

School District of Osceola County, FL

Poinciana Academy Of Fine Arts



2019-20 Schoolwide Improvement Plan

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Poinciana Academy Of Fine Arts

4201 RHODODENDRON AVE, Kissimmee, FL 34758

www.osceolaschools.net

Demographics

Principal: Kimberley Dos Santos

Start Date for this Principal: 7/18/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (44%) 2017-18: C (49%) 2016-17: C (43%) 2015-16: C (48%) 2014-15: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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	Job Duties and Responsibilities
Dos Santos, Kimberley	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).
Kaloo, Annette	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).
Schron, Jennifer	Instructional 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 1 at monthly stocktake).
Martin, Jamie	Instructional Coach	Lead MTSS on campus, monitor students in all tiers, update MTSS database throughout school year, schedule MTSS meetings, coach/mentor teachers, monitor PLCs and PLC progress, and problem-solve areas of need (report on focus area 5 at monthly stocktake).
Lopez, Angel	Instructional 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 areas 2 and 3 at monthly stocktake).
Weeks, Michelle	School 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, promote college and career readiness, and problem-solve areas of need (report on focus area 4 at monthly stocktake).

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	4	4	7	0	7	4	0	0	0	0	0	0	0	26
One or more suspensions	4	3	1	4	9	6	0	0	0	0	0	0	0	27
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	46	40	0	0	0	0	0	0	0	88

The number of students with two or more early warning indicators:

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

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	0	1	1	0	0	1	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

41

Date this data was collected or last updated

Monday 7/22/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	0	9	12	6	0	0	0	0	0	0	0	29

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	0	9	12	6	0	0	0	0	0	0	0	29

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	53%	57%	40%	53%	55%
ELA Learning Gains	53%	56%	58%	49%	55%	57%
ELA Lowest 25th Percentile	44%	51%	53%	39%	53%	52%
Math Achievement	40%	55%	63%	43%	57%	61%
Math Learning Gains	47%	59%	62%	50%	58%	61%
Math Lowest 25th Percentile	44%	45%	51%	43%	49%	51%
Science Achievement	41%	49%	53%	39%	54%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	4 (36)	4 (25)	7 (15)	0 (15)	7 (15)	4 (18)	26 (124)
One or more suspensions	4 (3)	3 (3)	1 (0)	4 (4)	9 (4)	6 (1)	27 (15)
Course failure in ELA or Math	0 (1)	0 (6)	0 (7)	0 (37)	0 (4)	0 (10)	0 (65)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	2 (56)	46 (52)	40 (38)	88 (146)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	32%	51%	-19%	58%	-26%
	2018	38%	51%	-13%	57%	-19%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	48%	51%	-3%	58%	-10%
	2018	35%	48%	-13%	56%	-21%
Same Grade Comparison		13%				
Cohort Comparison		10%				
05	2019	36%	48%	-12%	56%	-20%
	2018	50%	50%	0%	55%	-5%
Same Grade Comparison		-14%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	32%	54%	-22%	62%	-30%
	2018	36%	51%	-15%	62%	-26%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	44%	53%	-9%	64%	-20%
	2018	39%	53%	-14%	62%	-23%
Same Grade Comparison		5%				
Cohort Comparison		8%				
05	2019	33%	48%	-15%	60%	-27%
	2018	50%	52%	-2%	61%	-11%
Same Grade Comparison		-17%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	35%	45%	-10%	53%	-18%
	2018	53%	49%	4%	55%	-2%
Same Grade Comparison		-18%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	12	24	27	23	47	50	31				

2019 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 2017-18	C & C Accel 2017-18
ELL	27	38	29	23	37	25	22				
BLK	34	54	42	44	43	30	21				
HSP	42	47	42	38	48	50	45				
WHT	44			33							
FRL	42	52	43	38	45	45	38				
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				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	372
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ELA ESE and ELL (both scores 13% proficient).

Contributing Factors:

Attendance (adults and students)

Instruction (differentiation)

Scaffolds

Strategic & data supported Interventions (during reg 90 min block)

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

Science Proficiency (-21 points)

Contributing Factors:

Instruction

Reading Strategies

Alignment (task and evidence of work aligned to standard)

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Third grade proficiency

Contributing Factors:

Tier 1 Core Instruction

Vertical Alignment

Adult Mindset

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

Math lowest quartile and Math achievement ESE

New Actions taken to help improvement:

Math Triple I

Math Lab

Math Formative Assessments

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance and referrals (discipline) (missing class/instructional time)

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

1. Improve Tier 1 Instruction
2. Strategic planning with formative/summative assessments, interventions, and standard alignment
3. ESSA subgroups—instruction and intervention
4. Attendance
5. Culture-PBIS to decrease out of classroom time

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Ensure high levels of learning for all students in literacy.
Rationale	The data from our district formative assessments and state assessments show that students are below grade level. This impacts overall student achievement because gaps in learning continue to increase causing proficiency to decrease.
State the measurable outcome the school plans to achieve	We expect to see an increase in all FSA ELA categories (including the ESSA subgroups) by at least 4% in each category.
Person responsible for monitoring outcome	Jennifer Schron (jennifer.schron@osceolaschools.net)
	Research shows that well-prepared teachers and high-quality teaching closes the achievement gap for students, especially those who face many challenges including being multiple grade levels below grade level. There is a positive impact on student achievement when teachers have a better understanding of what they are teaching and take the appropriate steps to plan what and how they will teach their content.
Evidence-based Strategy	Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	If teachers are trained in standards-based PD aligning tasks to standards and engage in data-driven planning, then student achievement will increase because teachers are better prepared to deliver solid standards-based instruction and tasks.
Action Step	
Description	<ol style="list-style-type: none"> 1. Literacy Coach will host school-wide PD on standards-based instruction and task development within the first month of school. 2. Literacy Coach and Leadership Team will support standards-based task development in PLCs each week. Members will also assist grade levels in digging in to relevant data to inform instruction (using prior assessments and future assessments to guide task development as well). 3. Leadership Team will conduct daily learning walks to observe implementation of standards-based tasks and provide feedback to teachers. Progress will be discussed at monthly stocktake meetings. 4. School will provide parent nights including Literacy Night to bring awareness to parents and encourage parental involvement in the processes of reading and writing. 5. Literacy Coach will provide follow-up standards-based trainings during December - February to continue to grow teacher knowledge and support the work taking place on

campus. RCS and Leadership Team members will provide additional PD on differentiation and Universal Design for Learning resource (UDL).

6. Literacy Coach will meet with the ELL and ESE Task forces each month to discuss data and a plan to support ELLs and SWDs in the classroom. Leadership Team will plan for and train teachers/paras on interventions/supports and/or provide interventions to small groups during intervention time and double dose time. Literacy Coach will monitor effectiveness and adjust groups and interventions/supports as needed.

Person Responsible	Jennifer Schron (jennifer.schron@osceolaschools.net)
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#2	
Title	Ensure high levels of mathematics achievement for all students.
Rationale	The data from our district formative assessments and state assessments show that students are below grade level. This impacts overall student achievement because gaps in learning continue to increase causing proficiency to decrease.
State the measurable outcome the school plans to achieve	We expect to see an increase in all FSA Math categories (including the ESSA subgroups) by at least 4% in each category.
Person responsible for monitoring outcome	Angel Lopez (angel.lopez@osceolaschools.net)
Evidence-based Strategy	<p>Research shows that well-prepared teachers and high-quality teaching closes the achievement gap for students, especially those who face many challenges including being multiple grade levels below grade level. There is a positive impact on student achievement when teachers have a better understanding of what they are teaching and take the appropriate steps to plan what and how they will teach their content.</p> <p>Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.</p>
Rationale for Evidence-based Strategy	If teachers are trained in standards-based PD aligning tasks to standards and engage in data-driven planning, then student achievement will increase because teachers are better prepared to deliver solid standards-based instruction and tasks.
Action Step	
Description	<ol style="list-style-type: none"> 1. Title I funded Math/Science Coach will host school-wide PD on standards-based instruction and task development within the first month of school. 2. Math/Science Coach and Leadership Team will support standards-based task development in PLCs each week. Members will also assist grade levels in digging in to relevant data to inform instruction (using prior assessments and future assessments to guide task development as well). 3. Leadership Team will conduct daily learning walks to observe implementation of standards-based tasks and provide feedback to teachers. Progress will be discussed at monthly stocktake meetings. 4. School will provide parent nights including Math Night and STEM Night to bring awareness to parents and encourage parental involvement in learning math and science. 5. Math/Science Coach will provide follow-up standards-based trainings during December - February to continue to grow teacher knowledge and support the work taking place on

campus. RCS (Resource Compliance Specialist) and Leadership Team members will provide additional PD on differentiation and Universal Design for Learning resource (UDL). 6.Math/Science Coach will meet with the ELL and ESE Task forces each month to discuss data and a plan to support ELLs and SWDs in the classroom. Leadership Team will plan for and train teachers/paras on interventions/supports and/or provide interventions to small groups during intervention time and double dose time. Math/Science Coach will monitor effectiveness and adjust groups and interventions/supports as needed. If teachers are trained in standards-based PD aligning tasks to standards and engage in data-driven planning, then student achievement will increase because teachers are better prepared to deliver solid standards-based instruction and tasks.

Person Responsible Angel Lopez (angel.lopez@osceolaschools.net)

#3	
Title	Ensure high levels of science achievement for all students.
Rationale	The data from our district formative assessments and state assessments show that students are below grade level. This impacts overall student achievement because gaps in learning continue to increase causing proficiency to decrease.
State the measurable outcome the school plans to achieve	We expect to see an increase in all FSA Science categories (including the ESSA subgroups) by at least 4% in each category.
Person responsible for monitoring outcome	Angel Lopez (angel.lopez@osceolaschools.net)
Evidence-based Strategy	<p>Research shows that well-prepared teachers and high-quality teaching closes the achievement gap for students, especially those who face many challenges including being multiple grade levels below grade level. There is a positive impact on student achievement when teachers have a better understanding of what they are teaching and take the appropriate steps to plan what and how they will teach their content.</p> <p>Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.</p>
Rationale for Evidence-based Strategy	If teachers are trained in standards-based PD aligning tasks to standards and engage in data-driven planning, then student achievement will increase because teachers are better prepared to deliver solid standards-based instruction and tasks.
Action Step	
Description	<ol style="list-style-type: none"> 1. Title I funded Math/Science Coach will host school-wide PD on standards-based instruction and task development within the first month of school. 2. Math/Science Coach and Leadership Team will support standards-based task development in PLCs each week. Members will also assist grade levels in digging in to relevant data to inform instruction (using prior assessments and future assessments to guide task development as well). 3. Leadership Team will conduct daily learning walks to observe implementation of standards-based tasks and provide feedback to teachers. Progress will be discussed at monthly stocktake meetings. 4. School will provide parent nights including Math Night and STEM Night to bring awareness to parents and encourage parental involvement in learning math and science. 5. Math/Science Coach will provide follow-up standards-based trainings during December - February to continue to grow teacher knowledge and support the work taking place on

campus. RCS (Resource Compliance Specialist) and Leadership Team members will provide additional PD on differentiation and Universal Design for Learning resource (UDL). 6.Math/Science Coach will meet with the ELL and ESE Task forces each month to discuss data and a plan to support ELLs and SWDs in the classroom. Leadership Team will plan for and train teachers/paras on interventions/supports and/or provide interventions to small groups during intervention time and double dose time. Math/Science Coach will monitor effectiveness and adjust groups and interventions/supports as needed. If teachers are trained in standards-based PD aligning tasks to standards and engage in data-driven planning, then student achievement will increase because teachers are better prepared to deliver solid standards-based instruction and tasks.

Person Responsible Angel Lopez (angel.lopez@osceolaschools.net)

#4	
Title	Ensure school-wide post-secondary culture for all students.
Rationale	Data shows that students are in need of skills to assist them in transitioning throughout their K-5 schooling as well as life after post-secondary education.
State the measurable outcome the school plans to achieve	We expect to see an increase in awareness of post-secondary options and how to prepare for post-secondary life. Additionally, we expect to see an increase by at least 4% in FSA ELA and Math scores for students in grades 3-5.
Person responsible for monitoring outcome	Michelle Weeks (michelle.weeks@osceolaschools.net)
Evidence-based Strategy	If students are exposed to AVID Strategies and other post-secondary options/supports, then awareness of post-secondary options and student achievement will increase because students are provided with tools and knowledge about skills and options that will help them be more prepared for post-secondary life.
	Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.
	School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.
Rationale for Evidence-based Strategy	Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	Research shows that if students are introduced to and trained on strategies that will help them be successful in school, then those strategies can be transferred into life outside of school and help students be successful in a post-secondary world.
Action Step	
Description	<ol style="list-style-type: none"> 1. School Counselor and AVID Site Team will review annual AVID Plan for the 19/20 school year to ensure teacher training and student exposure is planned for and supported throughout the year. 2. AVID Site Team will conduct monthly trainings during Wednesday PLCs to share AVID Strategies across campus. Administration will ensure more teachers attend AVID 2 day training when available during the year. 3. School Counselor will coordinate College Week during August. School Counselor will also work with teachers in grades 3-5 to discuss college and career throughout the year. School Counselor will coordinate with Valencia College to plan for school visits to introduce students to the idea of college and careers. 4. School Counselor will work with various Business Partners on providing Financial Literacy education for our students and parents throughout the year. 5. School Counselor will collect data from students and parents via survey and/or interviews during the year (3 times (Beginning, middle, end). Counselor will review this data with the Leadership Team to plan to meet the needs of all students and help in raising awareness of post-secondary options.

**Person
Responsible**

Michelle Weeks (michelle.weeks@osceolaschools.net)

#5	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met.
Rationale	The data shows that PLCs are not operating consistently at a high level on the Seven Stages Rubric and formative assessment data throughout the year. This impacts student achievement as there are inconsistencies within delivering the curriculum in each subject area.
State the measurable outcome the school plans to achieve	All ELA, Reading, Math, and Science PLCs will be at Stage 5 on the PLC Seven Stage Rubric by the end of Semester 1 2019-2020 assessed by the Principal using the Seven Stage Rubric and format data. All PLCs will be at stage 5 or above on the PLC Seven Stage Rubric assessed by the Principal by May 2020. ELA and Math proficiency, and gains, will increase by at least 4% in all sub groups. Science proficiency will increase by at least 8% in all sub groups
Person responsible for monitoring outcome	Jamie Martin (jamie.martin@osceolaschools.net)
Evidence-based Strategy	Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. Monitoring - 1. Administration, PLC Lead, and PLC Guided Coalition will meet to discuss all accountability area collaborative teams, to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. 2. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams by the Principal. With the addition of formative assessment scores for Math, ELA, and Science PLCs. 3. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 4. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model. Step 6 - If teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase.
Rationale for Evidence-based Strategy	If PLCs are built around intensive reflection on instructional practices and desired student benchmarks, then teachers will be able to continually learn from one another resulting in refined teaching which will impact student achievement in a positive way.
Action Step	
Description	1.Schools PLC's teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team. 2. Principal and assistant principal (s) will conduct daily walkthroughs of PLC teams to ensure they are progressing through the PLC Seven Stages Rubric of an effective PLC. 3.Collaborative teaming professional development will be conducted throughout the year to

build shared knowledge of PLC processes.

4. School City will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs.

Professional development will be conducted to train staff on the School City platform.

5. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team.

6. A PLC Guiding Coalition will be formed to oversee the process.

7. District formative assessments will be given every four and a half weeks in all accountability areas.

8. Principals will present within their schoolwide PLC a State of Education on a quarterly period to their staff (August 2019, November 2019, January 2020, and March 2020).

Person

Responsible

Jamie Martin (jamie.martin@osceolaschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

We are adopting PBIS this school year to decrease our referral rate and support our students' social/emotional learning. Through PBIS we want to create safe, nurturing environments where students can remain in the classroom to learn and where students want to be every day so they can learn! We anticipate student discipline to decrease, student attendance to increase, and student achievement to increase. Research shows that if students like school, they will make sure they attend more regularly. This will impact student achievement in a positive way because if students are present for school, they will be able to learn and receive interventions. This will be monitored through monthly PBIS meetings and walk throughs.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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.

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.

The school district has added 13 district social worker positions and 2 psychologist positions to support the socio-economic needs of students. Second Step intervention kits were distributed to all elementary and K-8 schools to support socio-emotional learning environments.

Our district has a one-step referral system for mental health concerns. Through Title IV funding, students are screened by Panorama to determine needs for socio-emotional needs. Middle School Counselors receive training in Suicide Awareness. High School presentations are done to recognize signs of chronic absence and mental illness. A full time social worker is assigned to each high school.

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 to effectively monitor/ support each student's individual needs, especially relating to the goals of the SIP. Data is reviewed monthly. The PST will determine students in need of intervention. The MTSS Coach will hold meetings with teachers to educate them on interventions.

Title I, Part A

Funds may be used to support extended learning and remediation materials and/or PD and academic coaches.

Title I, Part C-Migrant

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

Title I, Part D

When Neglected and/or Delinquent children enroll, we will coordinate efforts with the Alternative

Programs Dep to ensure that all student needs are met.

Title II

Focused professional learning opportunities are offered in: ELA, Math, Instructional Pipeline and Framework Design, Professional Learning Communities.

Title III

Multicultural Department assists in the identification of at-risk Limited English Proficiency, immigrant, Native American students. Research-based, comprehensive educational programs reduce barriers that result from cultural/linguistic needs.

IDEA provides support for students with an Individual Education Plan, students identified through the Preschool Education Evaluation Program, 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/healthy school conditions
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 third 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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Ensure high levels of learning for all students in literacy.	\$27,500.00
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	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	0901 - Poinciana Academy Of Fine Arts	Title, I Part A		\$25,000.00
			<i>Notes: para-professional to support learning on campus through small group instruction and in-class interventions/supports</i>			
	5000	120-Classroom Teachers	0901 - Poinciana Academy Of Fine Arts	Title, I Part A		\$2,500.00
			<i>Notes: tutoring for various students in need</i>			
2	III.A.	Areas of Focus: Ensure high levels of mathematics achievement for all students.				\$55,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	0901 - Poinciana Academy Of Fine Arts	Title, I Part A		\$55,000.00
			<i>Notes: Math/Science Coach will analyze data with teachers, provide PD for teachers and support staff, teach small groups (lowest quartile and other subgroups)</i>			
3	III.A.	Areas of Focus: Ensure high levels of science achievement for all students.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	0901 - Poinciana Academy Of Fine Arts	Title, I Part A		\$0.00
			<i>Notes: Math/Science Coach will analyze data with teachers, provide PD for teachers and support staff, teach small groups (lowest quartile and other subgroups)</i>			
4	III.A.	Areas of Focus: Ensure school-wide post-secondary culture for all students.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6300	590-Other Materials and Supplies	0901 - Poinciana Academy Of Fine Arts	Title, I Part A		\$3,000.00
			<i>Notes: materials to support AVID strategies instruction</i>			
	6400	120-Classroom Teachers	0901 - Poinciana Academy Of Fine Arts	Title, I Part A		\$1,000.00
			<i>Notes: AVID Training for teachers</i>			
5	III.A.	Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met.				\$55,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	0901 - Poinciana Academy Of Fine Arts	Title, I Part A		\$55,000.00
			<i>Notes: Learning Resource Specialist (MTSS Coach) serves as PLC Facilitator and monitors our students in MTSS. Assists teachers in differentiating instruction for all students. Works closely with PLCs to strengthen planning and teaching.</i>			
Total:						\$141,500.00