

Collier County Public Schools

Poinciana Elementary School



2022-23 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: 7/10/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
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 Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (61%) 2018-19: B (55%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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<https://www.collierschools.com/pes>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>75%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	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

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
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. 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>

Name	Position Title	Job Duties and Responsibilities
Steffens, Denise	School Counselor	<p>The School Counselor provides support for students who may not respond to the school-wide Positive Behavior Support (PBIS) 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 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. Collier County Public Schools is supporting us, in this position, while we go through the hiring process.</p>
DeLuca, Linda	Instructional Coach	<p>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.</p>

Name	Position Title	Job Duties and Responsibilities
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.

Demographic Information

Principal start date

Sunday 7/10/2016, Georgie Elgin

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.*

3

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.*

17

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

494

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

2

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

4

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	55	77	80	73	89	74	0	0	0	0	0	0	0	448
Attendance below 90 percent	13	12	19	13	15	11	0	0	0	0	0	0	0	83
One or more suspensions	0	0	5	1	3	3	0	0	0	0	0	0	0	12
Course failure in ELA	0	20	17	20	1	0	0	0	0	0	0	0	0	58
Course failure in Math	0	15	9	9	2	0	0	0	0	0	0	0	0	35
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	13	9	0	0	0	0	0	0	0	27
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	11	7	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	3	20	20	20	28	9	0	0	0	0	0	0	0	100

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	6	6	4	9	2	0	0	0	0	0	0	0	27

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	3	4	5	5	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated
 Sunday 9/11/2022

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	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

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

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	61%	64%	56%				61%	60%	57%
ELA Learning Gains	58%						52%	59%	58%
ELA Lowest 25th Percentile	46%						44%	51%	53%
Math Achievement	71%	56%	50%				69%	68%	63%
Math Learning Gains	73%						53%	64%	62%
Math Lowest 25th Percentile	56%						50%	55%	51%
Science Achievement	64%	72%	59%				58%	59%	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	72%	61%	11%	58%	14%
Cohort Comparison		0%				
04	2022					
	2019	55%	58%	-3%	58%	-3%
Cohort Comparison		-72%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	54%	60%	-6%	56%	-2%
Cohort Comparison		-55%				

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	76%	68%	8%	62%	14%
Cohort Comparison		0%				
04	2022					
	2019	69%	65%	4%	64%	5%
Cohort Comparison		-76%				
05	2022					
	2019	63%	67%	-4%	60%	3%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	59%	56%	3%	53%	6%
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	27	33	35	47	54	43	23				
ELL	56	70	60	66	74	58	45				
BLK	50			58							
HSP	58	61	50	69	72	54	54				
MUL	75	90		67	80						
WHT	68	49		78	72		79				
FRL	56	59	50	67	71	56	58				

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				
FRL	55	48	41	65	52	48	53				

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)	ATSI
OVERALL Federal Index – All Students	63
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	73
Total Points Earned for the Federal Index	502
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	54
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	62
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	78
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	69
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	61
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?

Our current trends point to the challenges our Students with Disabilities have demonstrated, particularly in the areas of ELA and Science. These same students are also 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 2022 state assessments, demonstrate the greatest need for improvement?

Our lowest-performing data set is ELA Lowest 25% Learning Gains, followed by ELA Overall Gains and Proficiency for our ESE students. We attribute this to a lack of consistency and appropriate rigor when planning for instruction. The addition of the new standards and materials took time to learn and implement at their previous level of instruction. This caused ineffective and inconsistent instruction for struggling students.

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

ELA Proficiency and Learning Gains were an area of concern, as demonstrated in both FSA data and in progress monitoring data. We attribute this to a lack of previously proficient students making gains in their learning and filling gaps in instruction that was previously missed. Supports were put into place after Quarter 1 Progress Monitoring, however, it was not enough to make significant impact.

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

The greatest areas of improvement were our Math Proficiency, Overall Math Learning Gains and Lowest 25% Math Learning Gains. This was evident across all subgroups including our Students with Disabilities.

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 strong Math Instruction, the use of hands-on activities and consistency of high expectations for rigorous instruction. 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 will be implemented throughout this school year. This includes adding an additional ESE Resource Teacher to enable extra support to instruction 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 high-yield engagement strategies differentiated for teachers' learning levels as well as professional development in the areas 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 Math/Science Coach and Literacy Coach will lead and model for teachers, highly rigorous and effective strategies, high quality differentiated instruction, and the development of families to better support students at home with their academics are examples of additional services being provided.

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 ELA

Area of Focus Description and

Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Overall, 61% of students were proficient in ELA standards which is a 3% decrease from FY21. Our lowest 25% of students making gains increased by 11% compared to FY21. Although proficiency increased in grade 4 by 3 %, it remained the same in grade 5. Proficiency of 3rd grade students decreased by 7%. We attribute this to the lack of foundational skills in all grade levels, lack of strong academic vocabulary and low comprehension skills in the intermediate grade levels.

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

If teachers engage K-5 students in foundational skills acquisition with fidelity in addition to incorporating instructional strategies that include hands-on and inquiry-based learning while meeting students' individual literacy needs, we will see an increase of 4% from 61% to 65% for grades 3-5 in our overall ELA proficiency on the 2023 End-of-Year ELA FAST Progress Monitoring Assessment and an increase in proficiency in all domains on the EOY iReady Diagnostic 3 for grades K-2.

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

We will monitor formative assessments, district progress monitoring, lesson plans, classroom observations, discussions during quarterly teacher Data Dialogues, iReady growth monitoring reports, teacher deliberate practice plans as well as student work samples.

Person responsible for monitoring outcome:

Jessica Davis (davisj21@collierschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being implemented

Review of lesson plans and practices using the newly implemented BEST standards revealed weaknesses in instructional practices, engagement, and the lack of collaborative structures. All these strategies are research-based intended to increase overall student achievement.

for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Based on state and district benchmark data, our students are making progress, but not as much as we would like them to. Key shifts are needed in our practices to see greater progress in student achievement. Using the EOY data, teachers have self-identified the area of foundational skills as an area in need of instructional improvement particularly in phonics and phonemic/phonological awareness. Three of our staff members have participated in the Orton-Gillingham training over the summer. They, along with the Literacy Coach, will provide teachers with strategies to explicitly and systematically teach phonics and phonemic/phonological awareness during our weekly Teach Me Tuesday & Early Release professional development sessions.

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.

Beginning of year feedback meetings will take place the 2nd week of school and will provide teachers with an overview of their class and supportive strategies that will enhance instruction and the needs of the students in specific content areas.

Person Responsible Jessica Davis (davisj21@collierschools.com)

Provide all staff members with professional development focused on strengthening foundational skills and engagement strategies. Administration will monitor instruction during the foundational skill timeframe/block and provide targeted feedback.

Person Responsible Jessica Davis (davisj21@collierschools.com)

Using targeted feedback and subgroup data, small group instruction will be adapted to student needs as it pertains to foundational skills and overall reading proficiency. In-classroom support will be provided by our Literacy Coach. This will be the application of the strategies provided from the PD.

Person Responsible Chandra Cox (coxch@collierschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities

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

Our Federal Index score for the subgroup of SWD was 37%, which is below 41% designating us for Targeted Support and Improvement (TS&I). For FY22 ESSA scores for this subgroup included: Reading at 27%, Science at 23%, Reading Making Gains at 33% and Reading Lowest 25% Gains at 35%.

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

If our focus is placed on increased support, engagement and building strong foundational skills in ELA, we will see an increase of 5%, from 37% to 42%, on our Federal Index score placing us above the 41% threshold.

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

This area will be monitored through our FAST Progress Monitoring assessments, district assessments, implementation of strategies into lessons during weekly collaborative planning and classroom observations.

Person responsible for monitoring outcome:

Jessica Davis (davisj21@collierschools.com)

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

The use of think alouds and concept maps will be implemented to develop a deeper understanding of text and improve comprehension. These strategies will allow the students to refer back while reading and deepen their understanding for discussions and analysis of text.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Providing our students with disabilities tools to utilize during reading to process information, organize different components and summarize their learning will result in an increase in proficiency in ELA and Science in our SWD subgroup.

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.

Our Literacy Coach and Science Coach will model the use of Think Alouds and Concept Maps for teachers to help students organize information, make meaningful connections, and be used in any content area.

Person Responsible

Jessica Davis (davisj21@collierschools.com)

The deliberate inclusion of planned think alouds and concept maps in lesson plans will provide scaffolding for students struggling with comprehending text.

Person Responsible

Chandra Cox (coxch@collierschools.com)

Conduct observations during Core ELA instruction to provide feedback on the effective implementation of lesson plans and key strategies.

Person Responsible

Jessica Davis (davisj21@collierschools.com)

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

Include a rationale that explains how it was identified as a critical need from the data reviewed.

SY 22 overall proficiency in ELA, and Overall Gains have remained stagnant. Math data indicates an upward trajectory which is also in need of being sustained, particularly with new BEST Standards and materials being added this school year. Walkthrough observations indicate a need for increased student engagement within all content areas, increased opportunities for student to student discussions, and participation in hands-on, inquiry-based learning.

Measurable**Outcome:**

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

When teachers increase engagement opportunities for students through hands-on, inquiry based learning and student to student discussions, proficiency in overall ELA will increase from 61% to 65%, overall Math will increase from 71% to 73%, and Science proficiency from 64% to 66%

Monitoring:

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

Through frequent formal and informal observations, students will be actively engaged in collaborative structures, there will be an increase in student to student interactions, and in productive struggle. This increase will provide students with additional opportunities to grow and gain reading confidence with grade level text, develop deeper understanding of number sense, and conceptual understanding of science, resulting in an increase in overall proficiencies across content areas.

Person responsible for monitoring outcome:

Jessica Davis (davisj21@collierschools.com)

Evidence-based**Strategy:**

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

Teachers will select Using Engagement Strategies as one of two FTEM Deliberate Practice Goals, working towards developing themselves further as experts in this area. As a result of this area of increased focus, teachers will receive an applying or higher on the school-wide FTEM deliberate practice goal, Using Engagement Strategies.

Rationale for Evidence-based Strategy:

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

Student engagement strategies motivate students to participate, re-engage in content with enthusiasm, work through challenges, take ownership of their learning, and increase student achievement.

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.

Teachers will participate in professional development on various student engagement strategies to maximize student learning.

Person Responsible Jessica Davis (davisj21@collierschools.com)

Teachers will engage in collaborative planning that incorporates student engagement strategies in all content areas.

Person Responsible Chandra Cox (coxch@collierschools.com)

Teachers will identify and include a minimum of one engagement strategy in their weekly lesson plans in ELA, Math, and Science.

Person Responsible Maria Ferro (ferroma@collierschools.com)

Academic Coaches will provide support on implementing engagement strategies and collaborative structures through the coaching cycle for identified teachers using formal and informal observations.

Person Responsible Jessica Davis (davisj21@collierschools.com)

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.

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. We survey our stakeholders quarterly to get their input about the format, types, and timing of events and services and incorporate their feedback. Poinciana is excited to be adding Leader in Me to further grow and develop all of our Stakeholders.

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

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 focusing on Creating, Captivating and Celebrating learning and the accomplishments of each individual, both in and out of school.