



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Poinciana Park Elementary School

6745 NW 23RD AVE

Miami, FL 33147

305-691-5640

<http://ppark.dadeschools.net/>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 96%
Alternative/ESE Center No	Charter School No	Minority Rate 99%

School Grades History

2013-14 F	2012-13 D	2011-12 D	2010-11 C
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	15
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
Part III: Coordination and Integration	31
Appendix 1: Professional Development Plan to Support Goals	34
Appendix 2: Budget to Support Goals	35

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Poinciana Park Elementary Schl

Principal

Patricia Bloodworth-Johnson

School Advisory Council chair

Debra McEathron

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Princess Dinkins	Intermediate Reading Coach
Tonishia Davila	Primary Reading Coach
La'Tefah McGill	Math Coach
Tonya Brown	Science Coach
Candice Chester	Counselor

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal – 1, UTD Steward – 1, Teachers – X, Parents – 2, Support Personnel – X, BCR - - 3, Student - 1

Involvement of the SAC in the development of the SIP

The SAC meets monthly to review the data, barriers, and strategies stated in the school improvement plan. All stakeholders, at this time, discuss their observations and concerns from their peers in the educational community. These ideas and concerns are heard and addressed, and ultimately incorporated into revising the SIP.

Activities of the SAC for the upcoming school year

The SAC will meet to discuss the activities for this school year.

Projected use of school improvement funds, including the amount allocated to each project

The SAC will be meeting to discuss how the funds will be utilized for this school year.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Due to teachers transferring to other locations at the beginning of this school year, we do not have the required minimum of teachers to be in compliance. The faculty will be meeting to vote on the instructional staff that will represent them in the EESAC.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Patricia Bloodworth-Johnson

Principal	Years as Administrator: 14	Years at Current School: 0
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Credentials

Masters of Educational Leadership
Elementary Education
School Principal

Performance Record

Nika L. Williams

Asst Principal	Years as Administrator: 3	Years at Current School: 3
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Credentials

Biology
Educational Leadership

Performance Record

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Princess Dinkins		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Elementary Education Exceptional Student Education	
Performance Record		

Tonya Brown		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Science	
Credentials	Middle Grades Integrated Curriculum	
Performance Record		

Tonishia Davila		
Full-time / District-based	Years as Coach: 1	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Elementary School	
Performance Record		

Classroom Teachers

# of classroom teachers	36
# receiving effective rating or higher	5, 14%
# Highly Qualified Teachers	56%
# certified in-field	, 0%
# ESOL endorsed	15, 42%
# reading endorsed	2, 6%
# with advanced degrees	16, 44%
# National Board Certified	1, 3%
# first-year teachers	4, 11%

with 1-5 years of experience

6, 17%

with 6-14 years of experience

16, 44%

with 15 or more years of experience

10, 28%

Education Paraprofessionals**# of paraprofessionals**

10

Highly Qualified

10, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Administration will provide opportunities for instructional staff to assume leadership roles at the school site.

The leadership team will establish Professional Learning Communities for continued professional growth.

Administration will provide opportunities for staff to attend Professional Development Workshops targeting individual teachers' subject areas

The leadership team will conduct Lesson Studies to provide teachers with opportunities to exchange successful strategies & ideas.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Poinciana Park Elementary provides opportunities for staff to strengthen, reinforce, and revise their instructional practices by pairing less experienced or struggling teachers with more experienced teachers in their respective field. Listed below are the mentoring teams for this school year:

Renee Cromartie has been chosen to mentor Francene Chacon. Ms. Cromartie is an experienced reading teachers who has utilized various strategies and activities that have produced student success. Ms. Chacon is a novice fourth grade Reading/ Language Arts teacher.

Princess Dinkins is the Reading Coach. She has been paired with Antoinette Dingle, a novice Writing teacher. Ms. Dinkins is able to provide Ms. Dingle with strategies and activities to meet the needs of your SPED population.

Ms. Tapanes, an experienced Pre-Kindergarten teacher is paired with Ms. Kopp, a kindergarten teacher to enhance various instructional and classroom management strategies.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Poinciana Park Elementary utilizes a process in which data are reviewed amongst all team members. Based on student achievement, resources are purchased, services are provided, and strategies are revised in order to meet the needs of our students; whereby student data are continuously reviewed and utilized to drive the instructional groupings and practices within classes.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Rtl is an extension of the Leadership Team, strategically integrated to support administration throughout a cycle process of problem solving as dilemmas and concerns arise through an ongoing, systematic examination of available data. The overall objective of the team is to positively impact student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through pre intervention.

The Rtl team is a vital entity of our school improvement process, our team is comprised of the following:

- The Principal, Patricia Bloodworth-Johnson and Assistant Principal , Nika L. Williams will ensure commitment and allocate resources;
- General Education Teachers (Primary and Intermediate): Baqiya Kopp, Debra McEathron, Gisella Parra, Vetrina Armstrong, Corinthia Green, Nilsa Baillou, Acquanette Wooten, Joann Johnson, Renee Cromartie, Francene Chacon, Antoinette Dingle and Joann Suarez, and Instructional Coaches: Princess Dinkins and Tonishia Davila, will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group problem-solving
- The School Counselor, Candice Chester, will meet to review consensus, infrastructure, and implementation of building level

The Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- Exceptional Student Education (ESE) Teachers: Aracelis Vazquez
- School Psychologist: Yolanda Lockheart Smith
- Social Worker: Luckencie Pierre
- Member of EESAC: Carolyn Griffin
- Staffing Specialist: Jackie Stephens

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Leadership Team will monitor and adjust the academic and behavioral goals through data gathering and data analysis; monitor the fidelity of instructional delivery and intervention; provide levels of support and interventions to students based on data; and consider data at the end of the year to problem solve for the 2013 – 2014 Tier 1 instruction.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data will be used to guide instructional decisions and system procedures for all students to adjust the delivery of curriculum and instruction to meet the specific needs of students; adjust the delivery of the behavior management system; adjust the allocation of school-based resources; drive decisions regarding targeted professional development; and create student growth trajectories in order to identify and develop interventions.

Managed Data will include:

Academic: FAIR Assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory); Saxon, Oral Reading Fluency Measures; Wonderworks Checkpoints; Wonderworks Benchmark Assessments; Baseline Benchmark Assessments; Success Maker Utilization and Progress Reports; Interim Assessments; Florida Comprehensive Assessment Test (FCAT 2.0); Stanford Achievement Test (SAT-10); Student Grades; Write Score Assessments; Foresight Assessments; and Department Developed Monthly Assessments

Behavior: Student Case Management System; Detentions; Positive Behavior System (PBS); Suspensions; Attendance; and Functional Assessment of Behavior (FAB)/Behavioral Implementation Plan (BIP) and Parent Contracts

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The plan to support MTSS is, but not limited to, as follows:

- Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district and school mission statements and organizational improvement efforts
- Alignment of policies and procedures across classroom, grade, school, district, and state levels
- Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services
- Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services
- Comprehensive, efficient, and user friendly data-systems for supporting decision-making at all levels
- Sufficient availability of coaching supports to assist school team and staff problem-solving efforts

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students**Minutes added to school year:** 60

Due to our status as one of the lowest 100 schools, our school must employ an extended school day. During the extra hour provided to daily instruction, students are provided with reading intervention in small group settings, with a ratio of one teacher to ten students. The intervention is a researched based program, known as Saxon, which assists students with reading skills ranging from phonemic awareness to reading comprehension.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

The Saxon program has a built in progress monitoring program that indicates which area a student needs to focus on to achieve continued progress in the area of reading.

Who is responsible for monitoring implementation of this strategy?

Administration, Reading Coaches and the Lead interventionist.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Patricia Bloodworth- Johnson	Principal
Nika L. Williams	Assistant Principal
Debra McEathron	General Education Reading Teachers
Baqiya Kopp	General Education Reading Teachers
Gisella Parra	General Education Reading Teachers
Corinthia Green	General Education Reading Teachers
Nilsa Baillou	General Education Reading Teachers
Vetrina Armstrong	General Education Reading Teachers
Renee Cromartie	General Education Reading Teachers
Francene Chacon	General Education Reading Teachers
Joann Suarez	General Education Reading Teachers
Jo-Ann Johnson	General Education Reading Teacher
Aquanette Wooten	General Education Reading Teacher
Antoinette Dingle	General Education Reading Teacher
Aracelis Vazquez	Exceptional Student Education Teacher

How the school-based LLT functions

The Literacy Leadership Team meets monthly to develop Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. The team will also develop lessons that provide students with opportunities to research and incorporate writing throughout the school-wide curriculum. The LLT will also engage in the following activities: Determine an academic area of concern; Collect supporting evidence for the concern; Study and plan a course of action for the concern; Give each person on the team time to share their ideas; Decide which ideas are feasible for achievement; and move forward with a plan of action. The team will also celebrate any progress made by stakeholders.

Principal: Will ensure commitment to the Literacy Leadership Team; will provide a common vision for the team as the team examines data to drive instruction for all students. The principal has been included on the team to serve as the school's instructional leader.

Assistant Principal: Will assist the principal in ensuring commitment to the Literacy Leadership Team and providing a common vision for the team as the team examines data to drive instruction for all students.

The assistant principal has been included on the team to assist the school's instructional leader.

General Education Reading Teachers (Primary and Intermediate): Will meet each week with other general education teachers to discuss and share strategies to improve instruction for all students using the core curriculum. These teachers will participate in monthly data collection activities and outline strategies to target instruction and improve student achievement. Teachers identified have been included on the team due to their ability to identify specific weaknesses to drive instruction for student success.

Exceptional Student Education (ESE) Teacher: Will collaborate with general education teachers as they integrate core instructional activities/materials and monitor student progress through data collection activities. This teacher has been included on the team because of the knowledge of working with Students with Disabilities.

Reading Coaches: Will monitor and make recommendations concerning the adjustment of the school's academic focus, will assist with monitoring the fidelity of the delivery of instruction and intervention activities, and will engage in data collection activities that will be used to guide instructional decisions. This teacher has been included on the team because of the knowledge of implementing change using the Florida Continuous Improvement Model.

Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team are to positively impact student learning, encourage a literate climate to support effective learning, create capacity of reading knowledge within the school building, gather knowledge about literacy and resources, organize study groups, initiate action research, support peer coaching, and examine student artifacts.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All instructional personnel within the building have been trained and participate in the implementation of the reading intervention, Saxon. In addition, all teachers across curriculum have writing assignments embedded in their weekly plans. Teachers also provide books, passages, or excerpts to their students to integrate reading across the curriculum, while reinforcing or providing further examples of curriculum being taught.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The Title I Administration assists Poinciana Park Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in an environment that renders opportunities to create knowledge through initiatives shared with supportive adults. Our Head Start classrooms will be invited to visit the kindergarten classrooms. During the Head Start Open House, professionals from the Head Start classrooms, along with their students, will visit an assigned Poinciana Park Elementary kindergarten class; and participate in various classroom activities that the students will be exposed to in the upcoming year. Our Pre-K teachers and paraprofessionals will collaborate with the instructors from the attending classes to provide ideas of activities that will assist students in preparing for kindergarten.

The Pre-School Transition plan at Poinciana Park Elementary School includes conducting informational meetings with parents and student visitations to kindergarten classrooms. During these visitations, the pre-school students participate in the kindergarten routines and curriculum. The staff provides parents with packets of activities, registration materials, and offers workshops to train parents to assist their children at home. An exit interview and the Phonological Awareness and Early Literacy Assessment (PELI) will be given to each student enrolled in the Poinciana Park Elementary pre-kindergarten class prior to exiting the class at the end of the year to assess early language and literacy.

Furthermore, during the first thirty days of kindergarten, all students will participate in the Florida Kindergarten Readiness Screening (FLKRS) which assesses print letter knowledge, phonological awareness/processing, and social/emotional development. This tool will provide data to assist in the planning of instruction and determine the need for student intervention. Low-performing students are targeted early, and once identified; certified teachers and paraprofessionals will begin working with those low-performing students. The staff provides parents with packets of activities and parent workshops to train parents to assist their children at home to afford a smooth transition into kindergarten.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	49%	30%	No	54%
American Indian				
Asian				
Black/African American	48%	27%	No	53%
Hispanic	74%	67%	No	77%
White				
English language learners	75%	0%	No	78%
Students with disabilities	54%	50%	No	59%
Economically disadvantaged	49%	30%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	14%	19%
Students scoring at or above Achievement Level 4	12	8%	10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		26%
Students scoring at or above Level 7	16	41%	42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		48%	53%
Students in lowest 25% making learning gains (FCAT 2.0)		58%	62%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	[data excluded for privacy reasons]		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	22	51%	56%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	12	86%	87%

Area 3: Mathematics**Elementary and Middle School Mathematics**

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	65%	Yes	69%
American Indian				
Asian				
Black/African American	65%	64%	Yes	69%
Hispanic	74%	76%	Yes	77%
White				
English language learners	75%	0%	No	78%
Students with disabilities	53%	65%	Yes	58%
Economically disadvantaged	64%	65%	Yes	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	36%	39%
Students scoring at or above Achievement Level 4	36	24%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	16	41%	43%
Students scoring at or above Level 7	11	28%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		65%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		73%	76%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		0%	0%
Middle school performance on high school EOC and industry certifications		0%	0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	23%	28%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		41%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		32%

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0		
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0		
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	0		
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	0		
CTE teachers holding appropriate industry certifications	0		

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	85	18%	17%
Students retained, pursuant to s. 1008.25, F.S.	40	10%	9%
Students who are not proficient in reading by third grade	58	89%	80%
Students who receive two or more behavior referrals	39	9%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0		
Students who fail a mathematics course	0		
Students who fail an English Language Arts course	0		
Students who fail two or more courses in any subject	0		
Students who receive two or more behavior referrals	0		
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0		

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

N/A

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

N/A

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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N/A

Goals Summary

- G1.** Decrease the number of suspensions.
- G2.** Increase student proficiency in all core subject areas.
- G3.** Decrease the number of unexcused absences and tardies.

Goals Detail

G1. Decrease the number of suspensions.

Targets Supported

- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Social Worker, School Counselor, Psychologist, Community Involvement Specialist, Certificates, and Office Treasure box

Targeted Barriers to Achieving the Goal

- Lack of correct phone numbers and schedule conflicts between the jobs of parents and school hours

Plan to Monitor Progress Toward the Goal

The number of referrals and suspensions will be monitored.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Information in ISIS and student CUMs

G2. Increase student proficiency in all core subject areas.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School
- Additional Targets

Resources Available to Support the Goal

- Administration, Coaches, Teachers, Americorps Tutors, District/Region/State Support, Saxon Intervention, Progress Monitoring Reporting Network, Renaissance Learning, Edusoft, ThinkGate, District Adoptive Supplemental Materials, Educational Excellence School Advisory Council, IXL, Title I Funds, Write Score, Dade Partners, J&J Bootcamp, FCAT Explorer, Moby Max, Unique Learning, Science and Math ForeSight

Targeted Barriers to Achieving the Goal

- Limited evidence of effective bell to bell instruction during the instructional block.

Plan to Monitor Progress Toward the Goal

Conduct ongoing data chats to monitor student proficiency in all core subject areas.

Person or Persons Responsible

Administration, teachers District support team, Instructional Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Increased student achievement on District, School based and Interim assessments and Florida Assessment Instruction of Reading, Success Maker, Foresight, Renaissance Learning, Write Score, IXL, Saxon Intervention.

G3. Decrease the number of unexcused absences and tardies.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- Additional Targets

Resources Available to Support the Goal

- Counselor, teachers, attendance committee, Belafonte Tacolcy Center, behavior management plan, connect Ed, Community Involvement Specialist, school social worker, and administration.

Targeted Barriers to Achieving the Goal

- Lack of consistency of consequences regarding truancy.

Plan to Monitor Progress Toward the Goal

Daily Attendance Computer Screen (PF7) and the Daily Attendance Bulletin.

Person or Persons Responsible

Registrar, administration, counselor, social worker, Belafonte Tacolcy Representative, and Community Involvement Specialist and teachers.

Target Dates or Schedule:

Monthly

Evidence of Completion:

Documentation of doctors notes, letter from parent regarding illnesses, and obituaries.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Decrease the number of suspensions.

G1.B1 Lack of correct phone numbers and schedule conflicts between the jobs of parents and school hours

G1.B1.S1 The Community Involvement Specialist will visit the houses of students whose numbers are invalid to retrieve working and current numbers, as well as to make appointments for conferences to be held to address concerns in the classroom.

Action Step 1

The concerned staff member will submit a form indicating the student in which they are having a difficult time reaching the parent.

Person or Persons Responsible

The concerned teacher or staff member of the student

Target Dates or Schedule

After attempts to reach parents are unsuccessful

Evidence of Completion

A log of the students that have been referred to the Community Involvement Specialist

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

Information gathered from the visit will be provided to the teacher and the registrar to update their records

Person or Persons Responsible

Community Involvement Specialist

Target Dates or Schedule

Daily

Evidence of Completion

A log indicating the houses that are visited and whether there was successful contact or not

Plan to Monitor Effectiveness of G1.B1.S1

The counselor will have follow up conversations with the students and teachers regarding the previous issues

Person or Persons Responsible

Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

A log indicating when follow-ups took place and a summary of the discussion

G1.B1.S2 Monthly parent meetings will be held at various times to keep parents abreast of current issues within the school and also allow time for parents to have individual data chats with various parents.

Action Step 1

Monthly meetings will be planned to address different topics throughout the year.

Person or Persons Responsible

Administration, Counselor, and Community Involvement Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Flyers, Parent Newsletters, and the Master Calendar

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Sessions will be conducted by qualified personnel and teachers will indicate which sessions they are able to attend.

Person or Persons Responsible

Administration, Counselor, and Community Involvement Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Parent Sign-In Sheets and Faculty Sign-In Sheets

Plan to Monitor Effectiveness of G1.B1.S2

The number of parents that attend the sessions and have individual conferences with teachers will be monitored.

Person or Persons Responsible

Administration, Counselor, and Community Involvement Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Parent Surveys and Teacher/ Parent Contact logs

G2. Increase student proficiency in all core subject areas.

G2.B3 Limited evidence of effective bell to bell instruction during the instructional block.

G2.B3.S1 Implement and monitor instructional routines.

Action Step 1

Work collaboratively during planning to develop lessons that are aligned to the Instructional Framework including accommodations for students with disabilities.

Person or Persons Responsible

Instructional Coaches Teachers Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Agenda Lesson Plans Sign In Logs Coaching Logs

Action Step 2

Conduct coaching cycles and model the implementation of the Gradual Release Model within the instructional block.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Coaching Logs Feedback Form Student Active Engagement

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Monitor implementation of instructional routines.

Person or Persons Responsible

Administration, Instructional Coaches, District Support

Target Dates or Schedule

Daily

Evidence of Completion

Administration feedback and reflection logs, Education Transformation Office feedback and reflection support document, bell-to-bell instruction, differentiated instructional groups, collaborative groups, coaching logs.

Plan to Monitor Effectiveness of G2.B3.S1

Full implementation of the instructional framework is evident in all core classrooms.

Person or Persons Responsible

Administration, District support team, Instructional Coaches

Target Dates or Schedule

Daily

Evidence of Completion

Increased student achievement on District, School based, Interim assessments, lesson plans, walk through logs.

G2.B3.S2 Utilize data to effectively drive instruction.

Action Step 1

Work collaboratively during planning to follow the instructional framework aligned to the Instructional Flow including accommodations for students with disabilities.

Person or Persons Responsible

Instructional Coaches Teachers Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Agenda Observations Coaching Cycles Coaching Logs

Plan to Monitor Fidelity of Implementation of G2.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Decrease the number of unexcused absences and tardies.

G3.B3 Lack of consistency of consequences regarding truancy.

G3.B3.S1 Monitor student attendance and absence through an attendance record-keeping system that keeps track of any unexcused absences and tardies.

Action Step 1

Monitor the attendance bulletin.

Person or Persons Responsible

School Registrar and administration

Target Dates or Schedule

Daily

Evidence of Completion

Attendance Bulletin and the Student Case Management Referral

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Attendance Committee Meetings

Person or Persons Responsible

Registrar, administration, counselor, social worker, Belafonte Tacolcy Representative, and Community Involvement Specialist.

Target Dates or Schedule

Monthly

Evidence of Completion

Minutes for monthly meeting, and Early Warning System Roster.

Plan to Monitor Effectiveness of G3.B3.S1

Monitor Daily Attendance Computer Screen (PF7) and the Daily Attendance Bulletin.

Person or Persons Responsible

School Registrar and administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Documentation of doctors notes, letter from parent regarding illnesses, and obituaries.

G3.B3.S2 Keep accurate attendance records that show who has been reported as a truant three or more times per school year and what efforts have been made to hold a conference with the parent or guardian and with the student.

Action Step 1

Monitor attendance records.

Person or Persons Responsible

Administration, attendance committee and school registrar

Target Dates or Schedule

Daily

Evidence of Completion

Daily Attendance Bulletin

Plan to Monitor Fidelity of Implementation of G3.B3.S2

Monitor attendance records

Person or Persons Responsible

Administration, Attendance Committee and school registrar

Target Dates or Schedule

Daily

Evidence of Completion

Daily Attendance Bulletin

Plan to Monitor Effectiveness of G3.B3.S2

Monitor attendance records

Person or Persons Responsible

Administration, attendance committee and school registrar

Target Dates or Schedule

Daily

Evidence of Completion

Attendance Bulletin and the Student Case Management Referral

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities, our after-school program. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services provided to Poinciana Park Elementary, its students, and its families. Our school-based, Title I funded Community Involvement Specialist (CIS), serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at our school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; as well as, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of students' needs while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of the Parent Involvement Plan (PIP- which is provided in three languages), the school improvement process, the life of the school, and the Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/ Family Involvement Survey will be used towards the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the 2013 – 2014 school year. An all-out effort is made to inform parents of the importance of this survey via the CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in all three languages, will be available online and via hard copy (at Poinciana Park and District meetings) for parents to complete. Other components that are integrated into the Poinciana Park Elementary school-wide program include an extensive Parental Program and special support services to special needs populations such as homeless, migrant, neglected and delinquent students.

Title I, Part C- Migrant

Poinciana Park Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure the unique needs of migrant students are met. Students are also provided extended learning opportunities (after school and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows: training to certify qualified mentors for the New Teacher (MINT) Program; training for add-on endorsement programs, such as Reading, Gifted, and ESOL; training and substitute release time for Professional Development Liaisons (PDL) focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to provide: reading and supplementary instructional materials. The aforementioned service will be provided should the funds become available for the 2013 – 2014 school year and should the FLDOE approve the application.

Title VI, Part B - NA

Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, Poinciana Park Elementary, and the community. Project Upstart, Homeless Children & Youth Program assists Poinciana Park with the identification, enrollment, attendance, and transportation of homeless students. Poinciana Park is eligible to receive services and will do so upon identification and classification of a student as homeless. The Homeless Liaison provides training for the school registrar on the procedures for enrolling homeless students and for the school counselor on the McKinney Vento Homeless Assistance Act – ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless – and are provided with all entitlements.

Supplemental Academic Instruction (SAI)

Poinciana Park Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by the classroom teachers and the counselor. Training and technical assistance for teachers, administration, and the counselor is also a component of this program. Poinciana Park Elementary will also implement five curriculum lessons on bullying and violence prevention per grade level.

Nutrition Programs

- 1) Poinciana Park Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program (school breakfast and school lunch) at Poinciana Park Elementary School follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

Poinciana Park Elementary has 3 Head Start classrooms. Joint activities, including professional development and transition processes are shared.

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study, students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Job Training

N/A

Other

Health Connect in Our Schools (HCiOS)

Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical, social, and human services on school grounds.

The team at Poinciana Park Elementary is staffed by a School Social Worker (shared between schools). HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.

HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Miami Lighthouse/ Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at Poinciana Park

Elementary via vision vans and corrective lenses to all failed vision screenings if the parent/ guardian cannot afford the exams and or the lenses.

HIV/AIDS Curriculum: AIDS Get the Facts!

AIDS: GET the Facts!, is a curriculum that provides a series of general objectives, lessons, activities, and resources for providing HIV/AIDS instruction.

HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Handbook, and Control of Communicable Diseases in School Guidebook for School Personnel.

HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Total
Total	\$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.