

Miami-Dade County Public Schools

Poinciana Park Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Poinciana Park Elementary School

6745 NW 23RD AVE, Miami, FL 33147

<http://ppark.dadeschools.net/>

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Lee, Vernatta	Principal	The duties and responsibilities of the principal are to provide strategic direction to the school site faculty and staff. The principal monitors curriculum, assesses instructional pedagogy, bolsters and supports student achievement, solicits parental and community involvement and partnerships, manages the school's budget, hires and evaluates staff and, most importantly, attends to the overall development 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 bear the responsibility of the overall operation of the MTSS/Rtl and the school. To assist the principal with duties and responsibilities and 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 in charge of school operations and safety of students.
Doe, Keishaunda	Instructional Coach	The instructional coach is a resource for teachers at Poinciana Park ES. Her role is multifaceted. She works and collaborates with the administrative team and other instructional coaches to support the vision of the school. She builds the capacity of teachers through coach teacher conferences, common planning support, job embedded professional development, and supporting students through small-group instructional support and interventions.
Reid, Teri	Instructional Coach	The instructional coach is a resource for teachers at Poinciana Park ES. Her role is multifaceted. She works and collaborates with the administrative team and other instructional coaches to support the vision of the school. She builds the capacity of teachers through coach teacher conferences, common planning support, job embedded professional development, and supporting students through small-group instructional support and interventions.
Gibson, Diana	Instructional Coach	The instructional coach is a resource for teachers at Poinciana Park ES. Her role is multifaceted. She works and collaborates with the administrative team and other instructional coaches to support the vision of the school. She builds the capacity of teachers through coach teacher conferences, common planning support, job embedded professional development, and supporting students through small-group instructional support and interventions.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Improvement Process (SIP) is developed and executed on many levels. The Instructional Leadership Team (ILT) meets regularly to disaggregate data, discuss school improvement initiatives, and what's working and not working based on data outcomes. Throughout the school year, the ILT meets with teachers via faculty meetings, common planning, and monthly Educational Excellence School Advisory Council (EESAC) meetings to discuss the overall status of the school: academics, culture, and leadership development. Stakeholders are invited to participate in the SIP's development throughout the school year to keep everyone abreast of the school's progress in those targeted areas.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Process will be monitored on an ongoing basis. This process will entail weekly discussions via Instructional Leadership Team (ILT) meetings, weekly walkthroughs for observable evidence of implementation by administrators and coaches, monthly check-ins with teachers via faculty meetings, and quarterly updates through Educational Excellence School Advisory Council (EESAC) meetings. The SIP is an integral part of our work, and will also be a staple of our Impact Review process with the Education Transformation Office (ETO).

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)

<p align="center">School Grades History</p> <p>*2022-23 school grades will serve as an informational baseline.</p>	2021-22: A
	2019-20: B
	2018-19: B
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	11	16	17	31	19	28	0	0	0	122
One or more suspensions	0	0	0	1	0	1	0	0	0	2
Course failure in English Language Arts (ELA)	0	0	0	2	1	7	0	0	0	10
Course failure in Math	0	0	0	0	0	2	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	12	6	11	0	0	0	29
Level 1 on statewide Math assessment	0	0	0	8	6	8	0	0	0	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	7	20	16	24	0	0	0	71

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	15	12	5	0	0	0	33

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	10	6	6	9	11	0	0	0	42
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	3	6	5	0	0	0	15
Course failure in Math	0	0	1	3	2	1	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	2	8	6	0	0	0	16
Level 1 on statewide Math assessment	0	0	0	1	5	7	0	0	0	13
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	2	11	18	19	0	0	0	50

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	1	5	8	6	0	0	0	22

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	10	6	6	9	11	0	0	0	42
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	3	6	5	0	0	0	15
Course failure in Math	0	0	1	3	2	1	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	2	8	6	0	0	0	16
Level 1 on statewide Math assessment	0	0	0	1	5	7	0	0	0	13
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	2	11	18	19	0	0	0	50

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	1	5	8	6	0	0	0	22

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	49	60	53	51	62	56	41		
ELA Learning Gains				63			29		
ELA Lowest 25th Percentile				83					
Math Achievement*	53	66	59	61	58	50	52		
Math Learning Gains				87			68		
Math Lowest 25th Percentile				92					
Science Achievement*	62	58	54	50	64	59	67		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress		63	59						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	200
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	487
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	75			
ELL	75			
AMI				
ASN				
BLK	47			
HSP	62			
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	51			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	71			
ELL				
AMI				
ASN				
BLK	66			
HSP	45			
MUL				
PAC				
WHT				
FRL	70			

Accountability Components by Subgroup
 Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	49			53			62					
SWD	72			72			92				4	
ELL	70			80							2	
AMI												
ASN												
BLK	46			51			67				4	
HSP	62			62							2	
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	49			53			65				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	51	63	83	61	87	92	50					
SWD	71	63		77	81		63					
ELL												
AMI												
ASN												
BLK	54	60		61	85	92	45					
HSP	40			50								
MUL												
PAC												
WHT												
FRL	50	65	83	60	89	92	50					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	41	29		52	68		67					
SWD	58	29		65	47		73					
ELL												
AMI												
ASN												
BLK	38	24		47	68		60					
HSP	60			80								
MUL												
PAC												
WHT												
FRL	41	26		51	67		66					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	27%	56%	-29%	54%	-27%
04	2023 - Spring	6%	58%	-52%	58%	-52%
03	2023 - Spring	5%	52%	-47%	50%	-45%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	15%	63%	-48%	59%	-44%
04	2023 - Spring	24%	64%	-40%	61%	-37%
05	2023 - Spring	18%	58%	-40%	55%	-37%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	9%	50%	-41%	51%	-42%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year’s low performance and discuss any trends.

The data component that showed the lowest performance for the '22-'23 school year was the FAST PM 3 for Reading and Mathematics. The data revealed that 79% of the rising 4th grade students and 64% of the rising 5th grade students scored a level 1 in Reading, and 58% of rising 4th grade and 43% of rising 5th grade students scored a level 1 in mathematics. The contributing factors that led to last year’s performance include, but are not limited to, the following:

- The teachers in literacy were new to the content and curriculum. They were also not supported consistently since Poinciana Park did not have literacy coaches.
- There was a lack of consistency in meeting for Common Planning in Reading and Mathematics overall.

· The trend in both Reading and Mathematics has been incremental gains and losses in proficiency over the last five years.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the '22-'23 school year was iReady, AP1 to AP2. The contributing factors that led to last year's performance include, but are not limited to, the following:

- Attendance Issues – Some students were truant and were not fulfilling the minimum requirement for time on task in order to build the necessary skills to perform well on iReady.
- Incentives – There was an inconsistency in providing incentives or developing a plan to reward students who performed well or showed progress as they worked through the iReady modules.
- Based on the data findings, students in general lack foundation knowledge in Reading and Mathematics. There wasn't a plan in place to fill in gaps so that students would receive additional remediation and support.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that has the greatest gap when compared to the state average is the FAST in Reading and Mathematics. Over half of the students we service have scored far below grade level on the FAST, and half of the rising 3rd grade students are in need of urgent intervention as evidenced on their performance on the STAR PM 3. The greatest factor for this data component is a lack of consistency in quality interventions. Teachers need more support in building their capacity through professional development and instructional coach support.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was the FAST PM 2 mathematics data. Seventy-nine percent (79%) of third grade students, forty-three (43) percent of fourth grade students, and half of fifth grade students improved from their FAST PM 1 math performance. The new action that impacted this data was the implementation of DI during a portion of the instructional block.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The greatest areas of concern from the Early Warning Systems (EWS) are the following:

1. Attendance
2. Number of students with a substantial reading deficiency

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priorities for school improvement in the '23 – '24 school year are: 1 – Student Attendance 2 – Student Academic Performance – Reading/Mathematics/Science proficiency & learning gains where applicable 3 – School Culture (Embrace A New Beginning)

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the FAST PM 3 English Language Arts data, 79% of the rising 4th grade students and 64% of the rising 5th grade students scored a Level 1. Additionally, according to the FAST PM 3 Mathematics data, 58% of rising 4th grade and 43% of rising 5th grade students scored a Level 1. Based on the data, along with other contributing factors, including lack of quality interventions and instructional support, we will implement the target element of differentiated instruction.

Measurable Outcome:

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

If we implement the evidence – based intervention of Differentiated Instruction, then an additional 5% of students across 3rd through 5th grades will demonstrate proficiency on the FAST PM 3 ELA and Math Assessments by June 2024.

Monitoring:

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

The Instructional Practice of Differentiated Instruction will be monitored utilizing weekly, focused walkthroughs to observe the effective implementation of data driven differentiated instruction that is standard – aligned, student centered and rigorous.

Person responsible for monitoring outcome:

Vernatta Lee-Morrison (242303@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences of ability. Research demonstrates this method benefits a wide range of students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

With the effective implementation of Differentiated Instruction, students are better positioned to meet or surpass grade – level benchmarks by June 2024. When resources are specifically aligned to meet the unique academic needs of each learner, long – term academic success is achievable.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Ensure students across all grade levels are appropriately grouped based on various data points, including, but not limited to, state, district and local assessments, effective September 1, 2023.

Person Responsible: Vernatta Lee (vernatta@dadeschools.net)

By When: September 1, 2023

Ensure resources used are appropriately aligned to meet the unique needs of each learner, effective September 8, 2023

Person Responsible: Vernatta Lee (vernatta@dadeschools.net)

By When: September 8, 2023

Monitor the effectiveness of differentiated instruction as evidenced by bi-weekly assessments and ongoing progress monitoring (OPM), effective September 8, 2023.

Person Responsible: Vernatta Lee (vernatta@dadeschools.net)

By When: September 8, 2023

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the FAST PM 3 English Language Arts data, 79% of the rising 4th grade students and 64% of the rising 5th grade students scored a Level 1. Additionally, according to the FAST PM 3 Mathematics data, 58% of rising 4th grade and 43% of rising 5th grade students scored a Level 1. Based on the outlined data, along with other contributing factors including lack of quality interventions and instructional support, we will implement the target element of common planning.

Measurable Outcome:

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

With the implementation of Instructional Support/Coaching, an additional 5% of students across third through fifth grades will demonstrate ELA proficiency on the FAST assessment data by June 2024.

Monitoring:

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

The instructional practice of common planning will be monitored utilizing leadership team meetings to ensure support and coaching is targeted, intentional, and specifically address teacher and class needs.

Person responsible for monitoring outcome:

Andrell Bryant (ahowell1@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

With the effective implementation of common planning, coaches will have the opportunity to ensure that instructional planning and expected classroom delivery is targeted and aligned with grade level standards.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Establish a schedule for common planning effective week of August 28, 2024. Teri Reid, Primary Reading Coach/Diane Gibson, Intermediate Reading Coach/Keishaunda Chisem, Math Coach

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

By When: September 8, 2023

Provide agenda and pre-planning documents to teachers 48 hours prior to planning meeting effective August 28, 2024. Teri Reid, Primary Reading Coach/Diane Gibson, Intermediate Reading Coach/Keishaunda Chisem, Math Coach

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

By When: September 8, 2023

Monitor the effectiveness of common planning as evidenced by Progress Monitoring Assessments and Topic Assessments effective September 1, 2024

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

By When: September 8, 2023

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the PM3 FAST Mathematics data, 86% of rising 4th grade and 72% of rising 5th grade students scored a Level 1 or 2 in general education. The data outlined is not inclusive of student performance on the FSAA mathematics assessment that contributes to the overall school performance. According to the mathematics data (FAST and FSAA), 54% of the students are classified as proficient. In comparison to the general education data, there is a significant decline in overall proficiency in mathematics due to low student performance, instructional support and collaborative planning.

Measurable Outcome:

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

With the implementation of differentiated instruction and on-going progress monitoring (OPM), a minimum of 10 percent, (31%) of our intermediate students, will demonstrate proficiency by the Spring administration of the FAST PM3 Assessment.

Monitoring:

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

The instructional practice of ongoing progress monitoring (OPM) will be implemented through the identification of the lowest standard performance on topic assessment and remediated through math differentiated instruction. The monitoring of these practices will be conducted through classroom walkthroughs, teacher/instructional coach facilitation and data chats.

Person responsible for monitoring outcome:

Keishaunda Doe (klblanding@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Ongoing progress monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The implementation of ongoing progress monitoring will allow students the opportunity to increase knowledge and show progress mastery through the remediation of on level and secondary benchmarks.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Survey teachers to conduct a needs assessment professional development on the proper implementation of OPM prior to the facilitation of ongoing progress monitoring.

Person Responsible: Keishaunda Doe (klblanding@dadeschools.net)

By When: August 28, 2023

Math Instructional Coach will conduct collaborative planning on a weekly basis with teachers to identify the aligned remediated standard for intervention and on-going progress monitoring. In addition, transformation coach will conduct ongoing professional developments, data chats and coaching support to ensure quality instruction that will increase student academic achievement in mathematics.

Person Responsible: Keishaunda Doe (klblanding@dadeschools.net)

By When: August 28, 2023

Implement a rewards system for teachers and students to motivate and encourage learning gains

Person Responsible: Keishaunda Doe (klblanding@dadeschools.net)

By When: August 28, 2023

#4. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to Poinciana Park's School Climate Survey results, eighty-three (83%) percent of staff surveyed for the 2022-2023 school year believe that the overall climate or atmosphere at the school is positive and helps students learn. This data represents a ten-percentage point decrease from the ninety-three (93%) percent of staff in 2021-2022. Also, twenty-five (25%) percent of staff 2022 - 2023 strongly agreed with the statement, which is a thirty-two (32%) percentage point decrease from the fifty-seven (57) percent who strongly agreed in 2021-2022.

Measurable Outcome:

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

If we consistently implement the evidence-based strategy of Celebrating Successes, then a minimum of ninety percent (90%) of Poinciana's staff will strongly agree that the overall climate or atmosphere at the school is positive and helps students learn by the end of the school year when it is time to complete the 2023-2024 School Climate Survey

Monitoring:

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

This area of focus will be monitored monthly. The principal will collaborate with the Leadership Team members and representatives from the faculty/staff to plan out a timeline of activities for special recognitions, achievements, and academic incentives for students, grade-levels, and teachers.

Person responsible for monitoring outcome:

Vernatta Lee (vernatta@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention strategy of "Celebrate Successes" will be implemented consistently to highlight teachers and students for special recognition and accomplishments. All stakeholders are invited to participate in the process. This strategy underscores the direct correlation of hard work to achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The "Celebrate Successes" intervention will ensure that there is a plan in place to highlight the work of students and teachers throughout the school year, thereby positively impacting the school environment which will lead to greater student success. Based on the data findings, it appears that perhaps the decline in the staff members who strongly agreed that the overall climate or atmosphere at the school is positive and helps students learn may be attributed to a lack of consistency in recognizing students and teachers for their efforts.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The principal will meet with the Leadership team and select faculty members to devise a calendar of specific academic and social events that will be celebrated for both teachers and students during the 2023-2024 school year (i.e., i-READY progress, FAST PM progress, attendance goals, Honor Roll, etc...) (08/21 – 09/01)

Person Responsible: Vernatta Lee (vernatta@dadeschools.net)

By When: August 28, 2023

The principal will meet with the Leadership team and select faculty members to plan for what the celebrations for staff and students will entail. The celebrations could include certificates, ribbons, trophies, a feature in the school Paw Print newsletter, a shout-out on the announcements, etc. (08/21 – 09/01)

Person Responsible: Vernatta Lee (vernatta@dadeschools.net)

By When: August 28, 2023

The principal will send out a monthly survey to gauge how staff members are feeling about the planned activities and celebrations. The survey will also include questions that staff members can ask their students so that we can hear their feedback as well. (09/31)

Person Responsible: Vernatta Lee (vernatta@dadeschools.net)

By When: August 28, 2023

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 2023 FAST PM 3 and STAR data, 69% of kindergarten students, 64% of 1st grade students, and 59% of 2nd grade students scored below the 40th percentile in reading. Based on the data findings and the identified contributing factors of high absenteeism, inconsistent interventions, and novice teachers to the grade/subject areas, we will implement the Gradual Release of Responsibilities Model (GRRM) through Collaborative Planning.

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

According to the 2023 FAST PM 3 data, 94% of third grade students and 93% of 4th grade students scored below the 40th percentile in reading. Based on the data findings and the identified contributing factors of high absenteeism, inconsistent interventions, and novice teachers to the grade/subject areas, we will implement Before, During, and After (BDA) Reading Strategies through Collaborative Planning.

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 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 Measurable Outcomes

With the implementation of the Gradual Release of Responsibilities (GRRM) Model, we will see an increase of ten percentage points from K through 2nd grade by the Star Assessment Spring administration in June 2024.

Grades 3-5 Measurable Outcomes

With the implementation of Before, During and After (BDA) Reading strategies, we will see an increase of ten-percentage points from 3rd through 5th grade by the FAST PM 3 Spring administration in June 2024.

Monitoring

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 impact student achievement outcomes.

The administrators will monitor the quality of the implementation of the Gradual Release of Responsibilities (GRRM) model and Before, During, and After (BDA) Reading strategies sessions on a weekly basis. Instructional coaches will utilize the weekly Instructional Leadership Team (ILT) meetings to plan for objectives and goals regarding the GRRM and BDA strategies to guide teacher support in Common Planning. The coaches will facilitate lesson planning, review Daily End Products (DEPs), and data chats with teachers as data becomes available to ascertain the effectiveness of the GRRM and BDA reading strategies. Administrators will conduct focused walkthroughs and provide feedback to teachers and instructional coaches.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Lee, Vernatta, vernatta@dadeschools.net

Evidence-based Practices/Programs

Description:

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. §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?

K-2 With the targeted element of the Gradual Release of Responsibilities (GRRM) Model, coaches will devise a Common Planning schedule that ensures that teachers are provided with coach facilitated planning time on a weekly basis where the GRRM will be a focal point of lesson planning. This practice will ensure that quality instruction is being delivered to students that includes detailed objectives, activities and assessments that evaluate students on standards-based instructional goals with the I DO, We DO, They Do, You Do model in place.

3-5 With the targeted element of Before, During, and After (BDA) Reading Strategies, coaches will devise a Common Planning schedule that ensures that teachers are provided with coach facilitated planning time on a weekly basis where the BDA strategies will be a focal point of lesson planning. This practice will ensure that quality instruction is being delivered to students that includes detailed objectives, activities and assessments that evaluate students on standards-based instructional goals where BDA strategies are embedded.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

K-2 Explicit instruction is a necessary component of effective teaching. The Gradual Release of Responsibilities Model (GRRM) is a structured method of teaching where students are guided through the learning process. The GRRM has four phases: I Do, We Do, They Do, and You Do. Students are guided through four distinct phases: I Do - set clear expectations of the instructional target; We Do- provide guided practice and feedback; They Do - gradually release students to apply the strategies that have been modeled collaboratively; You Do - demonstrate mastery of the learning target independently.

3-5 In order to support the process of reading, readers must acquire and utilize active reading strategies to become strategic readers. Before, During, and After Reading Strategies engages students in specific tasks that will assist students with focusing on the most important information in a text, boost comprehension and vocabulary acquisition, and support critical thinking skills. Before reading, students preview the text and set a purpose for reading. Next, students use various strategies like skimming, scanning and annotating to further enhance their understanding of the text, and after reading, students dissect questions and possible answer choices while going back to key parts of the text to justify their answers.

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
K-2 The instructional coaches will provide a mini-PD w/ modeling on the Gradual Release of Responsibilities Model (GRRM). (Week of 08/28 – 09/06/23)	Lee, Vernatta, vernatta@dadeschools.net
K-2 The instructional coaches will plan with teachers via CP to include the Gradual Release of Responsibilities Model (GRRM) during whole-group and small group instruction. (Week of 08/28 – End of SIP Window)	Lee, Vernatta, vernatta@dadeschools.net
K-2 The administrators will monitor the process through participation in weekly common planning sessions and focused walkthroughs with consistent feedback. (Week of 08/28 – End of SIP Window)	Lee, Vernatta, vernatta@dadeschools.net
3-5 The instructional coaches will provide a mini-PD w/ modeling on the specific Before, During, and After Reading Strategies that we will be implementing. (Week of 08/28 – 09/06/23)	Lee, Vernatta, vernatta@dadeschools.net
The instructional coaches will plan with teachers via CP to include the targeted Before, During, and After Reading Strategies during whole-group and small group instruction. (Week of 08/28 – End of SIP Window)	Lee, Vernatta, vernatta@dadeschools.net
3-5 The administrators will monitor the process through participation in weekly common planning sessions and focused walkthroughs with consistent feedback. (Week of 08/28 – End of SIP Window)	Lee, Vernatta, vernatta@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan (SIP) will be disseminated to all stakeholders. The faculty and staff will receive the SIP via email, and the initiatives and goals will be discussed on a routine basis via Faculty meetings. Additionally, the SIP will be presented at quarterly Educational Excellence School Advisory Committee (EESAC) meetings, and it will be linked on the school's webpage for review. As this is a fluid document, as we implement our action plan and receive data, the SIP will be updated, and all stakeholders will be made aware of adjustments as the school year progresses.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The Poinciana Park ES team will build positive relationships with parents, families, and other community stakeholders by consistently providing opportunities for engagement. The team will plan and implement school site events such as Open House, quarterly Honor Roll celebrations, parent-teacher conferences, and direct communication that will be sent home with students to keep families up to date with school activities. Additionally, events will be added to all social media platforms and placed on the school's website.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Based on a comprehensive review of the school's data, we are committed to improving the reading, math, and science proficiency data. We are committed to following the action steps in our SIP to strengthen tier 1 instruction and to devise extended learning opportunities for additional academic support. The Instructional Leadership Team (ILT) is planning for ongoing PD support in lieu of a second faculty meeting each month, and the instructional coaches will provide in class support of interventions while assisting with building teacher capacity through weekly Common planning sessions.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The School Improvement Plan (SIP) is developed in conjunction with various entities. Through monthly Faculty meetings and quarterly Educational Excellence School Advisory Council (EESAC) meetings, all stakeholders have voice in the strategies and initiatives that the school site team has provided as areas of focus. The SIP is an ever changing document that requires the disaggregation of current data, ongoing progress monitoring, and the support of stakeholders as we endeavor to meet our goals. We make adjustments and change course as necessary to do what is best for our students, faculty, and community.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Poinciana Park has a network of people available to provide support for all students. The school's Student Services team, which consists of the Guidance Counselor, Success Coach, and Mental Health Coordinator, work in concert to inform faculty, staff, and families of the services that are available. The team sends a monthly newsletter to all faculty/staff regarding pertinent information about topics such as Values Matter, the Response to Intervention (RTI) process, and ideas on how to adhere to Individualized Education Plans (IEP) and other support objectives. Once student data becomes available, the team reviews the data and begins the process of devising groups and working with teachers and families to ensure that students are making academic progress or being provided with wraparound services.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Good student behavior is an integral component of academic success. At the Opening of School meeting, the faculty and staff were provided with the school's handbook which included sections about student expectations, classroom norms, consequences, and positive behavior and incentives. Each teacher was asked to fill out a behavior management plan that they would share with their students and families. In addition to ensuring that there are classroom expectations in place, the Student Services team supports the Values Matter campaign through opportunities to reward students for exhibiting desired character traits. When student behavior is undesirable, we follow a progressive discipline plan which includes the following steps: student conferences, student teacher conferences, parent conferences, counseling, and group support sessions with the Success Coach.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

For the 2023-2024 school year, the Instructional Leadership Team (ILT) is devising a professional development plan that will be facilitated in lieu of having a second monthly Faculty meeting. These sessions will be based on several factors: teacher survey on the Framework of Effective Instruction indicators, classroom observations, and student data. Additionally, teachers and paraprofessionals will participate in administrative data chats to ensure that all parties understand what the data is telling us. These data chat sessions will extend to all students and special meetings will be advertised to invite parents in or to connect with them via zoom to keep families abreast of FAST data and i-Ready data updates throughout the school year.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Poinciana Park ES contains two Head Start classrooms that service three and four year old students. This program is in place to provide high quality education to young learners and to empower families for long lasting success in an academic setting. This program is comprehensive and provides a plethora of services from health and nutrition screenings to support services for children with special needs. The teachers are an integral component of Poinciana Park ES, and they participate in the school's initiatives in addition to the support from the Head Start office from curriculum support specialists and others.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No