School District of Osceola County, FL

Poinciana Academy Of Fine Arts

2018-19 Schoolwide Improvement Plan

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Poinciana Academy Of Fine Arts

4201 RHODODENDRON AVE, Kissimmee, FL 34758

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 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	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	D*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Poinciana Academy of Fine Arts will work collaboratively as a staff and within the community to ensure ALL of our students develop necessary skills to be successful lifelong learners.

School Leadership Team

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

Name	Title
Dos Santos, Kimberley	Principal
Terry, Ashton	Assistant Principal
Schron, Jennifer	Instructional Coach
Martin, Jamie	Instructional Coach
Lopez, Angel	Instructional Coach
Weeks, Michelle	School Counselor
Enrique, JoAnne	Teacher, K-12

Duties

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

Principal/Assistant Principal: Lead implementation of plan, follow-up on plan throughout the school year, problem-solve in areas of need, ensure resources outlined in plan are available, and provide assistance to team members when needed (facilitate stocktake process monthly).
MTSS Coach: Lead MTSS on campus, monitor students in all tiers, update MTSS database throughout school year, schedule MTSS meetings, coach/mentor teachers, and problem-solve areas of need (report on focus area 4 at monthly stocktake).
Literacy Coach: Lead Literacy on campus, monitor student learning/achievement in literacy, coach/mentor teachers, and problem-solve areas of need (report on focus area 1 at monthly stocktake).
Math/Science Coach: Lead Math and Science on campus, monitor student learning/achievement in math and science, coach/mentor teachers, and problem-solve areas of need (report on focus area 2 at monthly stocktake).
Guidance Counselor: Lead core character education on campus, assist with behavior interventions campus-wide, monitor students receiving behavior interventions, communicate with MTSS coach in reference to students receiving behavior interventions, mentor/coach teacher in utilizing behavior interventions and collecting data on students receiving behavior interventions, track student attendance, schedule meetings on students with high absenteeism, and problem-solve areas of need (report on focus area 5 at monthly stocktake).
PLC Facilitator: Teacher, K12 will serve as our PLC facilitator. This individual will lead PLCs on

campus, monitor progress of PLCs, coach/mentor teachers and/or teams, and problem-solve areas of need (this will be filled by a teacher leader on campus)--reports on focus area 3 at monthly stocktake.

All members serving on this team are the instructional experts on our campus. They will mentor all teachers and provide support to all teachers based on teacher need and student need. They will also provide professional development based on campus-wide trends collected throughout the year to support teacher effectiveness and student achievement. All team members will meet once a month in stocktake meetings to review progress monitoring data and problem-solve areas of need based on our data. Each member will serve as a point person for their respective area. They will monitor this area throughout the year and report on their areas each month. The team will deep dive into areas of high need at each meeting to problem-solve together and to monitor the implementation of our School Improvement Plan.

Early Warning Systems

Year 2017-18

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	36	25	15	15	15	18	0	0	0	0	0	0	0	124
One or more suspensions	3	3	0	4	4	1	0	0	0	0	0	0	0	15
Course failure in ELA or Math	1	6	7	37	4	10	0	0	0	0	0	0	0	65
Level 1 on statewide assessment	0	0	0	56	52	38	0	0	0	0	0	0	0	146

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	1	0	9	12	6	0	0	0	0	0	0	0	29

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	0	0	2	0	0	0	0	0	0	0	0	4
Retained Students: Previous Year(s)	0	0	1	2	0	0	0	0	0	0	0	0	0	3

Date this data was collected
Monday 7/16/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

FSA ELA Achievement for our ESE subgroup was the lowest. This is showing a trend as that ESE subgroup has performed low the last two years.

Which data component showed the greatest decline from prior year?

FSA Math Lowest 25% Learning Gains went from 43% making learning gains in 2016/17 to 39% making learning gains in 2017/18 (-4 pts).

Which data component had the biggest gap when compared to the state average?

FSA Math Achievement: PAFA scored 45% proficient and the state scored 62% proficient.
FSA ELA Achievement: PAFA grades 3 and 4 significantly below state average of 57% in 3rd and 56% in 4th (PAFA was 38% in 3rd and 35% in 4th).

Which data component showed the most improvement? Is this a trend?

FSA ELA Lowest 25% improved from 39% in 2016/17 to 53% in 2017/18 (+14 points).
Science Assessment also improved from 39% in 2016/17 to 56% 2017/18 (+17 points).
There is no data indicating a trend in the growth in these two areas.

Describe the actions or changes that led to the improvement in this area.

ELA: III intervention block in reading was implemented with fidelity--it was a non-negotiable. MTSS Coach and Literacy Coach also provided specific interventions to students in reading (Corrective Reading to lowest 30%).
Science: Non-negotiable science instruction daily in 5th grade science, using formative assessment data to drive instruction and remediation groups in science, Science boot camp sessions facilitated by assistant principal--content selected based on data.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	44%	51%	56%	45%	52%	52%
ELA Learning Gains	56%	54%	55%	51%	55%	52%
ELA Lowest 25th Percentile	53%	46%	48%	43%	50%	46%
Math Achievement	45%	54%	62%	46%	53%	58%
Math Learning Gains	53%	56%	59%	53%	56%	58%
Math Lowest 25th Percentile	39%	42%	47%	47%	49%	46%
Science Achievement	56%	51%	55%	54%	54%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	36 (21)	25 (23)	15 (19)	15 (20)	15 (20)	18 (26)	124 (129)
One or more suspensions	3 (2)	3 (2)	0 (3)	4 (14)	4 (11)	1 (10)	15 (42)
Course failure in ELA or Math	1 (0)	6 (0)	7 (0)	37 (1)	4 (0)	10 (0)	65 (1)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	56 (5)	52 (33)	38 (38)	146 (76)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
03	2018	38%	51%	-13%	57%	-19%	
	2017	34%	53%	-19%	58%	-24%	
Same Grade Comparison		4%					
Cohort Comparison							
04	2018	35%	48%	-13%	56%	-21%	
	2017	45%	50%	-5%	56%	-11%	
Same Grade Comparison		-10%					
Cohort Comparison		1%					
05	2018	50%	50%	0%	55%	-5%	
	2017	33%	48%	-15%	53%	-20%	
Same Grade Comparison		17%					
Cohort Comparison		5%					

MATH							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
03	2018	36%	51%	-15%	62%	-26%	
	2017	36%	56%	-20%	62%	-26%	
Same Grade Comparison		0%					
Cohort Comparison							
04	2018	39%	53%	-14%	62%	-23%	
	2017	53%	55%	-2%	64%	-11%	
Same Grade Comparison		-14%					
Cohort Comparison		3%					
05	2018	50%	52%	-2%	61%	-11%	
	2017	30%	49%	-19%	57%	-27%	
Same Grade Comparison		20%					
Cohort Comparison		-3%					

SCIENCE							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
05	2018	53%	49%	4%	55%	-2%	
	2017						
Cohort Comparison							

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
SWD	20	44	42	28	41	39	14				
ELL	27	56	58	27	49	45	33				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	38	47	41	41	43	22	52				
HSP	42	59	57	45	53	47	53				
WHT	59	57		50	57						
FRL	41	55	63	44	51	32	55				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	35	41	18	54	50	8				
ELL	23	43	32	30	54	47	18				
BLK	34	51	42	39	39	29	39				
HSP	37	47	35	42	55	49	37				
WHT	57	53		59	50						
FRL	36	46	42	40	49	42	36				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Plan for and engage students in standards-based, differentiated instruction in reading and writing to ensure all students have access to the content.
Rationale	If teachers effectively engage students in reading and writing instruction, then student attention during the learning process will increase and learning experiences will have a higher transfer because they are more meaningful.
Intended Outcome	For the 18/19 school year our goal is to increase overall ELA achievement from 44% to 47%. We expect for 3rd and 4th grade ELA scores to increase at least by 4% and for our ESE subgroup to increase by 3%. (3rd grade goal 42%, 4th grade goal 39%, ESE subgroup 23%)
Point Person	Jennifer Schron (jennifer.schron@osceolaschools.net)

Action Step	
Description	1. Professional Development in literacy instruction best practices will be built into Professional Learning Community meetings. The first 10-20 minutes of these meetings will be connected to PD. At least once a month (at one of the PLC meetings), the literacy coach or media specialist will provide PD in best practices and follow up with teachers during the PLC planning meeting and in the classrooms to ensure best practices are understood and utilized correctly in the classroom setting. Start date: 8/15/18, End date: 5/29/19. Evidence: PLC Planning Document deliverable, schedule 2. The Literacy Coach and administration will conduct classroom visits and provide feedback to teachers in reference to literacy instruction.These classroom visits will also serve as a tool to collect data to look for school-wide trends that could be addressed through PLC meeting PD or grade level meetings. Start date: 8/13/18, End date: 5/29/19. Evidence: classroom visit data, schedules 3. The Literacy Coach will coach various teachers on campus to provide support in literacy. This will take place throughout the year starting 8/20/18 and ending 5/20/19. Evidence: coaching log, schedule 4. The Literacy Coach will meet with teachers and/or grade levels at Wednesday PLC meetings or other planning times to support planning to differentiate lessons based on data. This will take place as needed throughout the school year starting 8/20/18 and ending 5/20/19. Evidence: coaching log, schedule 5. The Literacy Coach will meet with the ELL Task Force to review ELL data. Based on this data, the task force will design a plan to support ELLs in need of remediation in ELA. This will happen once a month starting 8/20/18-5/20/19. Evidence: meeting minutes, schedules
Person Responsible	Jennifer Schron (jennifer.schron@osceolaschools.net)

Plan to Monitor Effectiveness	
Description	1. Leadership Team will review classroom visit data and formative assessment data such as iReady, common assessments, etc. at least once a month to determine areas of needs and immediate attention. 2. Leadership Team will problem-solve next steps that should be implemented based on data (coaching data, iReady, common assessments, etc.). 3. The Literacy Coach will follow up with the ELL Task Force to review implementation of plan and ensure resources are provided (at least once a month). 4. Administration will meet with the Literacy Coach to ensure plan is being implemented and to ensure the team has all necessary resources (at least once a month). 5. School Stocktake Model will take place monthly or bi monthly to report progress to the

Principal on the Area of Focus.

6. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.

7. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.

Person Responsible Ashton Terry (ashton.terry@osceolaschools.net)

Activity #2	
Title	Plan for and engage students in standards-based, differentiated instruction in math and science to ensure all students have opportunities to learn.
Rationale	If teachers effectively engage students in math and science instruction, then student attention during the learning process will increase and learning experiences will have a higher transfer because they are more meaningful.
Intended Outcome	For the 18/19 school year, we intend to increase our overall math achievement to 49% (+4 points). Our goal for our lowest 25% subgroup is to grow 4% raising it to 43% and our ELL subgroup to grow 4% raising it to 31%.
Point Person	Angel Lopez (angel.lopez@osceolaschools.net)
Action Step	
Description	1. Professional Development in math and science instruction best practices will be built into Professional Learning Community meetings. The first 10-20 minutes of these meetings will be connected to PD. At least once a month (at one of the PLC meetings), the Math/Science coach or other leadership team members will provide PD in best practices and follow up. Follow up with teachers will occur during the subsequent PLC planning meetings and in the classrooms to ensure best practices are understood and being utilized correctly in the classroom setting. Start date: 8/15/18, End date: 5/29/19. Evidence: PLC Planning Document deliverable, schedule 2. The Math/Science Coach and administration will conduct classroom visits and provide feedback to teachers in reference to math and science instruction.These classroom visits will also serve as a tool to collect data to look for school-wide trends that could be addressed through PLC meeting PD or grade level meetings. Start date: 8/13/18, End date: 5/29/19. Evidence: classroom visit data, schedules 3. The Math/Science Coach will coach various teachers on campus to provide support in math and science instruction. This will take place throughout the year starting 8/20/18 and ending 5/20/19. Evidence: coaching log, schedule 4. The Math/Science Coach will meet with teachers and/or grade levels at Wednesday PLC meetings or other planning times to support planning to differentiate lessons based on data. This will take place as needed throughout the school year starting 8/20/18 and ending 5/20/19. Evidence: coaching log, schedule 5. The Math/Science Coach will meet with the ELL Task Force to review ELL data. Based on this data, the task force will design a plan to support ELLs in need of remediation in math and science. This will happen once a month starting 8/20/18-5/20/19. Evidence: meeting minutes, schedules
Person Responsible	Angel Lopez (angel.lopez@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	1. Leadership Team will review classroom visit data and formative assessment data such as iReady, common assessments, etc. at least once a month to determine areas of needs and immediate attention. 2. Leadership Team will problem-solve next steps that should be implemented based on data (coaching data, iReady, common assessments, etc.). 3. The Math/Science Coach will follow up with the ELL Task Force to review implementation of plan and ensure resources are provided (at least once a month). 4. Administration will meet with the Math/Science Coach to ensure plan is being implemented and to ensure the team has all necessary resources (at least once a month). 5. School Stocktake Model will take place monthly or bi monthly to report progress to the

Principal on the Area of Focus.
6. Principals will update Assistant Superintendents of Curriculum during their monthly
check-ins.
7. Principal will share and update the Chief of Staff and Assistant Superintendents once a
quarter on progress the Area of Focus through the School Stocktake Model.

**Person
Responsible**
Ashton Terry (ashton.terry@osceolaschools.net)

Activity #3	
Title	Strengthen Professional Learning Communities (PLCs) to ensure that the learning needs of all students are met.
Rationale	If teachers participate in collaborative learning communities that are purposeful and data-driven, then student achievement will increase because units and lessons can be adjusted to meet the needs of all learners based on best practices shared and discussed during Professional Learning Community meetings.
Intended Outcome	Increase in achievement in all content areas: ELA Achievement goal: 47% Math Achievement goal: 49% Science Achievement goal: 58% PLC Seven Stages Rubric goal: 80% of PLC teams performing at Stages 6 or 7
Point Person	JoAnne Enrique (joanne.enrique@osceolaschools.net)
Action Step	
Description	1. A framework will be designed and utilized to guide PLC meetings throughout the school year. Framework will be used each week during weekly PLC meeting. Start date: 8/15/18, End date: 5/29/19. Evidence: PLC Planning Document deliverable 2. Agendas for each meeting will be created in advance and sent out each week with the Week at a Glance (WAG). Starting 8/15/18, Ending: 5/29/19. Evidence: WAG, Agenda 3. Each Wednesday PLC meeting will start with a 10-20 minute Professional Development facilitated by someone on the Leadership Team. This PD will connect directly to teacher planning and support standards-based, data-driven, differentiated instruction. PD will also include best practices in student engagement and active learning. This will happen each Wednesday starting 8/15/18 ending 5/29/19. Evidence: Agenda, handouts, PLC Planning Document deliverable 4. Teachers will transfer learning from PLC planning sessions into their teaching (PD to Practice look-fors). Administration and Instructional Coaches will look for this weekly through classroom visits starting 8/20/18-5/29/19. Evidence: lesson plans, classroom visit data
Person Responsible	JoAnne Enrique (joanne.enrique@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	1. Administration will create a schedule to ensure they are present at all PLC meetings to support the work and monitor progress. 2. Administration and Instructional Coaches will create a schedule to conduct classroom visits together, then they will set aside time to debrief on what was observed during those visits (data collected through visits). 3. Leadership Team will plan for future PLC PD based on data collected through classroom visits (looking at core instruction and campus-wide trends). 4. Administration will collect team self-assessments on PLC progress through the 7 Stages throughout the school year (3 times: BOY in August, MOY in December, and EOY in May). Administration will also rate each PLC using the rubric at the end of the year in May. Evidence: 7 Stages Rubric 5. School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus. 6. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.

7. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.

Person Responsible   Ashton Terry (ashton.terry@osceolaschools.net)

Activity #4	
Title	Use ongoing formative assessment and progress monitoring data to inform intervention and acceleration activities to increase learning gains for all students.
Rationale	If teachers use ongoing formative assessments and progress monitoring data to inform intervention and acceleration for all students, then students will receive timely feedback and appropriate intervention(s) that will help move their understanding of the content forward.
Intended Outcome	Goals for 18/19 school year: ELA Learning Gains: 59% ELA LQ Leaarning Gains: 56% Math Learning Gains: 56% Math LQ Learning Gains: 43%
Point Person	Jamie Martin (jamie.martin@osceolaschools.net)

Action Step	
Description	1.Grade levels will create and deliver common formative assessments throughout the unit that will inform instruction. Ongoing throughout year starting 8/2018, ending 5/2019. Evidence: common assessments 2. Teachers will analyze and discuss student work products and information received through their individual conferencing.Ongoing throughout year during PLCs starting 8/2018, ending 5/2019. Evidence: PLC Planning Document deliverable 3. Administration and Instructional Coaches will review content area formative assessment data with teachers and/or grade levels to assist and support in the planning of intervention and acceleration to take place during intervention block. This will happen at least once a month at PLC meetings or other planning meetings starting 8/15/18 through 5/29/19. Evidence: PLC Planning Document deliverable, schedule, coaching logs 4. MTSS Coach will create a schedule for school-wide Tier 2 and Tier 3 intervention to take place. MTSS Coach will communicate implementation of this schedule and assist teachers in implementation. This will take place every week starting 8/20/18-5/29/19. Evidence: MTSS Schedule, coaching log 5. The Instructional Coaches will provide intervention to students in need of Tier 3 intervention. Coaches will use Corrective Reading for Tier 3 intervention. Math Coach will utilize resource from the district curriculum website in addition to Ten Marks and iReady resources to plan standards-based intervention. This will take place at least three days a week starting 8/20/18 and ending 5/20/19. Evidence: coaching log, schedule, MTSS documentation
Person Responsible	Jamie Martin (jamie.martin@osceolaschools.net)

Plan to Monitor Effectiveness	
Description	1. Leadership Team will review formative assessment data such as iReady, common assessments, etc. at least once a month to determine areas of needs and immediate attention. 2. Administration will check lesson plans and create a schedule to observe intervention block time to look for implementation of intervention and acceleration. 3. Administration will meet with the Instructional Coaches to measure impact of Tier 3 interventions. (at least once a month). 4. School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus. 5. Principals will update Assistant Superintendents of Curriculum during their monthly

check-ins.

6. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.

Person Responsible   Ashton Terry (ashton.terry@osceolaschools.net)

Activity #5	
Title	As a school community, foster and grow positive relationships with students, staff, and families to reduce Early Warning Signs.
Rationale	If we foster positive relationships with students, staff, and families, we will make Poinciana Academy of Fine Arts a place where people want to work, come to school, and send their students.
Intended Outcome	Attendance Rate Goal: 85% of students will have less than 10% absences during the school year Students without OSS Goal: 95%
Point Person	Michelle Weeks (michelle.weeks@osceolaschools.net)

Action Step	
Description	1. Create and carry out a systematic teacher and student celebration/recognition program(s) to celebrate the great things occurring in classrooms and around campus (Staff: All Stars on campus, Students: Star of the Month). Throughout the school year starting 8/15/18, ending 5/29/19. Evidence: All Star recognition and Star of the Month awards throughout campus 2. Teachers will create a positive classroom culture through classroom mission statements, classroom Standard Operating Procedures (SOPs) and classroom expectations. This will be continuous throughout the school year. Starting in August and ending in May. Evidence: classroom mission statements, SOPs, expectation posters 3. School-wide expectations will be established and posted in common areas. These will set expectations for positive student behaviors and relationships.Expectations will be updated throughout the year as needed. Evidence: expectation posters 4. A mentoring program consisting of staff leaders on campus will be created specifically for students who have demonstrated a lack in motivation, low academic performance, and/or an increase in behavior referrals. This will happen throughout the year as needed (during the school day lunch or recess time). Evidence: mentoring schedule 5. Block teachers will create a schedule of art events to involve families in our various campus arts initiatives such as dance, drama, music and visual art. This will take place throughout the school year. Block teachers will also visit areas in the community as a "give back" to the community to build partnerships. Evidence: programs from events, pictures of events, sign in sheets
Person Responsible	Michelle Weeks (michelle.weeks@osceolaschools.net)

Plan to Monitor Effectiveness	
Description	1. Administration will establish criteria to identify teachers/staff and students to be recognized (All Stars for staff and Star of the Month for students). 2. Administration will recognize teachers and other staff members at least once a month for the great things happening on campus. Administration will recognize students in the monthly Star of the Month ceremony for showing "Star" qualities. 3. Administration will check for the implementation of classroom mission statements, SOPs, and expectations. 4. Administration will walk the campus to monitor the implementation of school-wide expectations. 5. Administration will meet with mentors to check on student progress and offer supports/resources that these mentors may need. 6. Administration will meet with Block teachers each month to discuss arts events planned and ensure resources are available to support these events.

7. School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus.

8. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.

9. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.

Person Responsible Ashton Terry (ashton.terry@osceolaschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.
Goals for 18/19 school year:
-Increase number of parents who attend academic "Family Nights"
-Increase number of parents who attend SAC meetings and PTO meetings
-Increase number of parents who attend Title I meetings

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

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.

Positive Behavior Interventions & Supports (PBIS) and Restorative Practice trainings have been scheduled through the use of Title IV funds. The school district has also added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students.

Our school specifically 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.

Goals for 18/19 school yer:
-Increase student attendance.
-Decrease school-wide discipline

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

To support the transition of Pre-K students to elementary, the school district scheduled a one-hour open house prior to the K-5 elementary students specifically for the welcome and transition of Pre-K students to their elementary school. We also host a Kindergarten Round Up session for incoming Kindergarten students to educate the parents and assist the transition.

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit, the guidance counselor(s) share information about course offerings, school clubs/organizations, and expectations for the students as they transition from elementary to middle school.

To support the transition of middle to high school, each comprehensive high school has a College/Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post-high school. Naviance software is used at the high schools to give students the opportunity to explore career options and interests.

A DJJ Commitment Specialist is employed to support students entering/leaving the juvenile justice program and a transition plan is created to help any students leaving DJJ and returning to their home-zoned school.

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. Data will be reviewed monthly and the PST will determine students in need of intervention. The MTSS Coach will hold meetings with teachers to educate them on interventions and schedule for administering interventions.

Title I, Part A
Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part C-Migrant
When Migrant children enroll, the Title I Migrant staff ensures that students receive a fair and equitable opportunity to achieve a high quality education and assistance transitioning to post-secondary education or employment.

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

Title II

Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, and Professional Learning Communities (PLC).

Title III
The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

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

Title IV
The Student Support and Academic Enrichment (SSAE) program is intended to help to:
1. Provide a well-rounded education,
2. Improve safe and healthy school conditions and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX
To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

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

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

Poinciana Academy of Fine Arts is entering its second 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. 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.

Part V: Budget

Total:	$158,300.00