



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Poinciana Academy Of Fine Arts

4201 RHODODENDRON AVE

Kissimmee, FL 34758

407-343-4500

www.osceola.k12.fl.us

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
62%

Alternative/ESE Center
No

Charter School
No

Minority Rate
90%

School Grades History

2013-14
C

2012-13
C

2011-12
C

2010-11
B

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.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I 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
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School

Poinciana Academy Of Fine Arts

Principal

Sheri Turchi

School Advisory Council chair

Ashton Terry

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

Name	Title
David Naylor	Assistant Principal
Rachel Rosenbaum	Reading Coach
Ashton Terry	Learning Resource Specialist
Brenda Dejesus	Guidance Counselor
Brandi Clahan	Media Specialist
Sheri Turchi	Principal

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

Date of school board approval of SIP

Pending

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/Assistant Principal

SAC Chairperson-Schedules/conducts meetings; ensures appropriate documentation is handled including minutes, Title I documentation, and other necessary legalities as needed

SAC Secretary-Records minutes; ensures proper attendance and documentation is handled at each meeting

SAC Treasurer-Receives budget updates from school bookkeeper; keeps SAC informed of current budget; processes fund requests as approved by SAC.

Involvement of the SAC in the development of the SIP

SAC is used as a forum to allow parents to review and approve the proposed school improvement plan at the beginning of each school year. SAC also provides parents a frequent opportunity to review school

improvement data, receive information related to assisting their students at home, and gives parents an outlet to pose questions/concerns so that the school leadership team can decide if/when any improvements need to be made.

Activities of the SAC for the upcoming school year

There will be at least 8 SAC Meetings held during 2013-2014 as mandated. SAC will be involved in the ongoing evaluation of the SIP throughout this year. Information to be shared and disseminated with parents will include STAR Reading/Math data, and how learning gains made are related to the goals within this year's SIP.

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

Per request by teachers/staff/parents, each will be reviewed and voted on by the committee. Requests for this year will be limited to \$100.00 as funds have not been replenished for 2013-2014. No request will be granted that does not directly apply to the academic goals set in this year's SIP.

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

In Compliance

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

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:

Sheri Turchi

Principal

Years as Administrator: 20

Years at Current School: 8

Credentials

Bachelor's Degree-Elementary Education-Indiana State University
Master's Degree-Educational Arts-Jacksonville University
Certifications-Educational Leadership, K-12; Junior College;
School Principal; Early Childhood Education

Performance Record

Continues to perform at an effective to high range in all areas as a school administrator.

David Naylor		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	Bachelor's Degree-Elementary Education-Pennsylvania State University Master's Degree-Educational Leadership-University of South Florida Certifications-Elementary Education (K-6); ESOL; Educational Leadership (K-12)	
Performance Record	Effective as evaluated by School Principal	

Instructional Coaches**# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Rachel Rosenbaum		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Bachelor's Degree-Elementary Education-University of Wisconsin-Oshkosh Master's Degree(in progress)-Educational Leadership-University of Central Florida	
Performance Record	7 years as an effective teacher in Osceola County. Based upon this record and high recommendations at previous school, was hired as the school's new Literacy Coach for 2013-2014	

Ashton Terry		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Mathematics, Science	
Credentials	Bachelor's Degree-Early Childhood Education-Ohio University Master's Degree-Educational Leadership-University of Central Florida	
Performance Record	This is Mr. Terry's 2nd year as Math/Science Coach at Poinciana Academy of Fine Arts. Was hired back for 2013-2014 based on adequate performance last school year.	

Classroom Teachers

of classroom teachers

57

receiving effective rating or higher

38, 67%

Highly Qualified Teachers

93%

certified in-field

53, 93%

ESOL endorsed

33, 58%

reading endorsed

4, 7%

with advanced degrees

10, 18%

National Board Certified

0, 0%

first-year teachers

14, 25%

with 1-5 years of experience

11, 19%

with 6-14 years of experience

25, 44%

with 15 or more years of experience

7, 12%

Education Paraprofessionals**# of paraprofessionals**

19

Highly Qualified

19, 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

The school's emphasis and successes in the Fine Arts draws a group of teachers who are motivated to infuse the arts into their daily practices. Every effort is made to identify and secure candidates who share the school's vision for academic rigor and success of all students. There is a strong mentoring program for first-year teachers which is designed to retain candidates who were hired because of their certification and qualifications as elementary school instructors. A panel of school-based employees is put into place to interview potential new employees.

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

The school's mentoring program consists of two employees who have Masters Degrees in Educational Leadership. The program takes teachers through the Harry Wong Effective Teacher Series as required by the school district. New teachers are also paired with the school's more experienced teachers so that each of them has an individual person who can mentor/assist them in becoming comfortable with this school. Teambuilding activities are also conducted throughout the school year to get all teachers on the same page and provide them with a support system.

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

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

There is an MTSS team at this school that has specifically been designed to disseminate data throughout the year that can allow the teachers and leadership team to effectively monitor and support each student's individual needs, especially relating to the goals of the SIP. Data is constantly monitored with the additional purpose of helping teachers group their students for differentiated instruction purposes. Every teacher who has at least one student in Tier II or Tier III of MTSS meets with the MTSS team every six weeks to decide future student placement, and which strategies are/are not working for each individual child.

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

Principal/Assistant Principal-Oversee the operations of the MTSS team, and provide assistance/resources as needed.

Guidance Counselor-Brenda Dejesus is the MTSS Coach. She monitors all students, schedules meetings for each student who is in, or is recommended for placement, in the MTSS Tier II or Tier III system.

School Psychologist-Kathleen O'Malley is a member of the MTSS team, and provides her background to support the needs of the team and each student who is placed in MTSS.

Literacy Coach & Math/Science Coach-Ms. Rosenbaum and Mr. Terry are both members of this team. They will continue to pull data and provide resources in all core subject areas which will serve two purposes; they will provide updated information as to the progress of each student enrolled in MTSS; they will also provide instructional support and resources to each teacher who has students in this program.

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

MTSS runs in a seven-week meeting cycle. One week is designated for the MTSS team to meet and disseminate data to determine the best current placement and plan for each student. Then, one week is spent for each grade Kindergarten through 5th so individual focus can be placed on each child/family/teacher. An ongoing process of recording interventions provided, attendance, amount of time spent, test scores, documentation of student grouping, etc. is in place so the team can accurately follow up on each student.

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

- STAR Reading, Math, and Early Literacy
- In-class assessments
- Previous FCAT Scores
- District-mandated formative assessments
- Previous SAT-10 Scores
- Go Math/Thinkcentral
- Fountas & Pinnell
- PMRN

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

Parents are invited to any MTSS meeting that is help on behalf of a child to keep them informed on the most current progress as well as how they can help the student outside of school hours. Any changes and progress within the timeline of the school year as related to MTSS will be shared within the SAC forum. For staff, the Literacy Coach and Math/Science Coach hold monthly "Strategy Sessions" with teachers to share data, resources, and strategies that can help with MTSS. Each grade level also has a Professional Learning Community so that grade level teams can assist each other in planning/preparing exemplar activities for MTSS groups and individual students.

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: Weekend Program**Minutes added to school year: 1,440**

Students in grades 2-5 who have been identified as struggling in Reading/Math are invited to 8 3-hour "Saturday School" sessions. During Saturday School certified teachers will identify areas for intervention/improvement based on data collection, and will provide appropriate instruction to improve upon areas of need.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students in this program will be taking bi-weekly STAR Reading and Math tests to identify benchmarks that students have improved/not improved on. Based on this ongoing data collection, teachers will work with the whole and small groups in the most urgent content areas of need.

Who is responsible for monitoring implementation of this strategy?

David Naylor-Saturday School Administrator-will oversee operations

Ms. Rosenbaum/Mr. Terry-Saturday School Lead Teachers-will continue to monitor data, monitor student attendance, and inform teachers of best practices to utilize the time on these Saturdays most effectively

Strategy: Summer Program**Minutes added to school year: 6,900**

Summer School

Strategy Purpose(s)

- Instruction in core academic subjects

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

3rd grade students who received a Level 1 or Level two on that Spring's Reading FCAT. Students in this program will be taking bi-weekly STAR Reading tests to identify benchmarks that students have improved/not improved on. Based on this ongoing data collection, teachers will work with the whole and small groups in the most urgent content areas of need. Teachers will also be using a special curriculum that the district selects for the instruction during this time.

Who is responsible for monitoring implementation of this strategy?

David Naylor-School Administrator-will oversee operations

Strategy: Before or After School Program

Minutes added to school year: 2,460

Students in grades 3-5 receive 41 1-hour sessions of after school tutoring.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students in this program will be taking bi-weekly STAR Reading and Math tests to identify benchmarks that students have improved/not improved on. Based on this ongoing data collection, teachers will work with the whole and small groups in the most urgent content areas of need.

Who is responsible for monitoring implementation of this strategy?

David Naylor-School Administrator-will oversee operations

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Rachel Rosenbaum	Literacy Coach
Brandi Clahan	Media Specialist
Ashton Terry	Learning Resource Specialist
To Be Determined	Teachers who volunteer to join

How the school-based LLT functions

Team will hold meetings as designated by Ms. Rosenbaum in order to analyze data, determine the needs of students, and create a course of action needed to benefit PAFA and its students. Based on data analyzed, the team will adjust the activities and professional development toward improving and refining reading instruction across all grade levels. The LLT will also be responsible for presenting data and information to grade levels and at PLC meetings.

Major initiatives of the LLT

- To have a variety of parent nights to promote literacy outside of school.
- To provide parents and teachers resources to help their students throughout the year.

Every Teacher Contributes to Reading Instruction

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

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

- Kindergarten round-up allows orientation for incoming Kindergarten students
- VPK and Kindergarten families are welcomed on campus for a longer extension of time over the first two weeks of school to allow for a more comfortable transition
- VPK gives their graduating students an exit assessment which determines how successful each student will be in 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

Teachers are trained and encouraged to use cross-curricular strategies, which are found in the Common Core Standards. By integrating subjects, teachers are preparing students for college and career readiness.

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

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.

Strategies for improving student readiness for the public postsecondary level

By adhering to and monitoring student progress in Common Core Standards, we will provide continuous interventions and instructional strategies which will position our exiting fifth graders to be on track for success in Middle School, High School, college, and beyond.

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	57%	48%	No	61%
American Indian				
Asian	67%	0%	No	70%
Black/African American	49%	39%	No	54%
Hispanic	60%	51%	No	64%
White	57%	47%	No	61%
English language learners	45%	37%	No	51%
Students with disabilities	27%	21%	No	34%
Economically disadvantaged	54%	46%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	26%	31%
Students scoring at or above Achievement Level 4	68	20%	25%

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>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	277	63%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	55	71%	81%

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)	141	62%	72%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	66	29%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	59	26%	36%

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.			

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	67	55%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

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	54%	42%	No	59%
American Indian				
Asian	67%	0%	No	70%
Black/African American	47%	31%	No	52%
Hispanic	59%	44%	No	63%
White	53%	53%	Yes	58%
English language learners	48%	31%	No	54%
Students with disabilities	36%	24%	No	42%
Economically disadvantaged	52%	41%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	23%	28%
Students scoring at or above Achievement Level 4	59	17%	22%

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>		30%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

Learning Gains

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

Middle School Acceleration

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

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	38	30%	35%
Students scoring at or above Achievement Level 4	25	20%	25%

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>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

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

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

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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)	4		5
Participation in STEM-related experiences provided for students	220	30%	50%

Area 6: Career and Technical Education (CTE)

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

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	32	4%	2%
Students retained, pursuant to s. 1008.25, F.S.	27	4%	2%
Students who are not proficient in reading by third grade	67	64%	54%
Students who receive two or more behavior referrals	57	8%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	25	3%	1%

Middle School Indicators

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

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

- Increase number of parents who attend academic "Family Nights"
- Increase number of parents who attend SAC meetings
- Increase number of parents who attend Title I meetings

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase number of parents who attend at least one SAC meeting in 2013-2014	17	2%	4%
Number of parents who attend Title I Parent Meeting	6	1%	2%

Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies and accommodations for ELL students.
- G2.** Teachers will implement effective differentiated instruction with small groups in the areas of mathematics. This will include iii in all grade levels.

Goals Detail

G1. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies and accommodations for ELL students.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

- New Literacy Coach for 2013-2014
- Budget for Prof. Development and follow-up
- Title I, District Coaches, ELL Support
- MTSS Team, ELL Team
- Staff is active in attending professional development opportunities in and out of this campus.
- Several teachers seek assistance from the Literacy Coach.
- Common planning time in grade level/subject/content area
- PD days and early release days
- Administrative support

Targeted Barriers to Achieving the Goal

- High number of new teachers this year
- Adjustment to new reading curriculum/standards

Plan to Monitor Progress Toward the Goal

Design and deliver PD in quality instruction, Data-based problem solving, Gradual Release, and Data-driven differentiated instruction and tasks

Person or Persons Responsible

MTSS Team, Literacy Coach, Administration

Target Dates or Schedule:

STAR-4x throughout year & every two weeks for students in MTSS F&P-3x throughout year

Evidence of Completion:

Analysis of data PD logs/handouts/agenda MTSS data sheets

G2. Teachers will implement effective differentiated instruction with small groups in the areas of mathematics. This will include iii in all grade levels.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Math Coach
- MTSS program includes math this year
- Title I, District Level Coaches, ELL support
- Math Solutions PD in grades 2-5
- New STAR Math Tracking System

Targeted Barriers to Achieving the Goal

- High number of new teachers
- Blending of NGSSS and Common Core in grades 3-5

Plan to Monitor Progress Toward the Goal

Evidence of Proficiency Based on STAR Testing

Person or Persons Responsible

Math Coach, Administration, MTSS Team

Target Dates or Schedule:

4 times throughout school year (bi-weekly if students are in MTSS)

Evidence of Completion:

Students will have flexible differentiated instruction groups that can be adjusted after each wave of STAR Math Scores. This can be recorded. Math Coach will meet with teachers after each wave of testing to plan further strategies for small groups. Leadership Team will continue to evaluate data and explore PD opportunities.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies and accommodations for ELL students.

G1.B3 Adjustment to new reading curriculum/standards

G1.B3.S1 Literacy Coach is offering a variety of continuous PD opportunities to familiarize the teachers with the new curriculum and Common Core Standards.

Action Step 1

Design and deliver PD in quality instruction, Data-based problem solving, Gradual Release, and Data-driven differentiated instruction and tasks

Person or Persons Responsible

School-based leadership will collaborate with district and DA team

Target Dates or Schedule

ongoing throughout school year

Evidence of Completion

PD training logs, samples of handouts given at trainings, email communication, walkthrough/ observation logs

Facilitator:

Rachel Rosenbaum

Participants:

30

Plan to Monitor Fidelity of Implementation of G1.B3.S1

STAR Reading Data; Fountas and Pinnell data

Person or Persons Responsible

MTSS Team, Literacy Coach, Assistant Principal, all Reading Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Tracking STAR Scores, Fountas and Pinnell Level scores

Plan to Monitor Effectiveness of G1.B3.S1

Design and deliver PD in quality instruction, Data-based problem solving, Gradual Release, and Data-driven differentiated instruction and tasks

Person or Persons Responsible

MTSS Team, Literacy Coach, Administration

Target Dates or Schedule

ongoing

Evidence of Completion

#1-STAR Reading Data First quarterly test-50% of 3-5 graders tested At/Above Benchmark level on STAR Second quarterly test-Goal is that 55% will At/Above Benchmark level on STAR Third quarterly test-Goal is 60% At/Above Benchmark level on STAR Fourth quarterly test-Goal is 65% At/Above Benchmark level on STAR #2-Fountas and Pinnell Data Fall Test-50% of 3-5 graders will test At/Above grade level in reading Winter Test-60% of 3-5 graders will test At/Above grade level in reading Spring Test-70% of 3-5 graders will test At/Above grade level in reading

G2. Teachers will implement effective differentiated instruction with small groups in the areas of mathematics. This will include iii in all grade levels.

G2.B1 High number of new teachers

G2.B1.S1 Math Coach is part of leadership team for Effective Teacher Series. Math Coach is providing Model Lessons for new teachers and walkthroughs/ongoing feedback for all math teachers in the building.

Action Step 1

Provide at least monthly Strategy Sessions for all teachers, conduct monthly walkthroughs and follow-up meetings for all math teachers, attend Math Solutions Training

Person or Persons Responsible

Math Coach, MTSS Team, Assistant Principal

Target Dates or Schedule

ongoing

Evidence of Completion

PD Plans, PD logs, agendas, minutes, handouts, quarterly STAR data

Facilitator:

Poinciana Academy of Fine Arts Math Coach, District Level Math Coaches

Participants:

All math teachers K-5 (2-5 for Math Solutions)

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Design and deliver PD in quality instruction, data-based problem solving, Gradual Release, and data-driven differentiated instruction and tasks

Person or Persons Responsible

Math Coach, Administration

Target Dates or Schedule

ongoing

Evidence of Completion

STAR Math Scores (4x/year), Common Core Go Math Formative Assessments (3x/year)

Plan to Monitor Effectiveness of G2.B1.S1

Design and deliver PD in quality instruction, data-based problem solving, Gradual Release, and data-driven differentiated instruction and tasks

Person or Persons Responsible

Math Coach, Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Analysis of STAR At/Above Level -Current (Report 1/4): 53% At/Above level in grades 2-5 -Report 2/4 goal: 58% At/Above level in grades 2-5 -Report 3/4 goal: 63% At/Above level in grades 2-5 -Report 4/4 goal: 68% At Above level in grades 2-5

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-The Title I Mobile Resource Center visits our school on the first and third Tuesday of each month from 1:30-3:30 PM. This lab allows parents to check out resources for free which can help them and their students in core subject areas.

Title III-The school and district will provide literature and resources to parents at various academic events throughout the school year.

Title II-Professional Development activities will be monitored by the school leadership team and the District Professional Development department in relation to parent involvement.

Title X-The Families in Transition parents are offered transportation for registrations, parent conferences, and health and social services. Poinciana Academy of Fine Arts also has a supply of clothes, school supplies, and other items that are given out to families in need at various times during the school year.

IDEA-Teachers and school ESE employees discuss parent activities and instructional support during IEP meetings with parents.

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.

G1. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including strategies and accommodations for ELL students.

G1.B3 Adjustment to new reading curriculum/standards

G1.B3.S1 Literacy Coach is offering a variety of continuous PD opportunities to familiarize the teachers with the new curriculum and Common Core Standards.

PD Opportunity 1

Design and deliver PD in quality instruction, Data-based problem solving, Gradual Release, and Data-driven differentiated instruction and tasks

Facilitator

Rachel Rosenbaum

Participants

30

Target Dates or Schedule

ongoing throughout school year

Evidence of Completion

PD training logs, samples of handouts given at trainings, email communication, walkthrough/observation logs

G2. Teachers will implement effective differentiated instruction with small groups in the areas of mathematics. This will include iii in all grade levels.

G2.B1 High number of new teachers

G2.B1.S1 Math Coach is part of leadership team for Effective Teacher Series. Math Coach is providing Model Lessons for new teachers and walkthroughs/ongoing feedback for all math teachers in the building.

PD Opportunity 1

Provide at least monthly Strategy Sessions for all teachers, conduct monthly walkthroughs and follow-up meetings for all math teachers, attend Math Solutions Training

Facilitator

Poinciana Academy of Fine Arts Math Coach, District Level Math Coaches

Participants

All math teachers K-5 (2-5 for Math Solutions)

Target Dates or Schedule

ongoing

Evidence of Completion

PD Plans, PD logs, agendas, minutes, handouts, quarterly STAR data

Appendix 2: Budget to Support School Improvement Goals