

Collier County Public Schools

Poinciana Elementary School



2021-22 Schoolwide Improvement Plan

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Poinciana Elementary School

2825 AIRPORT RD N, Naples, FL 34105

<https://www.collierschools.com/pes>

Demographics

Principal: Georgie Elgin

Start Date for this Principal: 7/12/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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: B (55%) 2017-18: B (60%) 2016-17: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Collier 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	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.

Poinciana Elementary will facilitate engaging learning opportunities in a safe, inclusive environment that focuses on critical-thinking and innovation.

Provide the school's vision statement.

Poinciana Elementary School will nurture and grow lifelong learners who make positive contributions to the world.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Davis, Jessica	Principal	<p>The Principal's main function is to monitor data and instructional practice, provide appropriate educational resources and professional development opportunities to enhance teacher's implementation of Tier 1 or Core instruction and Structured Collaborative Planning. Other leadership functions include, monitoring lesson plans for Content Area and Literacy standards, Differentiated Instruction (DI), and Rigor/Depth of Knowledge (DOK) in order to strengthen the school's Tier 1 instruction. Monitoring happens through lesson plan review, attending weekly structured Collaborative Planning meetings, and FTEM. The Principal also oversees the MTSS process to ensure its fidelity, monitor the process and to check that appropriate interventions are being utilized. The Principal schedules common planning time, collaboratively creates a guiding framework to plan for highly engaging lessons during the structured Collaborative Planning sessions.</p>
Ferro, Maria	Assistant Principal	<p>The Assistant Principal's main function is to monitor data especially in the area of curriculum and instruction, attendance, and behavior. The AP also monitors instructional practice, provides support, serves as the Test Coordinator, with universal screening instruments through the use of curriculum based assessments, baseline and benchmark assessments, and district and statewide assessments. As the school's Test Coordinator, the Assistant Principal has the role of ensuring all assessments are given to all students in an equitable manner following all State and District guidelines, so each student can perform to the best of their ability. The Assistant Principal collaborates at high levels with the Leadership Team and the Grade Level teams to ensure instructional materials and resources are correctly being implemented, inventoried, and conducts deep academic discussions during Structured Collaborative Planning time.</p>
Cox , Chandra	Instructional Coach	<p>The Instructional Coach for Reading responsibilities are to be sure the universal screening instruments, such as the iReady, Unit Benchmark Tests for grades K-5, are given at the designated times throughout the year with fidelity. The Coaches provide resources and professional development opportunities to enhance teacher's implementation of Tier 1 or Core instruction, as well as, research-based resources to teachers to use for enrichment, targeted and intensive interventions.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>The Coaches also support the growth of teachers through Coaching Cycles and reflection of instructional practices.</p>
Correa, Elena	Other	<p>The ELL Resource Teacher is responsible for providing ELL services and support to students and teachers. The ELL Resource Teacher implements targeted and intensive interventions with specific ELL strategies as needed when students are not making progress and administers screenings, such as the BVAT (Bilingual Verbal Ability Test), to help the MTSS Leadership Team determine the appropriate steps to take in the progress monitoring plan of each ELL student. The ELL Resource Teacher monitors all ELL data and paperwork to ensure compliance.</p>
Steffens, Denise	School Counselor	<p>The School Counselor provides support for students who may not respond to the school-wide Positive Behavior Support (PBS) system and may need counseling or a Progress Monitoring Plan in behavior. The counselor collaborates with the classroom teachers and Administration to support tiered interventions. The School Counselor counsels students individually and in groups to provide them with strategies to help increase their overall well-being which in turn helps them focus on academic achievement.</p>
	Other	<p>The ESE Program Specialist works collaboratively with district and school-based leadership teams including academic coaches, to review the fidelity of Tier 3 intervention implementation prior to referral for evaluation. They maintain a working knowledge of local, state and federal laws and regulations related to compliance with the individuals with Disabilities Education Act (IDEA), ESEA and English Language Learners (ELLs), as well as guidelines pertaining to eligibility, delivery of services, and individualized plan development. They also attend all district required professional development activities aligned with specific position requirements, and demonstrates active participation and follow-through at the school(s) of assignment. Additionally, they provide training and technical assistance in the use of the Enrich system, and consultation in the development of the Educational Plans (EP). Individual Education Plans (IEP) and 504 plans according to individual student needs. Prepares, reviews and monitors the correct completion of educational documentation in student records pertaining to exceptional student (EP, IEP, 504) services to ensure compliance with federal, state and local requirements. Participated in annual self-assessment monitoring of student records in compliance with all requirements of IDEA and its regulations; Florida</p>

Name	Position Title	Job Duties and Responsibilities
		Statutes related to special programs for exceptional students; and Exceptional Student Education/Florida Education Finance Program (ESE/FEFP). Assists district and school-based administrators with FTE, student projections, compliance monitoring, and federal, state, and local reports. Conducts meeting facilitation assisting IEP teams in reaching agreements that lead to education programs and beneficial outcomes for students. Gives information about organizations that offer support for parents of students with disabilities, information on agencies that can assist a student with a disability in transition from school, and offers parents training about Exceptional Student Education.
Humberger, Kristi	Instructional Media	The Media Specialist is responsible for building the love of reading with all our students through creative reading incentive programs and on-going interaction with each student. The Media Specialist conducts enrichment or targeted and/or intensive interventions with small groups of students, as well as, supports and gives feedback to teachers on the progress monitoring of these students. The Media Specialist implements and monitors Reading Counts and Lexile Levels for school-wide incentives to motivate our students in the area of reading which in turn supports Tier 1 instruction.
DeLuca, Linda	Instructional Coach	The Instructional Coaches for Math/Science responsibilities are to be sure the universal screening instruments, such as the iReady, Unit Benchmark Tests for grades K-5, are given at the designated times throughout the year with fidelity. The Coaches provide resources and professional development opportunities to enhance teacher's implementation of Tier 1 or Core instruction, as well as, research-based resources to teachers to use for enrichment, targeted and intensive interventions. The Coaches also support the growth of teachers through Coaching Cycles and reflection of instructional practices.

Demographic Information

Principal start date

Monday 7/12/2021, Georgie Elgin

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.*

1

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.*

8

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

515

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

10

Demographic Data

Early Warning Systems

2021-22

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	77	77	70	95	67	95	0	0	0	0	0	0	0	481
Attendance below 90 percent	29	25	15	21	21	18	0	0	0	0	0	0	0	129
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	

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

Date this data was collected or last updated

Thursday 9/9/2021

2020-21 - 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	52	70	77	70	89	86	0	0	0	0	0	0	0	444
Attendance below 90 percent	5	5	9	7	7	2	0	0	0	0	0	0	0	35
One or more suspensions	0	0	2	1	1	1	0	0	0	0	0	0	0	5
Course failure in ELA	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	1	1	1	0	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	3	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

2020-21 - 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	52	70	77	70	89	86	0	0	0	0	0	0	0	444	
Attendance below 90 percent	5	5	9	7	7	2	0	0	0	0	0	0	0	35	
One or more suspensions	0	0	2	1	1	1	0	0	0	0	0	0	0	5	
Course failure in ELA	0	1	1	0	0	0	0	0	0	0	0	0	0	2	
Course failure in Math	0	1	1	1	0	0	0	0	0	0	0	0	0	3	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	3	0	0	0	0	0	0	0	5	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1	

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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

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

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				61%	60%	57%	61%	61%	56%
ELA Learning Gains				52%	59%	58%	62%	62%	55%
ELA Lowest 25th Percentile				44%	51%	53%	53%	54%	48%
Math Achievement				69%	68%	63%	72%	69%	62%
Math Learning Gains				53%	64%	62%	63%	65%	59%
Math Lowest 25th Percentile				50%	55%	51%	44%	55%	47%
Science Achievement				58%	59%	53%	64%	60%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	72%	61%	11%	58%	14%
Cohort Comparison						
04	2021					
	2019	55%	58%	-3%	58%	-3%
Cohort Comparison		-72%				
05	2021					
	2019	54%	60%	-6%	56%	-2%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	76%	68%	8%	62%	14%
Cohort Comparison						
04	2021					
	2019	69%	65%	4%	64%	5%
Cohort Comparison		-76%				
05	2021					
	2019	63%	67%	-4%	60%	3%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	59%	56%	3%	53%	6%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grade 1- i-Ready Diagnostics

Grade 2-i-Ready Diagnostics

Grade 3-ELA and Math Quarterly Benchmark and FSA

Grade 4-ELA and Math Quarterly Benchmark and FSA

Grade 5-ELA, Math, Science Quarterly Benchmark and FSA

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20	50	72
	Economically Disadvantaged	11	33	33
	Students With Disabilities	0	44	45
	English Language Learners	8	23	56
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	46	55
	Economically Disadvantaged	20	37	80
	Students With Disabilities	30	33	36
	English Language Learners	11	22	46
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57	65	49
	Economically Disadvantaged	55	65	47
	Students With Disabilities	42	64	9
	English Language Learners	57	65	43
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	63	68	38
	Economically Disadvantaged	65	71	37
	Students With Disabilities	46	58	20
	English Language Learners	71	70	30
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61	63	51
	Economically Disadvantaged	57	56	43
	Students With Disabilities	31	25	23
	English Language Learners	42	40	37
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	77	85	51
	Economically Disadvantaged	74	82	45
	Students With Disabilities	54	64	15
	English Language Learners	62	76	26

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	61	64	58
	Economically Disadvantaged	59	61	55
	Students With Disabilities	44	13	13
	English Language Learners	28	35	35
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	70	65	47
	Economically Disadvantaged	67	64	44
	Students With Disabilities	56	13	13
	English Language Learners	61	45	15
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	60	61	59
	Economically Disadvantaged	52	52	57
	Students With Disabilities	22	0	0
	English Language Learners	22	20	25

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	21	20		30	53		15				
ELL	56	43		58	57	58	35				
HSP	56	49	44	66	69	44	53				
WHT	76	85		72	74		86				
FRL	60	58	52	63	68	45	57				
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	40	47	33	48	68	60	7				
ELL	42	43	48	55	50	38	47				
HSP	51	48	40	62	54	48	44				
MUL	90			90							
WHT	82	63		82	55		83				

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
FRL	55	48	41	65	52	48	53				
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	28	44	36	40	47	42	35				
ELL	47	63	69	67	57	48	29				
HSP	55	60	55	65	58	43	57				
WHT	75	66		83	74		79				
FRL	57	60	53	69	62	44	58				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
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	79
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our current trends point to the challenges our Students with Disabilities and our Second Language Learners have demonstrated, particularly when demonstrating gains. These students also tend to be categorized within our Lowest 25%. This trend is across grade levels and continues to be a focus of additional resources.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our lowest-performing data set is Math Lowest 25% Learning Gains, followed closely by ELA Lowest 25% Gains for our ESE and ELL students. We attribute this to a lack of consistency and appropriate rigor when planning for instruction. This caused ineffective and inconsistent instruction for struggling students. During the FY21 academic year our Lowest 25% of 5th grade students continued to lag behind the district in Math and ELA subgroups.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Math Learning Gains was also an area of concern, demonstrated in both FSA data of our 5th grade, and in progress monitoring data. We attribute this to a lack of previously proficient students making gains. Supports were put into place in 5th grade to attempt to right this after Quarter 1 Progress Monitoring, however, there has been significant instructional changes at that grade level so this is still an area we are monitoring closely.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The greatest areas of improvement were our Overall Math and ELA Learning Gains. This however did not carry over to the students falling into the Lowest 25%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

This was attributed to the support and resources directed to encourage all teachers to focus on Gains. The school-wide focus on gains and the constant monitoring of progress enabled teachers to have a strong focus on how their students were doing across all subject areas.

What strategies will need to be implemented in order to accelerate learning?

An additional focus on the interventions being utilized with our students with special needs and second language learners will be implemented throughout this school year. This includes the use of programs such as Aleks and iReady as well as LLI as our evidence based strategies to support the interventions used with our students. Students will also be ensured access to grade level appropriate materials with scaffolded support to build their learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Additional opportunities for differentiated professional development will be provided to teachers in the form of behavioral support, instructional strategies, and response to analysis of instructional deficiencies.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The development of Math/Science Coach and Literacy Coach to lead teachers to highly rigorous and effective strategies, dedicated time for differentiated instruction, and the support and development of families to better support students at home with their academics are examples of additional services being provided.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Our Math Gains have had a significant increase. There was a 32% increase in Overall gains from FY19 to FY21. However, 3rd grade alone had a 30% decrease in making gains. According to the FY21 data, students in our lowest 25% in math continue to show a decrease. Compared to FY 19, our lowest 25% decreased by 5% from 50% to 45%. In order to address the concern with our lowest 25% making gains, we have added additional resource teachers and we will continue to focus on task and questioning to ensure that students are working at high levels of proficiency. In addition, we will implement a morning math group specifically targeting the lowest 25%.

Measurable Outcome:

If students are routinely exposed to questions and tasks at the taxonomy level of the standard, we will increase the lowest 25% of students making learning gains in Math by 3% from 45% to 48% on the Spring 2022 FSA Math.

Monitoring:

Area of focus will be monitored through classroom observations, lesson plan overview, and data analysis of benchmark assessments.

Person responsible for monitoring outcome:

Jessica Davis (davisj21@collierschools.com)

Evidence-based Strategy:

Increase standard alignment between tasks/questions when presented to all students with additional support for students in the lowest 25%. Utilize task/questions that engage students with grade-level Math standards as evidenced by effective instructional strategies incorporated into teacher lesson plans and student assessment data analysis.

Rationale for Evidence-based Strategy:

A review of instructional practices as compared to instructional resources demonstrated misalignment in presentation of task and lack of student self identification of the skill needed in order to solve the standard-based problem. All of these strategies are research-based in order to increase overall student achievement. We will monitor via formative assessments, district benchmark data, lesson plans, classroom observations, observations during teacher-student data chats, FSA reports, teacher deliberate practice plans, student work samples.

Action Steps to Implement

Identification of standard on-level and above-level questions within instructional resources and strategic incorporation of these questions into instruction during grade level collaborative planning.

Person Responsible

Linda DeLuca (delucali@collierschools.com)

Monitoring of classroom practices and instruction for incorporation of instructional strategies which focus on students identifying the skill needed to solve the problem.

Person Responsible

Jessica Davis (davisj21@collierschools.com)

Implementation of morning math group of lowest 25% to focus on critical content in Math.

Person Responsible

Linda DeLuca (delucali@collierschools.com)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Our overall proficiency in science compared to FY19 has shown an increase of 12%. However, proficiency for ELL students in particular has decreased by 34%. We continue to focus on building science proficiency for all students by monitoring instructional practices aligned to content, hands-on activities, science vocabulary and real world application in addition to all grade levels participating in Stem Lab experiments.

Measurable Outcome: Increase Science proficiency by 3% from 65% to 68%.

Monitoring: This Area of focus will be monitored through classroom observations, lesson plan overview, and data analysis of benchmark assessments.

Person responsible for monitoring outcome: Maria Ferro (ferroma@collierschools.com)

Evidence-based Strategy: Purposeful integration of background knowledge building, hands-on laboratory-style experiments, requiring the use of academic vocabulary in student responses and engaging students with grade-level science standards as evidenced by effective instructional strategies incorporated into teacher lesson plans and student assessment data analysis.

Rationale for Evidence-based Strategy: Incorporating multiple proven strategies to increase science proficiency will allow for maximum impact. All of these strategies are research based in order to increase overall student achievement. We will monitor via formative assessments, district benchmark data, lesson plans, classroom observations, observations during teacher student data chats, SSA report, teacher deliberate practice plans, and student work samples.

Action Steps to Implement

Monitor for consistent use of vocabulary within science lessons and student-produced responses by working collaboratively with ELL resource and classroom teachers.

Person Responsible: Linda DeLuca (delucali@collierschools.com)

Purposeful integration of science content during the differentiated instruction block to build background knowledge.

Person Responsible: Linda DeLuca (delucali@collierschools.com)

#3. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Overall we had 61% of students proficient in ELA standards which is a 17% increase from FY19. Our lowest 25% of students making gains increased by 25% compared to FY19. The data also shows that although proficiency increased in grades 4 and 5 with 17% and 14% respectively, proficiency of 3rd grade students decreased by 18%. We were glad to see that the FY21 data showed an increase in our lowest 25% population, however, historically, this increase remains static overall. We attribute this to the lack of foundational skills in all grade levels and lack of strong academic vocabulary. Recognizing the trend of this data, key shifts have been made to ensure that instructional staff was placed in an area to accentuate their strengths. In order to address the concern with our lowest 25% making gains, we have added additional resource teachers and we will continue to focus on key foundational skills in all grade levels and building vocabulary and morphology in context in all content areas.

Measurable Outcome:

If students routinely engage in foundational skills and morphological development while also meeting their differentiated reading needs, we will see a 3% increase from 61% to 64% in our overall ELA learning gains on the Spring 2022 FSA ELA.

Monitoring:

Area of focus will be monitored through classroom observations, lesson plan overview, and data analysis of benchmark assessments.

Person responsible for monitoring outcome:

Jessica Davis (davisj21@collierschools.com)

Evidence-based Strategy:

Implementing differentiated literacy practices coupled with strategic follow up activities designed to accelerate student learning and engage all students with grade-level ELA standards as evidenced by effective instructional strategies incorporated into teacher lesson plans and student assessment data analysis.

Rationale for Evidence-based Strategy:

Review of lesson plans and practices at the school level revealed self identified weaknesses in instructional practices, time management, and gathering of resources. All of these strategies are research-based in order to increase overall student achievement. We will monitor via formative assessments, district benchmark data, lesson plans, classroom observations, observations during teacher-student data chats, FSA reports, teacher deliberate practice plans, student work samples.

Action Steps to Implement

Weekly grade level ELA structured collaborative planning will be held with an emphasis on the BEST Standards and specific strategies to utilize within core instruction and identified targeted groups. Literacy Coach will work with teachers to examine and practice research-based strategies, including scaffolding techniques for instruction in each of the essential components for ELA.

Person Responsible

Chandra Cox (coxch@collierschools.com)

Provide differentiated professional development on how to reinforce and strengthen foundational skills and build morphological development in all grade levels. Administration will monitor instructional practices during the ELA block and recommend varying levels of PD, from coaching cycles to morning PD sessions depending on what is observed during classroom observations.

Person Responsible

Jessica Davis (davisj21@collierschools.com)

Small group instruction will focus on accelerating student learning by strengthening foundational skills, developing morphological awareness, and utilizing grade level text with all students.

Person Responsible Chandra Cox (coxch@collierschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our Safety School Dashboard indicates that we are categorized as Low, ranking 491 out of 1,395. Our instances indicate one of bullying and one of a weapons possession. Each of these are taken very seriously. We have implemented additional proactive supports for students to have the opportunity to discuss concerns and inter/intra-personal struggles with our school counselor and school psychologist. We have also strengthened our PBIS committee with staff members meeting monthly across the grade levels to vertically articulate and brainstorm solutions to areas of concern and take a proactive approach to ensure each student has an adult advocate in the building.

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.

Our school includes a uniquely diverse population enabling us to create an atmosphere of acceptance and belonging. We encourage open communication and model that ourselves by communicating with families in multiple means on a routine schedule each week. Twice per year, we survey our stakeholders to get their input about the format, types, and timing of events and services and incorporate their feedback. This year as we seek to ensure that families joining us both in person and virtually are able to participate, we are adding more virtual events, through multiple mediums, to ensure maximum participation.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Staff and teachers establish the school's positive culture and environment by demonstrating their care and respect for students and their autonomy. This is then reflected in the students and through interactions the

parents and community members have with the school.

Poinciana is building on last year's effort of working together to be stronger, smarter, kinder to ensure we focus on accelerating learning by igniting, engaging, and innovating. In this sense, stakeholders are encouraged to work towards growth by ensuring they are focus on the task at hand and working in new and effective ways.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$41,971.14
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0221 - Poinciana Elementary School	Title, I Part A	0.5	\$41,971.14
			<i>Notes: Math Coach Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
2	III.A.	Areas of Focus: Instructional Practice: Science				\$41,971.14
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0221 - Poinciana Elementary School	Title, I Part A	0.5	\$41,971.14
			<i>Notes: Science Coach. Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$160,487.37
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	160-Other Support Personnel	0221 - Poinciana Elementary School	Title, I Part A	0.75	\$29,413.95
			<i>Notes: PI Assistant Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5100	150-Aides	0221 - Poinciana Elementary School	Title, I Part A	0.8	\$34,497.08
			<i>Notes: Tutor Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5100	130-Other Certified Instructional Personnel	0221 - Poinciana Elementary School	Title, I Part A	1.0	\$72,805.12
			<i>Notes: Resource Teacher Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5100	510-Supplies	0221 - Poinciana Elementary School	Title, I Part A		\$4,049.45
			<i>Notes: Classroom Supplies</i>			
	5100	390-Other Purchased Services	0221 - Poinciana Elementary School	Title, I Part A		\$4,540.54
			<i>Notes: Classroom Magazine Subscriptions: 1</i>			

	5900	130-Other Certified Instructional Personnel	0221 - Poinciana Elementary School	Title, I Part A		\$4,983.57
			<i>Notes: Saturday Program - Instructional staff</i>			
	6300	130-Other Certified Instructional Personnel	0221 - Poinciana Elementary School	Title, I Part A		\$1,399.44
			<i>Notes: Curriculum Writing for the Saturday Program</i>			
	7800	790-Miscellaneous Expenses	0221 - Poinciana Elementary School	Title, I Part A		\$860.00
			<i>Notes: Transportation for Saturday Program</i>			
	7900	390-Other Purchased Services	0221 - Poinciana Elementary School	Title, I Part A		\$713.00
			<i>Notes: Custodian - Saturday Program</i>			
	7300	160-Other Support Personnel	0221 - Poinciana Elementary School	Title, I Part A		\$638.01
			<i>Notes: Saturday Program - Non-Instructional Clerk</i>			
	6400	750-Other Personal Services	0221 - Poinciana Elementary School	Title, I Part A		\$4,459.46
			<i>Notes: Guest Teachers for Staff Development</i>			
	6150	510-Supplies	0221 - Poinciana Elementary School	Title, I Part A		\$1,927.75
			<i>Notes: Parental Involvement Supplies</i>			
	6150		0221 - Poinciana Elementary School	Title, I Part A		\$200.00
			<i>Notes: Parent Involvement Transportation</i>			
Total:						\$244,429.65