

The School District of Palm Beach County

Poinciana Stem Elementary Magnet School



2022-23 Schoolwide Improvement Plan

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Poinciana Stem Elementary Magnet School

1203 N SEACREST BLVD, Boynton Beach, FL 33435

<https://pnes.palmbeachschools.org>

Demographics

Principal: Tanya Mcdowell

Start Date for this Principal: 7/30/2020

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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 Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (58%) 2018-19: B (60%) 2017-18: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 Palm Beach 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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<https://pnes.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
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 Science, Technology, Engineering, and Mathematics (STEM) Magnet School is committed to providing the highest quality education that allows ALL students the opportunity to achieve their maximum potential as confident, life-long learners and productive, responsible citizens.

Provide the school's vision statement.

Poinciana Elementary Science, Technology, Engineering, and Mathematics (STEM) Magnet School's vision is to build a community which inspires wonder, innovation, and problem solving through collaborative inquiry and cross-curricular integration while providing ALL students with the foundation necessary for success in middle school, high school, postsecondary, and future endeavors.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
McDowell, Tanya	Principal	The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Camel, Pamela	Assistant Principal	The role of the assistant principal is to assist the principal in developing standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, and evaluate staff and oversee facilities.
Carter, Rachelle	Instructional Coach	
Akapaeti, Michelle	Math Coach	
Wallace, Alexandra	Other	Exceptional Student Education (ESE) contacts are responsible for supporting schools to ensure that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, statewide assessments, and accountability systems. Contacts assist schools in demonstrating full and satisfactory implementation of the Individuals with Disabilities Education Act (IDEA) and implementing the Elementary and Secondary Education Act (ESEA) requirements.
Johnson, Gretchen	School Counselor	As SEL contact, Mrs. Johnson works with teachers to implement year 3 of the morning meetings. She meets with classes to work on social and emotional skills. As school counselor, she pulls individual and groups of students to support various issues impacting our students such as divorce, friendship, and bullying.

Demographic Information

Principal start date

Thursday 7/30/2020, Tanya McDowell

Number of teachers with a 2022 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 2022 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.*

6

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

435

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	70	69	67	84	65	79	0	0	0	0	0	0	0	434	
Attendance below 90 percent	0	10	7	8	4	10	0	0	0	0	0	0	0	39	
One or more suspensions	0	5	2	8	4	5	0	0	0	0	0	0	0	24	
Course failure in ELA	0	11	17	16	17	11	0	0	0	0	0	0	0	72	
Course failure in Math	2	6	10	6	27	0	0	0	0	0	0	0	0	51	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	11	13	0	0	0	0	0	0	0	24	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	2	22	0	0	0	0	0	0	0	24	
Number of students with a substantial reading deficiency	0	0	0	0	11	13	0	0	0	0	0	0	0	24	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level who have 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	4	8	11	14	21	0	0	0	0	0	0	0	58

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 9/20/2022

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	66	70	85	71	79	80	0	0	0	0	0	0	0	451
Attendance below 90 percent	0	3	10	4	6	10	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	6	31	19	33	25	0	0	0	0	0	0	0	114
Course failure in Math	0	4	11	13	20	35	0	0	0	0	0	0	0	83
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	11	14	0	0	0	0	0	0	0	27
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	55	46	55	27	55	57	0	0	0	0	0	0	0	295
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	42	46	0	0	0	0	0	0	0	88
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	42	35	0	0	0	0	0	0	0	77
FY21 ELA FSA Level 1 & 2	0	0	0	2	42	46	0	0	0	0	0	0	0	90
FY21 Math FSA Level 1 & 2	0	0	0	2	52	42	0	0	0	0	0	0	0	96

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	4	15	11	22	27	0	0	0	0	0	0	0	79

The number of students identified as retainees:

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

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	66	70	85	71	79	80	0	0	0	0	0	0	0	451
Attendance below 90 percent	0	3	10	4	6	10	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	6	31	19	33	25	0	0	0	0	0	0	0	114
Course failure in Math	0	4	11	13	20	35	0	0	0	0	0	0	0	83
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	11	14	0	0	0	0	0	0	0	27
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	55	46	55	27	55	57	0	0	0	0	0	0	0	295
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	42	46	0	0	0	0	0	0	0	88
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	42	35	0	0	0	0	0	0	0	77
FY21 ELA FSA Level 1 & 2	0	0	0	2	42	46	0	0	0	0	0	0	0	90
FY21 Math FSA Level 1 & 2	0	0	0	2	52	42	0	0	0	0	0	0	0	96

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	4	15	11	22	27	0	0	0	0	0	0	0	79

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	2	1	3	0	0	0	0	0	0	0	8
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	60%	59%	56%				65%	58%	57%
ELA Learning Gains	66%						67%	63%	58%
ELA Lowest 25th Percentile	49%						61%	56%	53%
Math Achievement	59%	53%	50%				67%	68%	63%
Math Learning Gains	70%						54%	68%	62%
Math Lowest 25th Percentile	66%						42%	59%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement	33%	59%	59%				61%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	62%	54%	8%	58%	4%
Cohort Comparison		0%				
04	2022					
	2019	65%	62%	3%	58%	7%
Cohort Comparison		-62%				
05	2022					
	2019	68%	59%	9%	56%	12%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	66%	65%	1%	62%	4%
Cohort Comparison		0%				
04	2022					
	2019	59%	67%	-8%	64%	-5%
Cohort Comparison		-66%				
05	2022					
	2019	64%	65%	-1%	60%	4%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	60%	51%	9%	53%	7%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	31	52	46	32	65	70	4				
ELL	53	75		55	67						
ASN	67			83							
BLK	54	59	40	51	64	59	20				
HSP	58	75		58	83		43				
WHT	82	81		82	67		64				
FRL	53	61	44	52	66	63	23				
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	34	41	40	32	32	15	19				
ELL	45			45							
ASN	71			79							
BLK	43	50	29	39	36	23	32				
HSP	60	75		46	62		42				
MUL	67			60							
WHT	77	67		69	46		71				
FRL	46	52	29	44	46	25	33				
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	35	64	67	53	66	63	25				
ELL	39	55	70	52	45		36				
ASN	80	71		88	71						
BLK	48	64	62	50	46	34	39				
HSP	74	67		71	59		80				
MUL	77	73		77	73						
WHT	86	72		86	54		78				
FRL	58	66	61	62	50	40	51				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	60
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	73
Total Points Earned for the Federal Index	476
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
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	65
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	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	53
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	63

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	75
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	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Below is the data below for the past three years. FY 21 was a very difficult year due to hybrid learning and the pandemic. FY 22, data shows that our school made significant progress in several areas as teachers and students recover momentum from the impact of the Covid-19 pandemic.

FY 19 FY 21 FY 22

ELA 65 54 60

3rd 62 49 54

4th 65 50 69

5th 68 63 56

LG 67 57 66

LG Low 25 42 30 49

MATH 67 48 59
3rd 66 38 57
4th 59 37 61
5th 64 55 53
6th/AMP 100 95 100
LG 54 47 70
LG Low 25 42 26 66

SCIENCE 61 44 33

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The area of greatest need is Science. We experienced a major decline FY 22 from the success of FY 19. We saw an increase in the amount of students scoring a level 1. FY 19 11 percent were level 1 and in FY 21 that number increased to 20% and in FY 22 32 percent of the students scored a level 1.

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

The contributing factors were throughout FY22 there were multiple gaps in instruction due to attendance issues with students and teachers. One teacher was on maternity leave for over 5 months leading to testing. The gap in learning due to the FY 20 closure and FY 21 distance learning affected the FY 22 5th grade students. 80% of the standards are taught in third and fourth grades, this group of fifth grade group was directly impacted by it.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The grade level that experienced the greatest improvement was our fourth graders in both ELA and Math. In ELA, plus 19% and in Math, plus 24%.

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

The teachers in fourth grade were new to teaching so we gave them a tremendous amount of support, through coaching, planning, academic tutors, and ESE support facilitation daily in the classrooms.

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

1. The strategies that we will need to implement consist of hands on lab experience and a strong focus on vocabulary. We will also focus on constructive conversations among students in order for them to retain the information learned.
2. ELA and Math Continuum - During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards-based lesson using vetted resources and materials from the District, share best practices, following/participating with the coaching continuum model, balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning as well as lesson study to improve instructional capacity.
3. Low 25% Learning Gains - If we focus on a positive impact to learning gains by ensuring standards-based instruction and effective use of research-based strategies and resources, we will ensure student learning and improved student achievement towards grade level success and ensure continuous improvement. Early identification of our Low 25% will allow for ample tracking and support to ensure their growth. Low 25% students will connect with a reading endorsed/certified interventionist to ensure closing

of the achievement gap. In the past, the identified students chosen based on their critical area of need and offered priority for afterschool tutoring.

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.

Teachers will engage in professional development through Professional Learning Communities (PLCs) that focus on planning for higher-order thinking and academic discourse among students. Additional time will be given for half day planning sessions for teachers to work with a district literacy or math Specialist when planning lessons.

Collaborative planning with academic coaches, peers, and the admin team. Collaborative planning will consist of deliberate coaching, modeling and guiding of instructional expectations. The instructional expectations include data driven instruction that scaffolds according to the needs of the student.

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

In order to ensure sustainability of improvement in the next school year and beyond, we will closely monitor that data from classroom walkthroughs, assessments and provide support through coaching and professional developments in PLCs.

Additionally, we will hire, train and retain instructional support staff to meet instructional needs in ELA, Math and Science and provide opportunities for parent engagement and family workshops through our Title One Parent Universities and events that assist school and home collaboration, student achievement and instructional engagement in ELA, Math and Science. Efforts are in place to strengthen the reading and writing skills of students in all grades.

Schoolwide strategies for citing text evidence will be implemented using Answer, Cite, Explain. Teachers will track their lowest 25% to ensure that those students are increasing their test scores. The reading coach ensures that teachers are using proven strategies within the classroom and assists with teacher collaboration in the sharing of best practices. The math coach works with math teachers to ensure they are adhering to the standards and using best practices in instruction. She works with underperforming students to close achievement gaps. Additional personnel are working with low performing students to close achievement gaps with a focus on ELL and SWD.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Student Engagement

Below is the data below for the past three years. FY 21 was a very difficult year due to hybrid learning and the pandemic. FY 22, data shows that our school made significant progress in several areas as teachers and students recover momentum from the impact of the Covid-19 pandemic.

Area of Focus
Description and
Rationale:
Include a rationale
that explains how
it was identified as
a critical need from
the data reviewed.

FY 19 FY 21 FY 22
ELA 65 54 60
3rd 62 49 54
4th 65 50 69
5th 68 63 56
LG 67 57 66
LG Low 25 42 30 49

MATH 67 48 59
3rd 66 38 57
4th 59 37 61
5th 64 55 53
6th/AMP 100 95 100
LG 54 47 70
LG Low 25 42 26 66

SCIENCE 61 44 33

In alignment to the districts strategic plan we will ensure all students engage in teaching and learning that results in academic excellence and growth for all. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

Student Learning Outcomes

Measurable
Outcome:
State the specific
measurable
outcome the
school plans to
achieve. This
should be a data
based, objective
outcome.

By February 23, we will increase the overall percentage of students making learning gains on the ELA Progress Monitoring by 2%. We will increase the low 25% learning gains by 2%.

By May 23, we will increase the overall percentage of students making learning gains on the ELA Progress Monitoring by 3%. We will increase the low 25% learning gains by 3%.

By February 23, we will increase the overall percentage of students making learning gains on the Math Progress Monitoring by 3%. We will increase the low 25% learning gains by 3%.

By May 23, we will increase the overall percentage of students making learning gains on the Math Progress Monitoring by 3%. We will increase the low 25% learning gains by 3%.

By February 23, we will increase the overall percentage of students making learning gains on the Science Progress Monitoring by 6%.

By May 23, we will increase the overall percentage of students making learning gains on the Science Progress Monitoring by 6%.

Teacher Practice Outcomes:

By February of 2023, 70% of our teachers will be effectively utilize the Gradual

Release Model of instruction, by ensuring specific focus on the “you do” of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard.

By May 2023, 90% of our teachers will be effectively utilize the Gradual Release Model of instruction, by ensuring specific focus on the “you do” of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard.

Coaching Outcomes:

Our coaches and the leadership team will observe teachers to determine their knowledge and implementation of the Gradual Release Model. We will then tier the support that will be provided with Tier 1 meaning least experiences to Tier 3 proficient.

By February of 2023, 50% of our teachers in Tier 1 will transition to Tier 2 support from our coaches.

By February of 2023, 15% of our teachers in Tier 2 will transition to Tier 3 support from our coaches.

By May 2023, 75% of our teachers in Tier 1 will transition to Tier 2 support from our coaches.

By May 2023, 50% of our teachers in Tier 2 will transition to Tier 3 support from our coaches

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

We will monitor the progress of the desired outcome by reviewing classroom exit tickets, FSQs and USAs, and the FAST Assessments (Progress Monitoring # 1& 2).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

Tanya McDowell (tanya.mcdowell@palmbeachschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

1. Professional Learning Communities are an opportunity for all our teachers to collaboratively come together on a weekly basis to focus on data analysis, planning for best practices, monitoring, and supporting each other towards established goals to ensure student achievement & improvement.
2. Tutorials ensure students receive remediation and enrichment during the day and after school.
3. Double Down in all content areas in K-5 using resource teachers affords students the opportunity to expand their learning through strategic instruction focused on student needs/abilities. Small group differentiated Instruction allows our students to receive personalized support from academic tutors in the areas of literacy, Math, and Science in grades K-5.

Rationale for Evidence-based Strategy:

Through our Instructional leadership team meeting, we determined a problem of practice and created steps to meet those needs with a timeline that would allow for those goals to be met.

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Using the coaching continuum with the help of our demonstration teachers and instructional coaches we will observe, provide feedback, co-teach, confer, observe and debrief again and reflect on practices based on behavior evidence that will support the group of our instructional staff.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional Learning Communities

Develop agendas for PLCs depending on classroom walks, observation, and Project Ignite protocols. Teachers collaborate in sharing best practices. Teachers review and analyze data to make decisions on next steps and academic decisions and placements for students.

Person Responsible

Pamela Camel (pamela.camel@palmbeachschools.org)

Tutorials

Analyze student data to determine students for tutorial groups and the support necessary. Choose research-based supplemental materials and resources to during tutorials. Analyze teacher classroom data to determine who will be tutors.

Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.

Students will be selected and grouped for pullout tutorials, afterschool and Saturday success academies based on the results from FY21 FSA/EOCs, FSQs, USAs and Winter Diagnostics; and ESSA identified subgroups: Black, ELL, and SWD.

f. Monitored by Assistant Principal through the review of data, lesson plans, and conducting observational walks

Person Responsible

Tanya McDowell (tanya.mcdowell@palmbeachschools.org)

Double Down/ Small group differentiated instruction

Students will be assessed using USA's and FSQ's in both Math and Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses. Teachers will analyze student data to determine strengths and weaknesses in content area. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, whites).

Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

Teachers develop ongoing formative assessments to track student learning and adjust instruction.

Monitoring will occur through the review of lesson plans, conducting teacher data chats, and review of teacher schedules.

Person Responsible

Rachelle Carter (rachelle.carter.1@palmbeachschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

If we focus on Standards-based instruction to increase overall k-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY 22 data 44% of our incoming third grade students are reading at an on-grade level data.

Kindergarten- 55% Proficient

First Grade- 51% Proficient

Second Grade- 44% Proficient

It also gives us data to support a lack of proficiency in foundational skills

Phonological awareness- 79% Proficient

Phonics- 64% Proficient

High-Frequency Words- 83% Proficient

Vocabulary- 47% Proficient

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our instructional priority is to deliver content, concept, or skill aligned to the benchmark and intended learning.

FY 19 FY 21 FY 22

ELA 65 54 60
3rd 62 49 54
4th 65 50 69
5th 68 63 56
LG 67 57 66
LG Low 25 42 30 49

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By February 23, we will increase the overall percentage of students making learning gains on the ELA Progress Monitoring by 3%. We will increase the low 25% learning gains by 3%.

By May 23, we will increase the overall percentage of students making learning gains on the ELA Progress Monitoring by 4%. We will increase the low 25% learning gains by 4%.

Grades 3-5: Measureable Outcome(s)

Student Learning Outcomes

By February 23, we will increase the overall percentage of students making learning gains on the ELA Progress Monitoring by 2%. We will increase the low 25% learning gains by 2%.

By May 23, we will increase the overall percentage of students making learning gains on the ELA Progress Monitoring by 3%. We will increase the low 25% learning gains by 3%.

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By May 2023, 75% of our teachers in Tier 1 will transition to Tier 2 support from our coaches.

By May 2023, 50% of our teachers in Tier 2 will transition to Tier 3 support from our coaches

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

We will monitor the progress of the desired outcome by reviewing classroom exit tickets, FSQs and USAs, and the FAST Assessments (Progress Monitoring # 1& 2).

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

McDowell, Tanya, tanya.mcdowell@palmbeachschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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2. Tutorials ensure students receive remediation and enrichment during the day and after school.

3. Double Down in all content areas in K-5 using resource teachers affords students the opportunity to expand their learning through strategic instruction focused on student needs/abilities. Small group differentiated Instruction allows our students to receive personalized support from academic tutors in the areas of literacy, Math, and Science in grades K-5.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Through our Instructional leadership team meeting, we determined a problem of practice and created steps to meet those needs with a timeline that would allow for those goals to be met. Using the coaching continuum with the help of our demonstration teachers and instructional coaches we will observe, provide feedback, co-teach, confer, observe and debrief again and reflect on practices based on behavior evidence that will support the group of our instructional staff.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>1. Develop Literacy Leadership Schools must have a Literacy Leadership Team, consisting, in part, of a School administrator, Reading coach, Media specialist, Lead teacher</p> <p>Develop a plan to monitor the implementation & ensure compliance with the reading plan</p> <p>Walkthroughs to weekly monitor and support reading instruction & intervention (Look Fors, CAO updates)</p> <p>School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data)</p>	<p>McDowell, Tanya, tanya.mcdowell@palmbeachschools.org</p>
<p>2. Assessment:</p> <p>1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching)</p> <p>a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQ's in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment).</p> <p>b. Teachers will analyze student data to determine strengths and weaknesses in content area.</p> <p>c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities</p> <p>d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.</p> <p>e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning & adjust instruction continuously</p>	<p>McDowell, Tanya, tanya.mcdowell@palmbeachschools.org</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Poinciana STEM incorporates a Single School Culture of School Wide Positive Behavior Support to encourage students' academic and behavioral success. Students follow "PANDA EXPECTATIONS (PAWS)" in all grade levels, and have a positive behavior support model in each classroom and throughout the school with various programs. Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents. We utilize a behavior matrix, teach expected behaviors, and monitor SwPBS. We utilize Class Dojo to acknowledge students for positive behavior. Parents receive immediate notifications on Class Dojo each time a staff member leaves feedback. Students earn points for every positive recognition that they use as Panda Bucks to shop at the Panda Dojo Store. The Panda Dojo Store consists of incentives donated from parents, community members and our PTA.

The effectiveness of these efforts is monitored using Class Dojo Reports, SwPBS data from online data warehouses (EDW and Performance Matters). Data is monitored by the administration team and discussed at grade level meetings and PLCs if necessary. We recognize students who exhibit positive behaviors on campus by providing incentives bi-weekly.

To highlight teachers' contributions to students' success, Roots and Wings provide incentives to teachers throughout the year for going above and beyond.

Students are recognized weekly for perfect attendance. Any attendance concerns are addressed with the school-based team that meets weekly. When appropriate, the attendance clerk meets with the parent and creates a plan of action (contract) on how to best resolve the attendance concern. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation. This will be taught through the school's SEL classes that will be on a rotation provided by the SEL team.

In addition the morning announcements will emphasize the character development focus for the month on a daily basis.

With the additional support of student mental health interns, we are able to provide students the social/emotional support needed to cope with daily life circumstances. Our co-located therapists offers play therapy designed to help students feel comfortable as they work on strategies to support social/emotional concerns. The toys and materials in the therapy room have an effect on the type and amount of expression and interaction with the therapist.

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

Poinciana STEM Elementary builds positive relationships with parents, families, and other community stakeholders in alignment with the school's mission to support the needs of all students. Poinciana STEM hosts parent engagement events throughout the school year to build positive working partnerships with our families. Each teacher is required to use a form of weekly communication (ie. Class Dojo, newsletters) to including not limited to curriculum units of study, homework, resources, and school events. Parent link is utilized to email/call-out/text for important communications and events. Social Media (ie. Facebook& Twitter) are also used to communicate and market. The school and PTA also host monthly events to get the community together and further develop relationships. Monthly SAC meetings are held to promote parent involvement and decision-making. Business partnerships are encouraged and developed to further enhance community involvement. Poinciana STEM has created a School-Wide Plan that assesses the needs of our students, as well as identifies how we will work together to address student needs. Following the district scope and sequence, we adhere to policy 2.09 and 1003.42 in the curriculum. Throughout the year in addition to what is provided on the district scope and sequence, we also host daily Hispanic Heritage presentations on the morning announcement. We complete a major Black History Wax museum project, famous women or women who have made a significant impact on our society are featured on the announcements and students complete projects in class.

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to teach in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, is widely recognized as a precipitating event that led to the Holocaust.

(h) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(p) Study of Hispanics contributions standards prioritizes listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.

(q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of women to society.

(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics are addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the

qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.