

Monroe County School District

Poinciana Elementary School



2020-21 Schoolwide Improvement Plan

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Poinciana Elementary School

1407 KENNEDY DR, Key West, FL 33040

<https://www.keysschools.com/domain/1295>

Demographics

Principal: Tara Whitehead L

Start Date for this Principal: 7/11/2016

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	71%
2019-20 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 White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: B (57%) 2016-17: B (55%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 Monroe 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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Poinciana Elementary School

1407 KENNEDY DR, Key West, FL 33040

<https://www.keysschools.com/domain/1295>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	59%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	B	B

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

MISSION: Building Leaders - Every Day!

Provide the school's vision statement.

VISION: Building Leaders for Life!

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Schmiegel, Larry	Principal	<p>Dr. Larry Schmiegel - Principal Primary Responsibilities include, but are not limited to: Provides leadership and management of assigned elementary school, including all instructional and administrative programs and activities. Supervises all professional and classified staff members, including selecting or recommending selection, training, assigning and evaluating work, counseling, disciplining and terminating or recommending termination; prepares periodic employee performance evaluations. Assigns responsibilities to Assistant Principals to foster professional growth and effective instructional programming; assigns responsibilities to professional staff, including assignments to instructional groups, rooms and supervision duties. Plans, organizes and implements staff development programs. Seeks to maintain an atmosphere conducive to good teacher-teacher and teacher-administrator relationships. Prepares and administers the school's operating budget; serves as overall custodian of school funds allocated to or collected by the school; adheres to state statute and District policies related to financial accounting to ensure judicious management of all school funds; approves expenditures and prepares related reports. Seeks, secures and administers school-level grants for projects and programs. Plans, evaluates and recommends school-wide programs, policies, goals and objectives. Ensures that all School Board and administrative policies are effectively explained and implemented. Ensures school compliance with the requirements of state and regional accreditation standards and regulations. Provides leadership in the school improvement process. Coordinates school enrollment. Supervises, reviews and evaluates the instructional program; observes classroom environment and makes recommendations for improvement in instruction and class management as appropriate. Participates as requested in the development and adoption of the District's testing program; manages and administers the testing program for the school; analyzes and makes recommendations related to student achievement data. Assists in the selection of and supervises the distribution, storage and inventory of all textbooks, instructional materials and supplies for building operation. Develops and coordinates a school master schedule that meets students' needs and adheres to District guidelines. Supervises the guidance program to enhance individual student education and development.</p>
Galvan, Jean	Instructional Coach	<p>Jean Galvan - Instructional Coaches Primary Responsibilities include, but are not limited to: Assist teachers in data driven, student centered planning processes that intensify instructional focus on students' mastery of essential standards. Observe and conference with teachers posing questions with reflection regarding examples and non-examples of best practice. Model or co teach lessons. Develop standard based curriculum, resources, assessments and intervention programs for and with teachers. Collect and analyze school and district data. Facilitate professional development in content, lesson planning, instructional strategies, assessments and the implementation of the Florida State Standards. Facilitate curricular team leadership meetings and study groups. Assist in the development of a district-wide instructional focus calendar. Facilitate Reading Endorsement program for the school district.</p>

Name	Title	Job Duties and Responsibilities
Finigan, Lesley	Instructional Coach	<p>Lesley Finigan - Instructional Coaches Primary Responsibilities include, but are not limited to: Assist teachers in data driven, student centered planning processes that intensify instructional focus on students' mastery of essential standards. Observe and conference with teachers posing questions with reflection regarding examples and non-examples of best practice. Model or co teach lessons. Develop standard based curriculum, resources, assessments and intervention programs for and with teachers. Collect and analyze school and district data. Facilitate professional development in content, lesson planning, instructional strategies, assessments and the implementation of the Florida State Standards. Facilitate curricular team leadership meetings and study groups. Assist in the development of a district-wide instructional focus calendar. Facilitate Reading Endorsement program for the school district.</p>
Keenum, Rebecca	School Counselor	<p>Rebecca Keenum - Guidance Counselor Primary Responsibilities include, but are not limited to: School counselor's primary goal is to encourage, support, and foster positive academic, career, social, and personal development for students in schools. Poinciana Elementary School's counselor serves students and their school in numerous ways, but the list below gives the major roles and responsibilities that are included in a comprehensive school counseling program. Student development curriculum consists of structured lessons designed to help students achieve the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The student development curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other educators in PreK12 classroom and group activities.</p> <p>School Counselor activities include the following:</p> <ul style="list-style-type: none"> ◊ Individual counseling and advisement to help students ◊ Consultation—working with administrators, teachers, and staff to meet student needs ◊ Student appraisal—coordinating information that goes into confidential student files and interpreting the information to help qualify students for special programs, services, and/or remediation ◊ Parent help—meeting individually and in groups with parents and providing resources and information on child development and other specific topics ◊ Referral—providing referrals to appropriate professionals in the schools and in the outside community ◊ Problem-Solving/Response to Intervention (RtI)—participating on a school-based problem solving team ◊ Program planning, management, and coordinating work of various school personnel, parents, and other interested parties in the implementation of the school counseling program ◊ Change agent for the school atmosphere ◊ Student advocate in meetings with teachers and staff ◊ Classroom observations on behaviors and relationships so that feedback can be provided to teacher, students, and parents

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> ◇ Public relations—informing school staff, parents, teachers, students, and community members about the important role of the school counselor and the significance of the school counseling program. ◇ Local research—identifying student population characteristics, such as drug use on campus ◇ Student Screening—interviewing new students, etc. ◇ Staff development—focusing around particular issues ◇ Using data to show the impact of the school counseling program on school improvement and student achievement

Whitehead, Tara
Assistant Principal

Tara Whitehead - Assistant Principal Primary Responsibilities include, but are not limited to: Performs a variety of leadership duties to assist the Principal in managing the school; assumes the duties of the Principal in the absence of the Principal and as assigned. Analyzes, interprets and facilitates the sharing of assessment findings and student achievement data for the purpose of designing and modifying instruction. Supervises, observes and evaluates the performance of designated certificated and/or classified personnel; assigns duties to faculty and staff as appropriate to meet school objectives; assists with the recruiting, interviewing, and selection of new faculty and staff. Assists the Principal in providing instructional leadership to the school including assisting in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students. Provides direction to a variety of faculty, staff, and student programs and services; participates in formal and informal classroom visitations and observations; provides recommendations and suggestions for improvement as appropriate. Develops and administers disciplinary procedures in accordance with district policies and state laws; receives referrals and confers with students, parents, teachers, community agencies, and law enforcement; responds to and resolves parent, student, and staff concerns and complaints; serves on discipline or expulsion panels as assigned.

Demographic Information

Principal start date

Monday 7/11/2016, Tara Whitehead L

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

50

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	71%
2019-20 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 White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: B (57%) 2016-17: B (55%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	76	78	81	82	76	73	0	0	0	0	0	0	0	466
Attendance below 90 percent	0	1	0	0	0	0	0	0	0	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	7	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	7	0	0	0	0	0	0	0	8

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	0	0	0	1	3	0	0	0	0	0	0	0	4

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

Date this data was collected or last updated

Friday 10/2/2020

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	
Number of students enrolled	91	89	85	77	85	85	0	0	0	0	0	0	0	512
Attendance below 90 percent	8	10	6	7	8	4	0	0	0	0	0	0	0	43
One or more suspensions	1	0	0	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	1	3	1	1	2	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	12	21	11	0	0	0	0	0	0	0	44

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	0	0	3	4	1	0	0	0	0	0	0	0	9

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	1	0	1	2	2	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	91	89	85	77	85	85	0	0	0	0	0	0	0	512
Attendance below 90 percent	8	10	6	7	8	4	0	0	0	0	0	0	0	43
One or more suspensions	1	0	0	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	1	3	1	1	2	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	12	21	11	0	0	0	0	0	0	0	44

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	0	0	3	4	1	0	0	0	0	0	0	0	9

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	1	0	1	2	2	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	63%	70%	57%	56%	64%	55%
ELA Learning Gains	63%	55%	58%	56%	60%	57%
ELA Lowest 25th Percentile	62%	46%	53%	47%	48%	52%
Math Achievement	65%	71%	63%	62%	66%	61%
Math Learning Gains	67%	64%	62%	66%	69%	61%
Math Lowest 25th Percentile	66%	56%	51%	60%	56%	51%
Science Achievement	61%	66%	53%	40%	66%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	64%	70%	-6%	58%	6%
	2018	56%	62%	-6%	57%	-1%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	60%	58%	2%	58%	2%
	2018	55%	66%	-11%	56%	-1%
Same Grade Comparison		5%				
Cohort Comparison		4%				
05	2019	61%	62%	-1%	56%	5%
	2018	55%	58%	-3%	55%	0%
Same Grade Comparison		6%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	63%	62%	1%	62%	1%
	2018	60%	63%	-3%	62%	-2%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	63%	60%	3%	64%	-1%
	2018	56%	64%	-8%	62%	-6%
Same Grade Comparison		7%				
Cohort Comparison		3%				
05	2019	68%	66%	2%	60%	8%
	2018	60%	60%	0%	61%	-1%
Same Grade Comparison		8%				
Cohort Comparison		12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	62%	65%	-3%	53%	9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	58%	64%	-6%	55%	3%
Same Grade Comparison		4%				
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	41	48	50	44	65	52	25				
ELL	38	50	53	51	65	60	21				
BLK	47	54	50	43	56	53	29				
HSP	59	60	65	62	65	65	53				
WHT	77	73		81	73		82				
FRL	53	58	60	55	66	66	47				
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	35	55	60	33	63	83	38				
ELL	38	51	50	35	49	57	31				
ASN	69			77							
BLK	44	63	69	37	50	69	50				
HSP	50	60	50	57	56	43	56				
WHT	69	58		75	47		67				
FRL	52	55	53	53	52	53	61				
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	23	47	65	29	63	63					
ELL	26	42	47	36	72	68					
ASN	70			80							
BLK	36	60	69	39	63	60	7				
HSP	50	49	30	58	64	50	35				
WHT	68	58		76	70		65				
FRL	46	56	48	48	64	56	23				

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)	N/A

ESSA Federal Index	
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	504
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	77
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

According to the 2018-19 FSA Science Achievement data, the subgroups that performed the lowest are EL (21), SWD (25), and Black (29). We believe that a lack of academic vocabulary and background knowledge contributed to our science achievement levels for these subgroups. Many of the students represented in these subgroups belong to two or more of the subgroups.

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

No decline was identified in the FSA reporting categories from 2017-18 to the 2018-19 school year.

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.

According to the FSA reporting data from the 2018-19 school year, a negative gap to the state average was not identified.

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

The data component that showed the largest gains compared to the 2017-18 school year was math learning gains. Math learning gains increased from 52% to 67%. Poinciana Elementary School implemented MFAS modules in grades 4-5 as well as implemented district created learning scales in ELA and Math.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Poinciana Elementary School's identified concern in regards to the number of students who scored a Level 1 on statewide assessments in particular grade 3 (21); grade 4 (23); and grade 5 (23) compared to the course failure rates in ELA and math.

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

1. Culture & Environment specifically relating to Social Emotional Learning
2. Instructional Practice specifically relating to Science
3. Instructional Practice specifically relating to ELA

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Research has shown that all students are experiencing more stressors and anxiety in today's culture. The social and academic isolation caused by COVID-19 have compounded these effects, especially among our lower socio-economic students, who have access to fewer resources. As a direct result, we realize that Poinciana students' sense of belonging, safety, and physiological needs being met has greatly diminished.

Measurable Outcome: All students will be assessed in October and February through the use of standardized, universal screeners adopted by the district. Students will be grouped based upon the results of the screeners into Tiers 1, 2, and 3 of the MTSS Behavioral Framework. Students in Tier 2 and Tier 3 will receive researched-based SEL interventions with the intention that they will achieve growth on the February screener.

Person responsible for monitoring outcome: Rebecca Keenum (rebecca.keenum@keysschools.com)

Evidence-based Strategy: Several evidence-based strategies will be implemented. SecondStep will be implemented as a Tier 1 strategy in the classrooms. Check-In/Check-Out, Zones of Regulation, Individual and Group Counselling, and Strong Start will be some of the Tier 2 and Tier 3 strategies used.

Rationale for Evidence-based Strategy: Students can only focus upon academic achievement once their physiological, safety, and belonging needs are recognized and met.

Action Steps to Implement

1. Students will be given the SEL universal screeners (i.e. Co-Vitality/DESSA) in October and February.
2. MCSD Coordinator of Student Support, Asst. Principal, School Social Worker, Counselor and PBIS Team will review the data and group students in the MTSS Behavioral Framework.
3. Intervention strategies will be implemented from November through January.
4. Students will be reassessed in February to determine SEL growth.

Person Responsible Tara Whitehead (tara.whitehead@keysstudents.net)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: According to our FSSA component data, our overall science proficiency had increased over the past three consecutive years. Despite overall growth, the school struggles with overall science achievement for black, ELL and students with disabilities. A lack of background knowledge and academic vocabulary may be contributing factors.

Measurable Outcome: Our goal for overall Science Achievement is to increase from 61% to 63% of students scoring a Level 3 or higher on the FSA.

Person responsible for monitoring outcome: Jean Galvan (jean.galvan@keysschools.com)

Evidence-based Strategy: Teachers will implement AVID-based strategies (i.e. Note taking/ four square, graphic organizers, WICOR) throughout multiple content areas and within our EL and ESE Program.

Rationale for Evidence-based Strategy: Based on subgroup data as well as overall science achievement, background knowledge and academic vocabulary seem to be a barrier to individual student science proficiency. The strategy identified above addresses these areas of need across all grade levels and for all subgroups. Furthermore, this strategy supports language differentiation and scaffolding (i.e. sensory, visual and interactive).

Action Steps to Implement

1. All 5th grade students will attend STEM once weekly in addition each class will receive STEM one consecutive week throughout the month.
2. Front loading science curriculum (i.e Kinesthetic Vocabulary Instruction)
3. Science Progress Monitoring (K-5)
4. Dissegregate Data & Conduct Individual Student Conferences
5. Reteach & Reassess (i.e. Formative Assessments Reflecting FSSA Rigor)
6. District EL & Science Coordinators - Monthly Visits /Classroom Walkthroughs
7. Differentiation Across Grade Levels (i.e. Content Specific WIDA Can-Do Descriptors, Use of Word-to-Word Native Language Dictionaries, Use of Leveled Non-Fiction Texts)
8. K-5 Project-based STEM Fair using Scientific Method w/ Academic Vocabulary (i.e. Student created science vocabulary videos/family engagement)
9. Professional Development will be provided with AVID strategies
10. Principal, Dr. Schmiegel and Literacy Coach, Mrs. Finigan attended the AVID Summer Institute: DigitalXP

Person Responsible: Tara Whitehead (tara.whitehead@keysstudents.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: According to our FSA component data, our overall ELA proficiency had increased when compared to the 2017-18 school year. Despite overall growth, the school struggles with overall ELA achievement for black, ELL and students with disabilities. A lack of background knowledge and academic vocabulary may be contributing factors.

Measurable Outcome: Our goal for overall ELA Achievement is to increase from 63% to 65% scoring a Level 3 or higher on the FSA.

Person responsible for monitoring outcome: Lesley Finigan (lesley.finigan@keysschools.com)

Evidence-based Strategy: Teachers will implement AVID-based strategies (i.e. Note taking/ four square, graphic organizers, collaboration, higher-level thinking skills, WICOR) throughout multiple content areas and within our EL and ESE Program.

Rationale for Evidence-based Strategy: By implementing the evidence-based strategies referenced above students will be able to build upon their background knowledge and increase academic vocabulary.

Action Steps to Implement

1. Implementing Differentiated ELA Centers using MCSD Learning Sequence and Learning Scales (i.e. Writer's Workshop: Writer's Notebook, graphic organizers, DI writing center, sentence frames, school-wide writing intervention focus on Fridays)
2. Utilize WIDA Can Do Descriptors
3. Focused writing and multi-sensory vocabulary instruction using Word-to-Word Native Language Dictionaries
4. District EL & ELA Coordinators - Quarterly visits /classroom walkthroughs
5. Targeted professional development (i.e. AVID strategies)
6. Disaggregate data & conduct individual student conferences
7. Reteach & Reassess (i.e. Formative Assessments reflecting FSA Rigor: Adaptive Progress Monitoring, 3-5)

Person Responsible: Larry Schmiegel (larry.schmiegel@keysschools.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

None

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

At Poinciana Elementary School, we utilize several methods to engage all stakeholders:

1. Virtual Town Halls
2. School Advisory Council/Parent Teacher Organization
3. Building Level Planning Team
4. Back to School Task Force (District/School)
5. Pelican Post, Website, Facebook, Remind, Marquee
6. Title I Parent Engagement Nights (EL, STEAM, Math, Art Show, Open House, PBIS Carnival)
7. Meet The Team, Meet the Teacher, Parent/Teacher Conferences

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00