides during and after school tutoring. A list of intervention resources is available at the school site. A student mentoring program has begun to serve student at-risk based upon the Early Warning Systems indicators.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. 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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

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

**2. 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

**2. 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, Arts Integration Night). The arts integration night allows 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.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:



Name	Title
Turchi, Sheri	Principal
Terry, Ashton	Assistant Principal
Schron, Jennifer	Instructional Coach
Kerr, Katherine	Instructional Coach
Martin, Jamie	Instructional Coach

## **b. Duties**

### **1. 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.

Jamie Martin is the MTSS Coach. Along with administration and academic coaches, 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. A database was created using test data along with staff input to update the Tier II and III students over the summer of 2017. This will be periodically updated depending on how each student progresses during the school year.

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, Math/Science Coach-

Ms. DeJesus, Ms. Jennifer Schron, and Katherine Kerr 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. Martin also provide regular behavioral interventions for students that are facing behavioral challenges.

### **2. 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, Part A-To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and/or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead program based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant-When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high-quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D-When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II-Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation

Title III-The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students to achieve the same standards as developed for other students.

IDEA provides support for students with and Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and student identified through the gifted screening process for all second grade Title I students.

Title IX-To help eliminate barriers for education, the District Homeless Educational Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liason provides health and academic referrals as well as vouchers for resources such as, but not limited to, shoes, transportation, and school physicals.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kirsten Russell	Teacher
Ms. Sheri Turchi	Principal
Jennifer Schron	Teacher
Jamie Martin	Teacher
Germin Rouse	Education Support Employee
Alejandra Mendez	Parent
Felix Mendez	Parent
Jamaya Ricketts-Peters	Parent
Marie St. Firmin	Parent
Dee Dammar-Maragh	Parent
Connie Francis-Latimer	Parent

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The 2017-2018 SAC will review the School Improvement Plan and monitor the implementation of goals.

*b. 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.

*c. 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.

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

LLI Kits-\$8,892.38  
Tutoring Curriculum-\$1911.72  
Student Supplies and Materials for Remediation-\$543.98  
After-School Tutoring OPS Contracts-\$9,627.00  
PLC Training Opportunities-\$4,278.00  
College/Career Readiness Materials-\$145.00  
Anti-Bullying Materials-\$1,167.80  
Fountas and Pinnell Benchmark Assessment Kits-\$1,552.00  
Guided Reading Leveled Readers-\$14,403.81  
Hot Books of the Month-\$601.68  
i-ready Teacher Resource Workbooks-\$222.00  
i-ready Student Workbooks-\$3,180.00  
Math Manipulatives-\$1,542.00  
Software Licenses-\$6,400.00

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Turchi, Sheri	Principal
Schron, Jennifer	Instructional Coach
Kerr, Katherine	Instructional Coach

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

Additional members that could not be pulled in drop-down box: Kathleen Steinberg, Amanda Drungell, Dennise Murphy, Madeline Perez, Kirsten Russell, Marisol Purper

- 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 and teachers 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
- "Rock and Read" AR Reading Incentive Program
- Literacy Week

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### 1. 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 Wednesday (except for any 5th Wednesday that occurs during certain months). 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. School leadership team is going to shift from electronic to paper-based monitoring of PLC minutes to ensure that every PLC is working effectively and with fidelity. PLC agendas and tasks will be very focused and data-driven.

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

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. The school's leadership team will be in consistent communication with Ms. Schron who runs the program and address new teachers who are not fully utilizing or participating in this program.

### 3. 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.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

**1. 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.

**b. Instructional Strategies**

**1. 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.

**2. 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:** After School Program

**Minutes added to school year:** 2,340

During After-school tutoring 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 tutoring program is an increased percentage of student attendance and lengthier instructional time. Students will also be targeted who scored in the Lowest Quartile Group in any grade level for ELA or Math on the 2017 Florida Standards Assessment.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Terry, Ashton, ashton.terry@osceolaschools.net

**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 i-Ready tests periodically to identify benchmarks that students have improved/not improved on. Based on this ongoing data collection, teachers will work with these students in the most urgent content areas of need.

**2. Student Transition and Readiness**

#### **a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

##### **1. 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.

#### **b. College and Career Readiness**

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

Poinciana Academy of Fine Arts is entering its first year as an AVID school, beginning with full implementation in fifth grade. AVID strategies will be implemented throughout the school as more teachers are trained. 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. The school will explore taking fifth grade students to the new Poinciana campus of Valencia College to expose our students to inspire them to aim for academic goals beyond middle/high school.

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

Poinciana Academy of Fine Arts is becoming an AVID school and will work to eventually become an AVID-certified school. This will be done with the goal of more students being prepared to become AVID students in middle and high school.

##### **3. 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.

##### **4. 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.**

## **II. Needs Assessment**

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

#### **A. Problem Identification**

##### **1. Data to Support Problem Identification**

### **b. 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:

*No files were uploaded*

### **2. 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.

### **B. 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.

### **C. Strategic Goals**



## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we increase PLC collaboration among all teams/departments, then teachers will be more effective in their planning, delivery of content and assessment which will foster increased student achievement.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*



**G1.** If we increase PLC collaboration among all teams/departments, then teachers will be more effective in their planning, delivery of content and assessment which will foster increased student achievement. 1a

G095413

### Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	42.0
Math Lowest 25% Gains	46.0
FSA ELA Achievement	42.0
FSA Mathematics Achievement	45.0
FSA Math Achievement - SWD	20.0
FSA Math Achievement - ELL	22.0
ELA/Reading Gains	51.0
Math Gains	52.0
FSA ELA Achievement - ELL	20.0
FSA ELA Achievement - SWD	20.0
Statewide Science Assessment Achievement	44.0

### Targeted Barriers to Achieving the Goal 3

- Ineffective use of student data to drive instruction.
- Lack of consistent team/department collaboration.
- iii and other intervention time not being utilized effectively.

### Resources Available to Help Reduce or Eliminate the Barriers 2

- We are utilizing Title I funds to provide quarterly extended PLC collaboration time for grades K-5. Funds are being used to provide substitute teachers so extended collaboration can occur during work hours.
- Academic Coaches (Reading, Math/Science, MTSS) who provide collaborative support and can offer feedback and guidance for teachers to improve student achievement.
- i-ready instructional and data resources which assist in providing intervention to students as well as help collaborative teams determine next steps for further intervention.

### Plan to Monitor Progress Toward G1. 8

A comprehensive PLC binder will be kept and frequently monitored by the leadership team. This will include team data, PLC minutes, staff resolution forms, PLC PD documentation, and other data tied to PLC evidence and effectiveness.

#### Person Responsible

Ashton Terry

#### Schedule

Every 6 Weeks, from 8/24/2017 to 5/24/2018

#### Evidence of Completion

Student achievement data, PLC minutes, other notes and documents related to PLC monitoring.

**Plan to Monitor Progress Toward G1. 8**

The district asks teams at periodic times throughout the year to update their stage on the 7 Stages of a PLC. The school leadership team will monitor each team's rating on the 7 Stages Scale, and support teams who are not advancing.

**Person Responsible**

Katherine Kerr

**Schedule**

Triannually, from 8/16/2017 to 5/23/2018

**Evidence of Completion**

7 Stages sheet that is filled out by each PLC team.

**Plan to Monitor Progress Toward G1. 8**

Administration will meet with PLC teams throughout the year to review their student data as well as their mission statement/goals/norms that were set at the beginning of the school year.

**Person Responsible**

Sheri Turchi

**Schedule**

Quarterly, from 9/1/2017 to 5/24/2018

**Evidence of Completion**

Meeting notes from the quarterly review meetings.

## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** If we increase PLC collaboration among all teams/departments, then teachers will be more effective in their planning, delivery of content and assessment which will foster increased student achievement. 1

G095413

**G1.B1** Ineffective use of student data to drive instruction. 2

B256869

**G1.B1.S1** Providing time during PLC's to not only look at current data, but to disseminate the information and plan for further data-driven student intervention. Administration and coaches will monitor this process and ensure data is being used in this manner so that an acceptable amount of students are making adequate progress. 4

S271722

### Strategy Rationale

Learning gains count for four out of seven components in our school grade calculation. It is imperative that once these students are identified we monitor their progress to intervene immediately and often throughout the school year. The goal is for all stakeholders to share instructional decisions and ownership based on academic data.

### Action Step 1 5

A variety of professional learning opportunities consisting but not limited to PLCs, strategy sessions, and data chats.

#### Person Responsible

Jennifer Schron

#### Schedule

Monthly, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

Meeting minutes/handouts, student data

### Action Step 2 5

Providing time for vertical planning (example-4th and 5th grade teachers meet together) to look at data and see where learning gaps are across common standards.

#### Person Responsible

Sheri Turchi

#### Schedule

Semiannually, from 1/10/2018 to 5/24/2018

#### Evidence of Completion

PLC Vertical Planning Session Minutes, student data

### Action Step 3 5

We will use some of our PLC time to celebrate student success, especially when that success has been a result of team collaboration.

#### **Person Responsible**

Ashton Terry

#### **Schedule**

Weekly, from 8/16/2017 to 5/23/2018

#### ***Evidence of Completion***

### Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Common location meetings and assigned seats/locations for each PLC

#### **Person Responsible**

Sheri Turchi

#### **Schedule**

Weekly, from 8/16/2017 to 5/23/2018

#### ***Evidence of Completion***

Meeting agendas with seating locations included, photos

### Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

An administrator or coach will be assigned to each PLC or to rotate between to teams, to assist in data dissemination, support the teams, and ensure that everyone is on-task.

#### **Person Responsible**

Sheri Turchi

#### **Schedule**

Weekly, from 8/16/2017 to 5/23/2018

#### ***Evidence of Completion***

Minutes taken by each PLC, photos

### Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Provide time at end of PLCs' to ensure that all data-based questions teachers need to ask are answered, and to plot next steps for data dissemination at upcoming meetings.

**Person Responsible**

Sheri Turchi

**Schedule**

Weekly, from 8/16/2017 to 5/23/2018

**Evidence of Completion**

PLC minutes by teams, data documents

### Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administrative/coaching Presence at all school-wide data analysis opportunities; coaches and administrators will be readily available to monitor and support grade-level and department data analysis teams.

**Person Responsible**

Sheri Turchi

**Schedule**

Weekly, from 8/16/2017 to 5/23/2018

**Evidence of Completion**

i-Ready reports, common formative assessment data, district assessment data, meeting notes, e-mails

### Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Leadership team will collect and review minutes following every PLC meeting. This will allow the Leadership Team to determine next steps for each individual PLC as well as school-wide, and should drive the next PLC agenda.

**Person Responsible**

Ashton Terry

**Schedule**

Weekly, from 8/16/2017 to 5/23/2018

**Evidence of Completion**

PLC minutes from each team, Leadership Team minutes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

On occasions when new data is available (examples-i-ready diagnostics, Fountas and Pinnell, formative/summative grade level assessments), teams will be provided a "4 Guiding Questions" template to allow them to answer the following questions:

- What do our students need to know?
- How will we know if they learned it?
- How will we respond if they don't learn it?
- What will we do if they already know it?

**Person Responsible**

Katherine Kerr

**Schedule**

Every 6 Weeks, from 8/16/2017 to 5/23/2018

***Evidence of Completion***

Test data, Guiding Questions document to be turned in by each PLC

**G1.B4** Lack of consistent team/department collaboration. **2**

 B256872

**G1.B4.S1** More focused agendas for PLC's which will drive the collaborative work. Work documented during PLC's will be expected and monitored by the administrative leadership team. **4**

 S271729

**Strategy Rationale**

When meetings are held with fidelity and accountability, it is much more likely that the end result of the work will lead to increased student success.

**Action Step 1** **5**

The school will engage in continuous professional development in how to function properly as a PLC.

**Person Responsible**

Jennifer Schron

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Meeting notes, agenda, working documents, PD resources provided

**Action Step 2** **5**

The school will engage in weekly PLC sessions with focused agendas. This will be monitored for fidelity.

**Person Responsible**

Sheri Turchi

**Schedule**

Weekly, from 8/16/2017 to 5/23/2018

***Evidence of Completion***

Focused agendas for each meeting, anecdotal notes, data used during meetings, PLC resources provided, PLC minutes required for each team.



### Action Step 3 5

Teachers and the MTSS Leadership team will engage in periodic collaborative meetings to review data, plan for intervention next steps, and review progress of all Tier II and III students.

#### **Person Responsible**

Jamie Martin

#### **Schedule**

Quarterly, from 8/3/2017 to 5/24/2018

#### ***Evidence of Completion***

All teachers will maintain a data binder for their students. Data will be reviewed during MTSS meetings. Walkthrough feedback from iii time will be discussed during this time. Successes will be celebrated, areas of improvement will be identified, and next steps planned for.

### Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administrative leadership team (Principal, AP, and Coaches) will be actively involved in preparation, facilitation, and monitoring of all PLC meetings, PLC Professional Development opportunities, and MTSS meetings.

#### **Person Responsible**

Sheri Turchi

#### **Schedule**

Weekly, from 8/3/2017 to 5/24/2018

#### ***Evidence of Completion***

Every PLC team will have an elected facilitator which will be expected to monitor activity for their teams, as well as work with the administrative leadership team in pre or post planning for PLC meetings. Every PLC team will be expected to record and turn in their notes/minutes to administration. Notes/minutes will be reviewed by the leadership team (documented via notes taken and/or feedback given to teams). Every meeting will have a pre-planned agenda which will be sent to teachers in advance and followed with fidelity.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Administration will monitor FOCUS every grading period to ensure that all grade level/department teams have assigned common graded assessments to all students. Common graded assignments is a non-negotiable this school year.

**Person Responsible**

Ashton Terry

**Schedule**

Quarterly, from 10/12/2017 to 5/24/2018

***Evidence of Completion***

All teachers in each grade level/subject area should have the same graded assignments in FOCUS. We will also monitor GRADE CAM to ensure that for assessments imputted in that program, all students in a grade level took each assessment.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

The MTSS Coach will take notes during collaborative MTSS Meetings to ensure that agendas were followed and all teachers at the meeting actively participated.

**Person Responsible**

Jamie Martin

**Schedule**

Quarterly, from 8/3/2017 to 5/24/2018

***Evidence of Completion***

Notes from the collaborative meetings; data from the MTSS binders

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

The collaborative student-centered work fostered by effective PLC's will be a consistently monitored non-negotiable process.

**Person Responsible**

Sheri Turchi

**Schedule**

Weekly, from 8/3/2017 to 5/24/2018

***Evidence of Completion***

Meeting minutes from grade level PLC's; minutes from meetings with PLC facilitators and administrative leadership team; learning scales, lesson plans, assessments, and other working documents that are created as a result of PLC time; agendas; student data.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

PLC attendance and active participation will be monitored by administration.

**Person Responsible**

Sheri Turchi

**Schedule**

Weekly, from 8/16/2017 to 5/23/2018

***Evidence of Completion***

Attendance will be kept. Staff who are absent/tardy on more than one occasion without pre-approved permission will be met with by administration. Documentation of such will be kept in the administration's PLC binder.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Administration and/or Coaches will stop in during the two additional PLC meetings that grade levels are required to have each month. This will be an opportunity for the leadership team to ask PLC teams if they need further help/support to achieve their specific goals.

**Person Responsible**

Ashton Terry

**Schedule**

Biweekly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Although PLC teams do not have to take minutes during these two additional meetings per the contract, the teams do inform administration of the meeting dates in advance. Administration/Coaches will make note of the work being done in these meetings during times they stop in.

**G1.B5** iii and other intervention time not being utilized effectively. 2

 B256873

**G1.B5.S1** A consistently followed and documented MTSS meeting schedule which will have involvement from MTSS Coach, Academic Coaches, administration, and grade level teachers. 4

 S271732

**Strategy Rationale**

This will not only provide a way to consistently intervene with grade levels who are not meeting conditions of iii time or student intervention best practices, but also to learn best practices when students are making progress, and take those strategies to share with other grade levels.

**Action Step 1** 5

Teachers and the MTSS Leadership team will engage in periodic meetings to review data, plan for intervention next steps, and review progress of all Tier II and III students.

**Person Responsible**

Jamie Martin

**Schedule**

Quarterly, from 8/3/2017 to 5/24/2018

**Evidence of Completion**

All teachers will maintain a data binder for their students. Data will be reviewed during MTSS meetings. Walkthrough feedback from iii time will be discussed during this time. Successes will be celebrated, areas of improvement will be identified, and next steps planned for.

**Action Step 2** 5

MTSS Meetings will be scheduled in collaboration with the work schedules of administration, coaches, district support, and other needed stakeholders in mind to ensure that as many members of the MTSS leadership team as possible are able to participate in each meetings.

**Person Responsible**

Jamie Martin

**Schedule**

Quarterly, from 9/1/2017 to 5/24/2018

**Evidence of Completion**

Notes from meetings will include MTSS team members in attendance.

### Action Step 3 5

Minutes will be kept during MTSS meetings to ensure that all items from meeting agenda are covered.

**Person Responsible**

Jamie Martin

**Schedule**

Quarterly, from 9/1/2017 to 5/24/2018

***Evidence of Completion***

Meeting agenda and minutes

### Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

All minutes and updated MTSS list of students following each meeting will be kept in a documentation binder

**Person Responsible**

Jamie Martin

**Schedule**

Quarterly, from 9/1/2017 to 5/24/2018

***Evidence of Completion***

Meeting minutes, MTSS list of students per grade level

### Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

When students are added/removed/placed in a different MTSS tier, documentation of parent contact will be kept

**Person Responsible**

Jamie Martin

**Schedule**

Quarterly, from 8/3/2017 to 5/24/2018

***Evidence of Completion***

Parent Contact log, MTSS Parent letters, Parent conference notes

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

Updated iii intervention groups will be made during meetings. Documentation will be kept.

**Person Responsible**

Jamie Martin

**Schedule**

Quarterly, from 9/1/2017 to 5/23/2018

**Evidence of Completion**

iii intervention group lists.

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

MTSS meetings will include a discussion of strategies used during iii intervention time. Discussion will be had as to which strategies are effective/ineffective based on student achievement.

**Person Responsible**

Jennifer Schron

**Schedule**

Quarterly, from 9/1/2017 to 5/23/2018

**Evidence of Completion**

Meeting notes, Teachers' MTSS binders, student grades and other reading data (i-ready, Fountas and Pinnell, Accelerated Reader, etc.)

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

Walkthroughs during iii intervention time by Administration and Coaches to ensure fidelity

**Person Responsible**

Ashton Terry

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Administrators'/Coaches' classroom visit logs/notes, follow-up notes from meetings with teachers

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

After each MTSS Meeting, count number of students in Tier II and Tier III MTSS to see if numbers of students in Tiers are increasing or decreasing. If students' needs are being met properly, we should see less students in Tier II and III as the school year progresses.

**Person Responsible**

Jamie Martin

**Schedule**

Quarterly, from 9/1/2017 to 5/24/2018

***Evidence of Completion***


MTSS student list for each grade level






## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.MA2  M389769	The district asks teams at periodic times throughout the year to update their stage on the 7 Stages...	Kerr, Katherine	8/16/2017	7 Stages sheet that is filled out by each PLC team.	5/23/2018 triannually
G1.B1.S1.MA1  M389742	Administrative/coaching Presence at all school-wide data analysis opportunities; coaches and...	Turchi, Sheri	8/16/2017	i-Ready reports, common formative assessment data, district assessment data, meeting notes, e-mails	5/23/2018 weekly
G1.B1.S1.MA5  M389743	Leadership team will collect and review minutes following every PLC meeting. This will allow the...	Terry, Ashton	8/16/2017	PLC minutes from each team, Leadership Team minutes	5/23/2018 weekly
G1.B1.S1.MA6  M389744	On occasions when new data is available (examples-i-ready diagnostics, Fountas and Pinnell,...	Kerr, Katherine	8/16/2017	Test data, Guiding Questions document to be turned in by each PLC	5/23/2018 every-6-weeks
G1.B1.S1.MA1  M389745	Common location meetings and assigned seats/locations for each PLC	Turchi, Sheri	8/16/2017	Meeting agendas with seating locations included, photos	5/23/2018 weekly
G1.B1.S1.MA3  M389746	An administrator or coach will be assigned to each PLC or to rotate between to teams, to assist in...	Turchi, Sheri	8/16/2017	Minutes taken by each PLC, photos	5/23/2018 weekly
G1.B1.S1.MA4  M389747	Provide time at end of PLCs' to ensure that all data-based questions teachers need to ask are...	Turchi, Sheri	8/16/2017	PLC minutes by teams, data documents	5/23/2018 weekly
G1.B1.S1.A3  A364322	We will use some of our PLC time to celebrate student success, especially when that success has...	Terry, Ashton	8/16/2017		5/23/2018 weekly
G1.B4.S1.MA5  M389757	PLC attendance and active participation will be monitored by administration.	Turchi, Sheri	8/16/2017	Attendance will be kept. Staff who are absent/tardy on more than one occasion without pre-approved permission will be met with by administration. Documentation of such will be kept in the administration's PLC binder.	5/23/2018 weekly
G1.B4.S1.A2  A364330	The school will engage in weekly PLC sessions with focused agendas. This will be monitored for...	Turchi, Sheri	8/16/2017	Focused agendas for each meeting, anecdotal notes, data used during meetings, PLC resources provided, PLC minutes required for each team.	5/23/2018 weekly
G1.B5.S1.MA1  M389762	MTSS meetings will include a discussion of strategies used during iii intervention time....	Schron, Jennifer	9/1/2017	Meeting notes, Teachers' MTSS binders, student grades and other reading data (i-ready, Fountas and Pinnell, Accelerated Reader, etc.)	5/23/2018 quarterly
G1.B5.S1.MA3  M389767	Updated iii intervention groups will be made during meetings. Documentation will be kept.	Martin, Jamie	9/1/2017	iii intervention group lists.	5/23/2018 quarterly
G1.MA1  M389768	A comprehensive PLC binder will be kept and frequently monitored by the leadership team. This will...	Terry, Ashton	8/24/2017	Student achievement data, PLC minutes, other notes and documents related to PLC monitoring.	5/24/2018 every-6-weeks
G1.MA3  M389770	Administration will meet with PLC teams throughout the year to review their student data as well as...	Turchi, Sheri	9/1/2017	Meeting notes from the quarterly review meetings.	5/24/2018 quarterly
G1.B1.S1.A1  A364320	A variety of professional learning opportunities consisting but not limited to PLCs, strategy...	Schron, Jennifer	8/10/2017	Meeting minutes/handouts, student data	5/24/2018 monthly
G1.B1.S1.A2  A364321	Providing time for vertical planning (example-4th and 5th grade teachers meet together) to look at...	Turchi, Sheri	1/10/2018	PLC Vertical Planning Session Minutes, student data	5/24/2018 semiannually
G1.B4.S1.MA1  M389756	The collaborative student-centered work fostered by effective PLC's will be a consistently...	Turchi, Sheri	8/3/2017	Meeting minutes from grade level PLC's; minutes from meetings with PLC facilitators and administrative	5/24/2018 weekly

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*Poinciana Academy Of Fine Arts*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				leadership team; learning scales, lesson plans, assessments, and other working documents that are created as a result of PLC time; agendas; student data.	
G1.B4.S1.MA6  M389758	Administration and/or Coaches will stop in during the two additional PLC meetings that grade levels...	Terry, Ashton	8/10/2017	Although PLC teams do not have to take minutes during these two additional meetings per the contract, the teams do inform administration of the meeting dates in advance. Administration/Coaches will make note of the work being done in these meetings during times they stop in.	5/24/2018 biweekly
G1.B4.S1.MA1  M389759	Administrative leadership team (Principal, AP, and Coaches) will be actively involved in...	Turchi, Sheri	8/3/2017	Every PLC team will have an elected facilitator which will be expected to monitor activity for their teams, as well as work with the administrative leadership team in pre or post planning for PLC meetings. Every PLC team will be expected to record and turn in their notes/minutes to administration. Notes/minutes will be reviewed by the leadership team (documented via notes taken and/or feedback given to teams). Every meeting will have a pre-planned agenda which will be sent to teachers in advance and followed with fidelity.	5/24/2018 weekly
G1.B4.S1.MA3  M389760	Administration will monitor FOCUS every grading period to ensure that all grade level/department...	Terry, Ashton	10/12/2017	All teachers in each grade level/subject area should have the same graded assignments in FOCUS. We will also monitor GRADE CAM to ensure that for assessments imputed in that program, all students in a grade level took each assessment.	5/24/2018 quarterly
G1.B4.S1.MA4  M389761	The MTSS Coach will take notes during collaborative MTSS Meetings to ensure that agendas were...	Martin, Jamie	8/3/2017	Notes from the collaborative meetings; data from the MTSS binders	5/24/2018 quarterly
G1.B4.S1.A1  A364329	The school will engage in continuous professional development in how to function properly as a PLC.	Schron, Jennifer	8/10/2017	Meeting notes, agenda, working documents, PD resources provided	5/24/2018 quarterly
G1.B4.S1.A3  A364331	Teachers and the MTSS Leadership team will engage in periodic collaborative meetings to review...	Martin, Jamie	8/3/2017	All teachers will maintain a data binder for their students. Data will be reviewed during MTSS meetings. Walkthrough feedback from iii time will be discussed during this time. Successes will be celebrated, areas of improvement will be identified, and next steps planned for.	5/24/2018 quarterly
G1.B5.S1.MA5  M389763	Walkthroughs during iii intervention time by Administration and Coaches to ensure fidelity	Terry, Ashton	8/10/2017	Administrators'/Coaches' classroom visit logs/notes, follow-up notes from meetings with teachers	5/24/2018 weekly
G1.B5.S1.MA6  M389764	After each MTSS Meeting, count number of students in Tier II and Tier III MTSS to see if numbers of...	Martin, Jamie	9/1/2017	MTSS student list for each grade level	5/24/2018 quarterly
G1.B5.S1.MA1  M389765	All minutes and updated MTSS list of students following each meeting will be kept in a...	Martin, Jamie	9/1/2017	Meeting minutes, MTSS list of students per grade level	5/24/2018 quarterly
G1.B5.S1.MA2  M389766	When students are added/removed/ placed in a different MTSS tier, documentation of parent contact...	Martin, Jamie	8/3/2017	Parent Contact log, MTSS Parent letters, Parent conference notes	5/24/2018 quarterly

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*Poinciana Academy Of Fine Arts*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S1.A1  A364332	Teachers and the MTSS Leadership team will engage in periodic meetings to review data, plan for...	Martin, Jamie	8/3/2017	All teachers will maintain a data binder for their students. Data will be reviewed during MTSS meetings. Walkthrough feedback from iii time will be discussed during this time. Successes will be celebrated, areas of improvement will be identified, and next steps planned for.	5/24/2018 quarterly
G1.B5.S1.A2  A364333	MTSS Meetings will be scheduled in collaboration with the work schedules of administration,...	Martin, Jamie	9/1/2017	Notes from meetings will include MTSS team members in attendance.	5/24/2018 quarterly
G1.B5.S1.A3  A364334	Minutes will be kept during MTSS meetings to ensure that all items from meeting agenda are covered.	Martin, Jamie	9/1/2017	Meeting agenda and minutes	5/24/2018 quarterly

## V. Professional Development Opportunities

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

**G1.** If we increase PLC collaboration among all teams/departments, then teachers will be more effective in their planning, delivery of content and assessment which will foster increased student achievement.

**G1.B1** Ineffective use of student data to drive instruction.

**G1.B1.S1** Providing time during PLC's to not only look at current data, but to disseminate the information and plan for further data-driven student intervention. Administration and coaches will monitor this process and ensure data is being used in this manner so that an acceptable amount of students are making adequate progress.

### PD Opportunity 1

A variety of professional learning opportunities consisting but not limited to PLCs, strategy sessions, and data chats.

#### Facilitator

Schron, Kerr, Martin, Terry

#### Participants

All instructional teachers and support staff

#### Schedule

Monthly, from 8/10/2017 to 5/24/2018

**G1.B4** Lack of consistent team/department collaboration.

**G1.B4.S1** More focused agendas for PLC's which will drive the collaborative work. Work documented during PLC's will be expected and monitored by the administrative leadership team.

### PD Opportunity 1

The school will engage in continuous professional development in how to function properly as a PLC.

#### Facilitator

Schron, Kerr, Martin

#### Participants

All PAFA Teachers

#### Schedule

Quarterly, from 8/10/2017 to 5/24/2018

## **PD Opportunity 2**

The school will engage in weekly PLC sessions with focused agendas. This will be monitored for fidelity.

### **Facilitator**

Turchi, Terry, Schron, Kerr, Martin, PLC Leads

### **Participants**

All PAFA Teachers and Paraprofessionals

### **Schedule**

Weekly, from 8/16/2017 to 5/23/2018

## VI. Technical Assistance Items

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

**G1.** If we increase PLC collaboration among all teams/departments, then teachers will be more effective in their planning, delivery of content and assessment which will foster increased student achievement.

**G1.B1** Ineffective use of student data to drive instruction.

**G1.B1.S1** Providing time during PLC's to not only look at current data, but to disseminate the information and plan for further data-driven student intervention. Administration and coaches will monitor this process and ensure data is being used in this manner so that an acceptable amount of students are making adequate progress.

### TA Opportunity 1

Providing time for vertical planning (example-4th and 5th grade teachers meet together) to look at data and see where learning gaps are across common standards.

#### Facilitator

Schron, Kerr, Martin, Terry

#### Participants

All K-5 teachers and support staff

#### Schedule

Semiannually, from 1/10/2018 to 5/24/2018

### TA Opportunity 2

We will use some of our PLC time to celebrate student success, especially when that success has been a result of team collaboration.

#### Facilitator

Terry

#### Participants

All teachers and select support staff.

#### Schedule

Weekly, from 8/16/2017 to 5/23/2018

**G1.B4** Lack of consistent team/department collaboration.

**G1.B4.S1** More focused agendas for PLC's which will drive the collaborative work. Work documented during PLC's will be expected and monitored by the administrative leadership team.

**TA Opportunity 1**

Teachers and the MTSS Leadership team will engage in periodic collaborative meetings to review data, plan for intervention next steps, and review progress of all Tier II and III students.

**Facilitator**

Martin, Terry, Schron, Kerr

**Participants**

All PAFA core academic teachers

**Schedule**

Quarterly, from 8/3/2017 to 5/24/2018

**G1.B5** iii and other intervention time not being utilized effectively.

**G1.B5.S1** A consistently followed and documented MTSS meeting schedule which will have involvement from MTSS Coach, Academic Coaches, administration, and grade level teachers.

**TA Opportunity 1**

Teachers and the MTSS Leadership team will engage in periodic meetings to review data, plan for intervention next steps, and review progress of all Tier II and III students.

**Facilitator**

Martin, Terry, Schron, Kerr

**Participants**

All PAFA Core Academic Teachers

**Schedule**

Quarterly, from 8/3/2017 to 5/24/2018

## TA Opportunity 2

MTSS Meetings will be scheduled in collaboration with the work schedules of administration, coaches, district support, and other needed stakeholders in mind to ensure that as many members of the MTSS leadership team as possible are able to participate in each meetings.

### Facilitator

Martin, Terry

### Participants

Admin, Coaches, MTSS Support Team

### Schedule

Quarterly, from 9/1/2017 to 5/24/2018

## TA Opportunity 3

Minutes will be kept during MTSS meetings to ensure that all items from meeting agenda are covered.

### Facilitator

Martin

### Participants

Admin, Coaches, MTSS Support Team, Teachers

### Schedule

Quarterly, from 9/1/2017 to 5/24/2018

## VII. Budget

1	G1.B1.S1.A1	A variety of professional learning opportunities consisting but not limited to PLCs, strategy sessions, and data chats.	\$0.00
2	G1.B1.S1.A2	Providing time for vertical planning (example-4th and 5th grade teachers meet together) to look at data and see where learning gaps are across common standards.	\$0.00
3	G1.B1.S1.A3	We will use some of our PLC time to celebrate student success, especially when that success has been a result of team collaboration.	\$0.00
4	G1.B4.S1.A1	The school will engage in continuous professional development in how to function properly as a PLC.	\$0.00
5	G1.B4.S1.A2	The school will engage in weekly PLC sessions with focused agendas. This will be monitored for fidelity.	\$0.00
6	G1.B4.S1.A3	Teachers and the MTSS Leadership team will engage in periodic collaborative meetings to review data, plan for intervention next steps, and review progress of all Tier II and III students.	\$0.00



7	G1.B5.S1.A1	Teachers and the MTSS Leadership team will engage in periodic meetings to review data, plan for intervention next steps, and review progress of all Tier II and III students.	\$0.00
8	G1.B5.S1.A2	MTSS Meetings will be scheduled in collaboration with the work schedules of administration, coaches, district support, and other needed stakeholders in mind to ensure that as many members of the MTSS leadership team as possible are able to participate in each meetings.	\$0.00
9	G1.B5.S1.A3	Minutes will be kept during MTSS meetings to ensure that all items from meeting agenda are covered.	\$0.00
<b>Total:</b>			<b>\$0.00</b>