Poinciana Park Elementary School

2022-23 Schoolwide Improvement Plan

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Poinciana Park Elementary School

6745 NW 23RD AVE, Miami, FL 33147

http://ppark.dadeschools.net/

Demographics

Principal: Vernatta Lee Morrison

Start Date for this Principal: 8/10/2017

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 Economically Disadvantaged Students
School Grades History	2021-22: A (70%) 2018-19: B (54%) 2017-18: C (50%)
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 Dade 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)	**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	100%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our goals are to provide each student and staff member the opportunity to develop themselves to their fullest potential, to meet the individual needs of each child, and to make each parent an integral part of the educational process. In order to ensure students attain high achievement goals, teachers will provide a safe and stimulating
environment in which students can learn. Parents, teachers, and community members will work cooperatively to encourage students to become responsible and productive citizens of the 21st century.

Provide the school's vision statement.

Students at Poinciana Park Elementary School will leave prepared and equipped with the necessary skills and knowledge for them to be competitive among their peers at the next level of their educational journey. Students will transfer the acquired skills to strategically solve problems in their everyday life.

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
Jones, Tania	Principal	Ms. Tania L. Burns, Principal: The duties and responsibilities of the principal is to provide strategic direction of the school. The principal monitors curriculum, assesses teaching methods, monitors student achievement, encourages parent involvement, manages school budget, hires and evaluates staff and is charge of school operations and safety of students.
Bryant, Andrell	Assistant Principal	Ms. Andrell H. Bryant, Assistant Principal: Serving in the capacity of governing agent, the principal and assistant principal bears the responsibility of the overall operation of the MTSS/RtI and the school. To assist the principal with duties and responsibilities to provide strategic direction of the school. The assistant principal monitors curriculum, assesses teaching methods, monitors student achievement, encourages parent involvement, manages school budget, hires and evaluates staff and is charge of school operations and safety of students.
Brown, Marvin	Behavior Specialist	Mr. Marvin Brown (Success Coach): Maintains reports, records, files and all other information and data; encourages teacher/parent communication and community involvement; assists students in conflict resolution, peer mediation and helps students develop life management skills; manages crises; assists in the identification of students with special needs; refers students to intervention/remediation programs, as well as, academic and alternative programs to ensure academic success and personal well-being; reviews school data frequently to ensure that the school counseling program is meeting the academic and social development needs of the students; shares all available information with MTSS/RtI.
Chester, Candice	School Counselor	Ms. Candice Chester (Guidance Counselor): Maintains reports, records, files and all other information and data; encourages teacher/parent communication and community involvement; assists students in conflict resolution, peer mediation and helps students develop life management skills; manages crises; assists in the identification of students with special needs; refers students to intervention/remediation programs, as well as, academic and alternative programs to ensure academic success and personal well-being; reviews school data frequently to ensure that the school counseling program is meeting the academic and social development needs of the students; shares all available information with MTSS/RtI.
Doe, Keishaunda	Math Coach	Ms. Keishuanda Blanding (Math Transformation Coach): Conference with teachers to familiarize them with the instructional curriculum; visit classrooms, offer feedback and debrief teachers to improve instruction and student achievement; model lessons to improve instruction and student achievement with feedback and collaborative input; provide assistance with the mathematics and science programs; co-

Name	Position Title	Job Duties and Responsibilities
		plan lessons with teachers; analyze student's work; interpret assessment data for the purpose of assisting teachers in using results for instructional decision making; conduct individual and group discussions with teachers about teaching and learning; plan and conduct professional development workshops; create presentations for teachers; assist with assessing students and assist in the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Demographic Information

Principal start date

Thursday 8/10/2017, Vernatta Lee Morrison

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.*

0

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.*

0

Total number of teacher positions allocated to the school

15

Total number of students enrolled at the school

158

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

7

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

0

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	18	18	16	23	27	25	0	0	0	0	0	0	0	127
Attendance below 90 percent	0	10	6	6	9	11	0	0	0	0	0	0	0	42
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	1	3	6	5	0	0	0	0	0	0	0	15
Course failure in Math	0	0	1	3	2	1	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	8	6	0	0	0	0	0	0	0	16
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	5	7	0	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	0	0	2	11	18	19	0	0	0	0	0	0	0	50

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	2	1	5	8	6	0	0	0	0	0	0	0	22

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	2	0	2	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	3	3	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Thursday 8/11/2022

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	23	16	20	31	27	35	0	0	0	0	0	0	0	152
Attendance below 90 percent	9	10	15	21	17	15	0	0	0	0	0	0	0	87
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	0	6	3	1	0	0	0	0	0	0	0	12
Course failure in Math	0	0	0	2	1	7	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	2	8	13	21	17	23	0	0	0	0	0	0	0	84

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	2	6	5	8	4	11	0	0	0	0	0	0	0	36

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	3	6	5	9	4	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	1	4	3	1	0	0	0	0	0	0	0	9

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	23	17	19	28	25	23	0	0	0	0	0	0	0	135
Attendance below 90 percent	9	9	5	10	13	11	0	0	0	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	1	7	5	4	0	0	0	0	0	0	0	21
Course failure in Math	0	0	2	2	1	2	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	0	4	9	19	19	15	0	0	0	0	0	0	0	66

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	9	19	19	15	0	0	0	0	0	0	0	66

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	3	0	2	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	3	3	1	0	0	0	0	0	0	0	7

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	51%	62%	56%				45%	62%	57%
ELA Learning Gains	63%						46%	62%	58%
ELA Lowest 25th Percentile	83%						41%	58%	53%
Math Achievement	61%	58%	50%				59%	69%	63%
Math Learning Gains	87%						64%	66%	62%
Math Lowest 25th Percentile	92%						53%	55%	51%
Science Achievement	50%	64%	59%				67%	55%	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	39%	60%	-21%	58%	-19%
Cohort Comparison		0%				
04	2022					
	2019	14%	64%	-50%	58%	-44%
Cohort Comparison		-39%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	32%	60%	-28%	56%	-24%
Cohort Comparison		-14%				

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	51%	67%	-16%	62%	-11%
Cohort Comparison		0%				
04	2022					
	2019	19%	69%	-50%	64%	-45%
Cohort Comparison		-51%				
05	2022					
	2019	77%	65%	12%	60%	17%
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	65%	53%	12%	53%	12%
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	71	63		77	81		63				
BLK	54	60		61	85	92	45				
HSP	40			50							
FRL	50	65	83	60	89	92	50				
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	58	29		65	47		73				

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
BLK	38	24		47	68		60				
HSP	60			80							
FRL	41	26		51	67		66				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	60	54		58	65		50				
ELL	46			69							
BLK	41	43	29	54	60	50	61				
HSP	67			80							
FRL	43	44	40	59	65	60	65				

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	70
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	
Total Points Earned for the Federal Index	487
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	71
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	66
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	45
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	70
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?

According to the 2022 FSA and FSAA data for ELA in grade levels 3 - 5, 51% of our students are proficient in ELA. In 2021 FSA data shows that our school had 41% of students proficient in ELA in grade levels 3-5. This data shows a 10-percentage point increase from 2021. According to the 2022 FSA scores, across grade levels, ELA proficiency has fluctuated for past 3-years, gains have been minimal as evidenced by the 2022 FSA scores. According to the 2022 NGSS data, 50 percentage point of our students are proficient as compared to 60 percentage points in 2021. This data shows a 10-percentage point decrease.

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

Based upon our 2022 FSA ELA scores where 31% of our students in grades 3-5 are showing proficient. Our focus needs to be on our rising 4th and 5th grade students in order to make proficient growth in ELA for the 2022-2023 school year. In the 2021-2022 school year, 8% of 4th grade students were on grade level for the iReady AP2 diagnostic and 12% were proficient for the AP3 diagnostic showing a 4% increase. In the 2021-2022 iReady AP3 data 16% of 3rd grade students were proficient.

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 to this need for improvement is Attendance. Attendance has been an on-going issue for our school. Without students in the classroom to receive the instruction, progress was stifled. Our plan is to execute our attendance action plan and give students who are absent the opportunity to receive instruction on any missed standards that were addressed during their absence. Ongoing Progress Monitoring will continue to take place to ensure student achievement. Interventions will be provided in both Mathematics and ELA to accelerate closing the achievement gap.

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

According to iReady Ap3 diagnostic during the 2021-2022 school year, 4th grade reading showed the most improvement. According to 2021 FSA Assessment 25% of 4th grade were proficient in ELA, 68% of 4th grade students are proficient on the ELA 2022 FSA making that a 43% increase.

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

The contributing factors that led to this improvement are as follows: During this school year we implemented interventions for our tier 2 and tier 3 with fidelity. We developed a schedule that ensured that we were able to target our fragile students and continuously monitored implementation and data to adjust instruction.

The factors that contributed greatly to this improvement were an increased priority in Intervention efforts in reading, including but not limited to the development of a schedule that allotted for minimally 25 minutes of intervention and recruitment of 2 intervention teachers.

The following actions are needed to support this success:
1. Professional Development for interventionist
2. ETO Support
3. Collaborative Planning

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

In order to accelerate learning the following strategies will be implemented: Data-driven Instruction, Collaborative Planning, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Math and ELA Interventions, job-embedded professional development, technology integration, Gradual Release of Responsibility Model (GRRM), Hands-On Learning, English Language Learner Strategies, Collaborative Data Chats, Instructional Frameworks, Corrective Feedback for Students, Goal Oriented Learning, Anchor Charts, Interactive Journals, Ongoing Progress Monitoring, Engagement, effectively implementing MTSS process and procedures.

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.

To support teachers and leaders the PLST will develop whole group and job-embedded professional development sessions on using data resources to drive instruction, Intervention, Math B.E.S.T. PD (September/22), Aligning resources to small group instruction (October/22), Tackling OPM Data (November/December/22), making adjustments to groups as data becomes available (ongoing), I-Ready data analysis post-AP1, and continuous data chats with individualized feedback and next steps (ongoing).

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

After school tutoring , Saturday school tutoring, Interactive Learning Labs for L25, ELL's, Math and Writing camps, and i-Ready Morning Labs will also be implemented to ensure sustainability of improvement in the next year and beyond.

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

:

#1. Positive Culture and Environment specifically relating to Staff and Student Attendance	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to the 2021-2022 Data Com Dashboard data identified 43 percent of student attendance has 11 or more days absent. According to the 2020 - 2021 Data Com Dashboard 14 percent of students has 11 or more days absent. This is a 29 percent increase.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we successfully implement school-wide attendance initiatives the percentage points of staff and students who missed more than 10 days will decrease will decrease from 14 percent to 5 percent by October 2022.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Our ARC team will monitor student attendance weekly. Attendance logs for tier 1, 2, and 3 absences will be submitted to administration every Friday. Staff daily attendance sheet will be monitored.
Person responsible for monitoring outcome:	Andrell Bryant (ahowell1@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Within the Area of Focus of Positive Culture and Environment, we will focus on implementing the evidence based strategy Celebrate Successes to ensure that we acknowledge staff and student accomplishments for perfect attendance.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for**	The 2021 - 2022 attendance data identified 43 percent of student attendance has11 or more days absent. Also, 43 percent of teacher attendance has 10.5 or more days absent. This data indicates that there is a need to provide intervention and resources to increase staff and students daily attendance. Celebrate Success will contribute to overall school improvement by celebrating students and teachers who have made significant attendance improvement. Celebrate Success will help provide different resources, interventions, and initiatives, that will help staff and students will feel empowered to attend school daily.

**selecting this
strategy.**

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.

8/16 - 10/14 Staff identified as excessive absence (2 or more days a month) will be referred to Employee
Assistance Program to assist and address attendance issues exceeding 5 or more absences. If we refer
Employees to the Assistance Program, then employees will have the tools needed to help them with
attendance issues.

**Person
Responsible**   Andrell Bryant (ahowell1@dadeschools.net)

8/16 - 10/14- Attendance Review Committee meeting. If the Attendance Review Committee contacts
parents of students tardy or absent 3 or more days to explain MDCPS Attendance Policies, then parents
will understand the importance of students attending school daily, and how it contributes to learning loss.

**Person
Responsible**   Andrell Bryant (ahowell1@dadeschools.net)

8/22 - 10/14 Home visits and ARC meets will be conducted to verify why students with tier 3 absences are
not present. If the ARC conducts home visits, then resources can be provided to families to ensure
students are in school daily.

**Person
Responsible**   Candice Chester (misschester@dadeschools.net)

8/22 - 10/14 Staff and students with 100% attendance per month, will be able to enter a drawing for a
prize
and participate in a pizza party. If our school implements an attendance incentive for students and staff
members, then students and teachers will have an incentive for attending school daily.

**Person
Responsible**   Candice Chester (misschester@dadeschools.net)

10/31 - 12/16 Our school will implement monthly class attendance incentives. Classes that have perfect
attendance weekly will participate in "fun Friday's" where classes will be treated to pizza and ice cream
every Friday. If we implement "Fun Friday's" students will be able to look forward to weekly incentives.

**Person
Responsible**   Candice Chester (misschester@dadeschools.net)

10/31 – 12/16 Students will participate in the school's holiday dance party based upon 0 absences for the
2nd quarter. If we implement quarterly incentives, students will have less absences so they are able to
participate and enjoy their reward.

**Person
Responsible**   Candice Chester (misschester@dadeschools.net)

#2. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 2021-2022 School Climate Survey identified a decrease of 12 percent in the area of leadership and relationships, where the staff believe their ideas are not listened to and considered. As compared to the 2020-2021 School climate Survey that 18 percent of staff believe their ideas are not listened to and considered resulting in a 6 percent decrease. We must make a conscious effort to provide shared leadership with the staff.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we effectively implement shared Leadership Development then we expect to see a decrease by 10 percentage points on the 2022-2023 School Climate Survey as compared to the 12 percent on the 2021-2022 School climate Survey for the statement that the school staff believes that their ideas are not listened to and considered.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	During Faculty Meetings, collaborative planning and department meetings, all stakeholders will be afforded opportunities to be an active participant in school initiatives. Teachers will be presented with a survey monthly to express their ideas and concerns. Surveys will be reviewed by administration to ensure teachers voices are being heard.
Person responsible for monitoring outcome:	Andrell Bryant (ahowell1@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Based upon the 2021-2022 School Climate Survey it is evident that staff felt that their ideas weren't being considered. In an effort to involve all stakeholders we will implement the evidence-based strategy of shared leadership.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Implementing the evidence-based strategy of Shared Leadership expands the number of people involved in making important decisions related to school operations, and academics. It creates leadership roles and decision-making opportunities for teachers, staff members, students, parents, and community members.

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.

8/22 - 10/14 - School administration will utilize monthly faculty meetings to address teacher concerns along with obtaining teacher input regarding school initiatives. Surveys will be issued and reviewed by administration. If administration utilize monthly faculty meetings to address teachers needs, then teachers will feel their ideas are being heard.

Person Responsible   Andrell Bryant (ahowell1@dadeschools.net)

8/22 - 10/14 - All stakeholders will be provided an opportunity to attend EESAC and Title One meetings to voice their concerns. If the Administrative team uses the opportunity to address all stakeholders concerns during EESAC and Title 1 meetings, then it will help focus on leadership development.

Person Responsible   Andrell Bryant (ahowell1@dadeschools.net)

By October 10, 2022, teachers who are new to the grade level or in their 1st-3rd year of teaching will be paired with a respective mentor. If we implement teacher mentorship, then novice teachers will be able to seek help from their fellow colleagues.

Person Responsible   Andrell Bryant (ahowell1@dadeschools.net)

8/22 - 10/14 - Teachers will be afforded opportunities to lead school - wide leadership meetings. If teachers are afforded the opportunity to lead school - wide leadership meetings, then teachers will feel empowered.

Person Responsible   Andrell Bryant (ahowell1@dadeschools.net)

10/31 – 12/16 -Teachers will be given the opportunity to lead subject based data chats. Teachers will present their data to other grade levels during monthly faculty meetings. As a result, teachers will be able to share best practices on how to improve student learning outcomes.

Person Responsible   Andrell Bryant (ahowell1@dadeschools.net)

10/31 – 12/16 - Cougars Weekly Newsletter will be emailed to staff highlighting school events, activities, D.I./
instructional goals, instructional tips and strategies, school procedures, safety protocols, and staff birthdays. As a result, it will promote teacher development and growth mindset practices.

Person Responsible   Andrell Bryant (ahowell1@dadeschools.net)

#3. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data review, our school will implement the Targeted Element of ELA with an emphasis on Standards Aligned Instruction. The overall proficiency in ELA for grades 3rd through 5th was 51 percent from the 2022 FSA and FSAA which is a 10 percentage point increase from 2021. It is important to note that compared to 2021, ELA learning gains were at a 34 percentage point increase. Differentiated instruction and collaborative planning contributed to this success. With our emphasis on standard aligned instruction, we will continue to strategically develop, deliver, and monitor Tier 1 instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully deliver and monitor Tier 1 instruction aligned to the standards, then our ELA proficiency in grades 3rd through 5th will increase by 5 percentage points by October 14, 2022 as measured by i-Ready Ap1 data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Weekly administrative walkthroughs will be conducted to examine the instructional delivery of Tier 1 instruction. Monitoring of bi-weekly assessments, topic assessments and progress monitoring will be utilized to track student progress and determine the effectiveness of Tier 1 instructional delivery and planning.
Person responsible for monitoring outcome:	Tania Jones (pr4501@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Standards -Aligned Instruction, our school will focus on the evidence-based strategy of standards aligned instruction. Standards aligned instruction allows teachers to develop lessons based upon standards to ensure that all student products and teaching techniques are aligned to the intended standard.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	Standards aligned instruction will ensure teachers are planning and aligning all instructional resources to the intended standards which will result in effective execution of the lesson. Continual feedback related to delivery, product effectiveness, and assessment performance will guide shifts in the enhancement of instructional delivery/ student performance.

Describe the resources/ criteria used for selecting this strategy.

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.

8/16 - 10/14 Teachers will participate in weekly collaborative planning with a focus on benchmark aligned instruction. If teachers participate in weekly collaborative planning then teachers will be able to improve on their instructional delivery.

| **Person Responsible** | Andrell Bryant (ahowell1@dadeschools.net) |

8/16 - 10/14 Weekly administrative walk-throughs will be conducted to monitor instructional delivery. If we implement weekly walk - throughs, then administration will be able to monitor teachers' lesson plans to ensure they include a stated purpose, daily learning target and text dependent product to ensure that the intended lesson was delivered.

| **Person Responsible** | Andrell Bryant (ahowell1@dadeschools.net) |

8/16 - 10/14- Teachers will review student end products. If teachers review students end products to ensure they have mastered the standards, then teachers can adequately plan for the next lesson.

| **Person Responsible** | Tania Jones (pr4501@dadeschools.net) |

8/16 - 10/14 - Teacher/Student data trackers. If teachers utilize data trackers to track assessments and monitor student progress, then teachers will be able to disaggregate data and adjust instruction as necessary. Teachers were trained on how to document and submit monthly data trackers.

| **Person Responsible** | Tania Jones (pr4501@dadeschools.net) |

10/31 – 12/16 - During collaborative planning, CSS and teacher will plan for standard aligned instruction utilizing the close read strategy implementing S.P.A.D.E. As a result, teachers will have the tools needed to help students master standards and succeed in subsequent grades.

| **Person Responsible** | Tania Jones (pr4501@dadeschools.net) |

10/31 – 12/16 - As result of focusing on standard aligned Instruction during collaborative planning students will be able to grasp concepts being taught by demonstrating mastery through comprehension of the lesson through informative assessments.

| **Person Responsible** | Tania Jones (pr4501@dadeschools.net) |

#4. 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.	According to the 2022 FSA proficiency data, 15% of the 3rd - 5th grade students are proficient in ELA, 28% of the 3rd - 5th grade students are proficient in Math, and 19% of the 5th grade students are proficient in Science. The 2021 FSA data shows 15% of the 3rd - 5th grade students are proficient in ELA, 29% of the 3rd - 5th grade students are proficient in Math, and 50% of the 5th grade students are proficient in Science. Based on the data we will focus on student engagement to increase proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If teachers implement student engagement within ELA, Mathematics, and Science , then 3rd - 5th grade proficiency will increase 10 percentage points in each of the areas listed by June 7, 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct quarterly data chats following i-Ready and Progress Monitoring Assessments. Weekly walkthroughs will be conducted to ensure that Standards- Aligned Instruction is implemented daily with fidelity in whole group with a focus on Student engagement.
Person responsible for monitoring outcome:	Tania Jones (pr4501@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of Student Engagement, our school will focus on the evidenced based strategy of Student engagement. Teachers will execute lessons based on the standards/learning targets and ensure that all student products and teaching techniques are aligned to the intended standards . Students will show evidence of mastering the lesson objective/s through their work samples/ assessments.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The implementation of the evidence based strategy Student Engagement will provide lessons based on the standards/learning targets. Teachers will explicitly deliver planned lesson(s) to guide students through the requirement of the standards/learning targets. Students will show evidence of mastering the lesson objectives through their work samples/assessments, which will assist in accelerating all students to their full academic potential.

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.

8/12-10/14- If we provide professional development for teachers on effective implementation on standard aligned instruction, then teachers will be able to provide focused instruction to meet students' needs.

Person Responsible   Tania Jones (pr4501@dadeschools.net)

8/12-10/14 - If teachers develop weekly lesson plans that are inclusive of Standard-Aligned Instruction, then teachers will be able to correlate lessons with standards/learning targets. Students will show evidence of mastering the lesson objectives through their work samples/assessments.

Person Responsible   Tania Jones (pr4501@dadeschools.net)

Ongoing - Weekly collaborative planning will be conducted to provide teachers with an opportunity to brainstorm challenges, identify misconceptions, and share best practices to address misconceptions and promote student engagement. If teachers use collaborative planning as a tool to brainstorm and address misconceptions, then this will help to promote student engagement during the lesson.

Person Responsible   Andrell Bryant (ahowell1@dadeschools.net)

Ongoing - School wide data trackers. If teachers use school-wide data trackers to chart on-going progress monitoring in ELA, Math and Science, then teachers will be able to modify lesson delivery of instruction based on student performance.

Person Responsible   Tania Jones (pr4501@dadeschools.net)

10/31 – 12/16 - Administration will continue to conduct walk-throughs to ensure students are engaged during instruction. As a result of administrative walk-throughs, Administration will be able to see if teachers have implemented strategies provided to them by ETO on BEST Standards.

Person Responsible   Tania Jones (pr4501@dadeschools.net)

10/31 – 12/16 - Teachers will be given strategies through PD's and administrative feedback on how to properly implement strategies used for student engagement. As a result students will be able to produce DEP's.

Person Responsible   Tania Jones (pr4501@dadeschools.net)

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

According to the 2021-2022 AP3 i-Ready diagnostic 23% of students in Kindergarten are proficient, 24% in 1st grade and 0% in second grade. According to the 2021-2022 SAT data 40% of students in K-2 are a level 5 or higher in ELA and 33% in Math. The instructional practice that will be implemented to ensure growth in our students is differentiated instruction.

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

Based on the 2022 FSA data review, our school will implement the Targeted Element of ELA. We selected the overarching area of ELA based on our findings that demonstrated 31% proficiency in ELA in grades 3-5 on the 2022 FSA. We compared the 2021 ELA FSA data of 17% proficiency to the 2022 FSA ELA proficiency of 31%. Although our proficiency percentage points have increased by 14% we are still below 50% proficiency. Tier 1 Instruction, in both planning and delivery, did not result in an increase in proficient students in grades 3-5. Therefore, we will strategically develop, explicitly deliver, and systematically monitor tier 1 instruction.

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)

If we successfully monitor differentiated instruction, then our K-2 proficiency will increase 25% on the 2022-2023 i-Ready AP 2 Diagnostic.

Grades 3-5: Measureable Outcome(s)

If we successfully monitor whole group instruction then our ELA Proficient students will increase by a minimum of 25% increase as evidenced by the 2023 Progress monitoring/State Assessments.

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.

The Leadership team will participate in bi-weekly data chat to analyze students progress monitoring assessments as well as unit assessments. The leadership team will also follow up with targeted walk-throughs that monitor the alignment of planning to instructional delivery. Explicit feedback will be provided weekly and instructional shifts in planning will occur, based on student mastery. Transformation coaches will collaboratively plan with teachers to support students utilizing close-reading strategies and instructional resources that are standards aligned. Data analysis of progress monitoring assessments, as well as the review of CFU's, will be utilized to track progress and determine the effectiveness of instructional delivery and planning.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Jones, Tania, pr4501@dadeschools.net

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?

Students will be manipulating grade level text on multiple days. Teachers and students will be utilizing close-reading strategies to develop a deeper understanding of grade level text. This standards based and intentional instruction will push student thinking to master not only level one but level three questioning throughout all literacy assessments.

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?

Close-reading strategies asks students to carefully read and reread a text with a purpose in mind. As well as back up their thinking with text evidence. When students are close-reading, they focus on author's purpose, vocabulary, and text structure. When students re-read a text they have ample opportunity to really

comprehend and analyze what they are reading. This strategy enforces student accountability in reading comprehension.

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
By August 30, 2022, all ELA teachers will participate in McGraw- Hill Wonders and ELA/ ELL Implementation training. If teachers participate in McGraw- Hill Wonders and ELA/ ELL Implementation training, then teachers will have the tools needed to deliver effective tier 1 Instruction.	Jones, Tania, pr4501@dadeschools.net
By September 27, 2022, teachers and the leadership team will participate in data chats to discuss trends within the McGraw-Hill progress monitoring assessments. If teachers participate in data chats with the leadership team, then teachers are able to identify students individual needs.	Jones, Tania, pr4501@dadeschools.net
By November 2, 2022, teachers will use standards from pacing guides to identify daily learning targets/ on lesson plans to determine skills and standards students need to practice and master. If teachers use standards from the pacing guide to guide their instruction for DLT's, then students will be able to receive effective tier 1 instruction.	Jones, Tania, pr4501@dadeschools.net
By December 6, 2022, If teachers collaborate with reading instructional coach to create Daily End Product resource utilizing district SRM questions, district planning cards, and previewing the McGraw Hill progress monitoring assessments, then teachers will be equipped with the knowledge needed to focus on instructional shifts.	Jones, Tania, pr4501@dadeschools.net
10/31 – 12/16 - During collaborative planning, CSS and teacher will plan for standard aligned instruction utilizing the close read strategy implementing S.P.A.D.E.	Jones, Tania, tjones1@dadeschools.net
10/31 - 12/16 - Collaborative meetings will be conducted by the ETO CSS and Math Instructional Coach. As a result, teachers will have the tools needed to help students master standards and succeed in subsequent grades.	Jones, Tania, pr4501@dadeschools.net
10/31 - 12/16 - During collaborative planning, use the district pacing guide and the S.P.A.D.E. instructional framework to arrive to the respond to reading. As a result students will score higher on unit assessments.	Jones, Tania, pr4501@dadeschools.net

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.

According to the 2021-2022 SIP Dashboard 21% of students were absent 31 days and over. Poinciana Park Elementary School implements the following strategies for creating a positive school climate and environment: Building effective communication among all stakeholders; Emphasis on individual needs; Creating and promoting a healthy physical environment; Enhancing self esteem; Having respect for diversity; Fostering inclusive and respectful language. Additionally, Anti-bullying strategies and programs that develop social and emotional skills are implemented to help nurture a safe, caring school environment.

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

The following stakeholders will assist in promoting a positive culture and environment at Poinciana Park Elementary School:
Ms. Tania L. Burns, Principal - Establish school norms that build values.
Mrs. Andrell Bryant, Assistant Principal - Encourage innovation in all classrooms.
Ms. Kwameisha Rich, CIS - Creating meaningful parent involvement activities that offer open communication with parents.
Ms. Candice Chester, Counselor - Ensure Values Matters is implemented throughout the school.
Mr. Marvin Brown, Success Coach - Celebrate personal achievement and good behavior by implementing a reward system for both students and staff.
Ms. Keishaunda Chisem, Math Transformation Coach - Plan professional development for teachers that encourage a positive school culture.
Classroom Teachers - Create routines that are fun for students and builds morale in school.