

Monroe County School District

Poinciana Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

| | |
|---|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 5 |
| Needs Assessment | 12 |
| Planning for Improvement | 16 |
| Positive Culture & Environment | 19 |
| Budget to Support Goals | 20 |

Poinciana Elementary School

1407 KENNEDY DR, Key West, FL 33040

[no web address on file]

Demographics

Principal: Larry Schmiegel

Start Date for this Principal: 7/11/2016

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 60% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold) | Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students |
| School Grades History | 2018-19: A (64%) 2017-18: B (57%) 2016-17: B (55%) 2015-16: C (51%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | Diane Leinenbach |
| 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 Monroe 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

MISSION: Building Leaders - Every Day!

Provide the school's vision statement

VISION: Building Leaders for Life!

School Leadership Team

Membership

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

| Name | Title | Job Duties and Responsibilities |
|------------------|---------------------|---|
| Schmiegel, Larry | Principal | <p>Dr. Larry Schmiegel - Principal Primary Responsibilities include, but are not limited to: Provides leadership and management of assigned elementary school, including all instructional and administrative programs and activities. Supervises all professional and classified staff members, including selecting or recommending selection, training, assigning and evaluating work, counseling, disciplining and terminating or recommending termination; prepares periodic employee performance evaluations. Assigns responsibilities to Assistant Principals to foster professional growth and effective instructional programming; assigns responsibilities to professional staff, including assignments to instructional groups, rooms and supervision duties. Plans, organizes and implements staff development programs. Seeks to maintain an atmosphere conducive to good teacher-teacher and teacher-administrator relationships. Prepares and administers the school's operating budget; serves as overall custodian of school funds allocated to or collected by the school; adheres to state statute and District policies related to financial accounting to ensure judicious management of all school funds; approves expenditures and prepares related reports. Seeks, secures and administers school-level grants for projects and programs. Plans, evaluates and recommends school-wide programs, policies, goals and objectives. Ensures that all School Board and administrative policies are effectively explained and implemented. Ensures school compliance with the requirements of state and regional accreditation standards and regulations. Provides leadership in the school improvement process. Coordinates school enrollment. Supervises, reviews and evaluates the instructional program; observes classroom environment and makes recommendations for improvement in instruction and class management as appropriate. Participates as requested in the development and adoption of the District's testing program; manages and administers the testing program for the school; analyzes and makes recommendations related to student achievement data. Assists in the selection of and supervises the distribution, storage and inventory of all textbooks, instructional materials and supplies for building operation. Develops and coordinates a school master schedule that meets students' needs and adheres to District guidelines. Supervises the guidance program to enhance individual student education and development.</p> |
| Galvan, Jean | Instructional Coach | <p>Jean Galvan - Instructional Coaches Primary Responsibilities include, but are not limited to: Assist teachers in data driven, student centered planning processes that intensify instructional focus on students' mastery of essential standards. Observe and conference with teachers posing questions with reflection regarding examples and non-examples of best practice. Model</p> |

| Name | Title | Job Duties and Responsibilities |
|------------------------|----------------------------|--|
| | | <p>or co teach lessons. Develop standard based curriculum, resources, assessments and intervention programs for and with teachers. Collect and analyze school and district data. Facilitate professional development in content, lesson planning, instructional strategies, assessments and the implementation of the Florida State Standards. Facilitate curricular team leadership meetings and study groups. Assist in the development of a district-wide instructional focus calendar. Facilitate Reading Endorsement program for the school district.</p> |
| <p>Finigan, Lesley</p> | <p>Instructional Coach</p> | <p>Lesley Finigan - Instructional Coaches Primary Responsibilities include, but are not limited to: Assist teachers in data driven, student centered planning processes that intensify instructional focus on students' mastery of essential standards. Observe and conference with teachers posing questions with reflection regarding examples and non-examples of best practice. Model or co teach lessons. Develop standard based curriculum, resources, assessments and intervention programs for and with teachers. Collect and analyze school and district data. Facilitate professional development in content, lesson planning, instructional strategies, assessments and the implementation of the Florida State Standards. Facilitate curricular team leadership meetings and study groups. Assist in the development of a district-wide instructional focus calendar. Facilitate Reading Endorsement program for the school district.</p> |
| <p>Keenum, Rebecca</p> | <p>Guidance Counselor</p> | <p>Rebecca Keenum - Guidance Counselor Primary Responsibilities include, but are not limited to: School counselor's primary goal is to encourage, support, and foster positive academic, career, social, and personal development for students in schools. Poinciana Elementary School's counselor serves students and their school in numerous ways, but the list below gives the major roles and responsibilities that are included in a comprehensive school counseling program. Student development curriculum consists of structured lessons designed to help students achieve the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The student development curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other educators in PreK12 classroom and group activities.</p> <p>School Counselor activities include the following:</p> <ul style="list-style-type: none"> ◇ Individual counseling and advisement to help students ◇ Consultation—working with administrators, teachers, and staff to meet student needs ◇ Student appraisal—coordinating information that goes into confidential student files and interpreting the information to |

| Name | Title | Job Duties and Responsibilities |
|------|-------|---|
| | | <p>help qualify students for special programs, services, and/or remediation</p> <ul style="list-style-type: none"> ◇ Parent help—meeting individually and in groups with parents and providing resources and information on child development and other specific topics ◇ Referral—providing referrals to appropriate professionals in the schools and in the outside community ◇ Problem-Solving/Response to Intervention (RtI)—participating on a school-based problem solving team ◇ Program planning, management, and coordinating work of various school personnel, parents, and other interested parties in the implementation of the school counseling program ◇ Change agent for the school atmosphere ◇ Student advocate in meetings with teachers and staff ◇ Classroom observations on behaviors and relationships so that feedback can be provided to teacher, students, and parents ◇ Public relations—informing school staff, parents, teachers, students, and community members about the important role of the school counselor and the significance of the school counseling program. ◇ Local research—identifying student population characteristics, such as drug use on campus ◇ Student Screening—interviewing new students, etc. ◇ Staff development—focusing around particular issues ◇ Using data to show the impact of the school counseling program on school improvement and student achievement |

| | | |
|------------------------|----------------------------|--|
| <p>Whitehead, Tara</p> | <p>Assistant Principal</p> | <p>Tara Whitehead - Assistant Principal Primary Responsibilities include, but are not limited to: Performs a variety of leadership duties to assist the Principal in managing the school; assumes the duties of the Principal in the absence of the Principal and as assigned. Analyzes, interprets and facilitates the sharing of assessment findings and student achievement data for the purpose of designing and modifying instruction. Supervises, observes and evaluates the performance of designated certificated and/or classified personnel; assigns duties to faculty and staff as appropriate to meet school objectives; assists with the recruiting, interviewing, and selection of new faculty and staff. Assists the Principal in providing instructional leadership to the school including assisting in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students. Provides direction to a variety of faculty, staff, and student programs and services; participates in formal and informal classroom visitations and observations; provides recommendations and suggestions for improvement as appropriate. Develops and administers disciplinary procedures in accordance with district policies and state laws; receives referrals and confers with students, parents, teachers, community agencies, and law enforcement;</p> |
|------------------------|----------------------------|--|

| Name | Title | Job Duties and Responsibilities |
|------|-------|---------------------------------|
|------|-------|---------------------------------|

responds to and resolves parent, student, and staff concerns and complaints; serves on discipline or expulsion panels as assigned.

Demographic Information

Principal start date

Monday 7/11/2016, Larry Schmiegel

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

50

Demographic Data

| | |
|--|--|
| 2020-21 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 |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 60% |
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| | |
|--|--------------------------------------|
| | 2016-17: B (55%) 2015-16: C (51%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | Diane Leinenbach |
| 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 . | |

Early Warning Systems

Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Number of students enrolled | 76 | 78 | 81 | 82 | 76 | 73 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 466 |
| Attendance below 90 percent | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 1 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 1 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

The number of students identified as retainees:

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

Date this data was collected or last updated

Friday 10/2/2020

Prior Year - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Number of students enrolled | 91 | 89 | 85 | 77 | 85 | 85 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 512 |
| Attendance below 90 percent | 8 | 10 | 6 | 7 | 8 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |
| One or more suspensions | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in ELA or Math | 0 | 1 | 3 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 12 | 21 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 44 |

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 | 1 | 0 | 0 | 3 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |

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 | 1 | 0 | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Prior Year - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Number of students enrolled | 91 | 89 | 85 | 77 | 85 | 85 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 512 |
| Attendance below 90 percent | 8 | 10 | 6 | 7 | 8 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |
| One or more suspensions | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in ELA or Math | 0 | 1 | 3 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 12 | 21 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 44 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total |
|-----------|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | |

Students with two or more indicators 1 0 0 3 4 1 0 0 0 0 0 0 0 9

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | Total |
|-----------|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | |

Retained Students: Current Year 1 0 1 2 2 0 0 0 0 0 0 0 0 6

Students retained two or more times 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Part II: Needs Assessment/Analysis

School Data

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 | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 63% | 70% | 57% | 56% | 68% | 56% |
| ELA Learning Gains | 63% | 55% | 58% | 58% | 58% | 55% |
| ELA Lowest 25th Percentile | 62% | 46% | 53% | 56% | 49% | 48% |
| Math Achievement | 65% | 71% | 63% | 60% | 62% | 62% |
| Math Learning Gains | 67% | 64% | 62% | 52% | 50% | 59% |
| Math Lowest 25th Percentile | 66% | 56% | 51% | 55% | 48% | 47% |
| Science Achievement | 61% | 66% | 53% | 60% | 67% | 55% |

| EWS Indicators as Input Earlier in the Survey | | | | | | | |
|---|-----------------------------------|-----|-----|-----|-----|-----|-------|
| Indicator | Grade Level (prior year reported) | | | | | | Total |
| | K | 1 | 2 | 3 | 4 | 5 | |
| | (0) | (0) | (0) | (0) | (0) | (0) | 0 (0) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 64% | 70% | -6% | 58% | 6% |
| | 2018 | 56% | 62% | -6% | 57% | -1% |
| Same Grade Comparison | | 8% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 60% | 58% | 2% | 58% | 2% |
| | 2018 | 55% | 66% | -11% | 56% | -1% |

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Same Grade Comparison | | 5% | | | | |
| Cohort Comparison | | 4% | | | | |
| 05 | 2019 | 61% | 62% | -1% | 56% | 5% |
| | 2018 | 55% | 58% | -3% | 55% | 0% |
| Same Grade Comparison | | 6% | | | | |
| Cohort Comparison | | 6% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 63% | 62% | 1% | 62% | 1% |
| | 2018 | 60% | 63% | -3% | 62% | -2% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 63% | 60% | 3% | 64% | -1% |
| | 2018 | 56% | 64% | -8% | 62% | -6% |
| Same Grade Comparison | | 7% | | | | |
| Cohort Comparison | | 3% | | | | |
| 05 | 2019 | 68% | 66% | 2% | 60% | 8% |
| | 2018 | 60% | 60% | 0% | 61% | -1% |
| Same Grade Comparison | | 8% | | | | |
| Cohort Comparison | | 12% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 62% | 65% | -3% | 53% | 9% |
| | 2018 | 58% | 64% | -6% | 55% | 3% |
| Same Grade Comparison | | 4% | | | | |
| Cohort Comparison | | | | | | |

Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 41 | 48 | 50 | 44 | 65 | 52 | 25 | | | | |
| ELL | 38 | 50 | 53 | 51 | 65 | 60 | 21 | | | | |
| BLK | 47 | 54 | 50 | 43 | 56 | 53 | 29 | | | | |
| HSP | 59 | 60 | 65 | 62 | 65 | 65 | 53 | | | | |
| WHT | 77 | 73 | | 81 | 73 | | 82 | | | | |
| FRL | 53 | 58 | 60 | 55 | 66 | 66 | 47 | | | | |

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 35 | 55 | 60 | 33 | 63 | 83 | 38 | | | | |
| ELL | 38 | 51 | 50 | 35 | 49 | 57 | 31 | | | | |
| ASN | 69 | | | 77 | | | | | | | |
| BLK | 44 | 63 | 69 | 37 | 50 | 69 | 50 | | | | |
| HSP | 50 | 60 | 50 | 57 | 56 | 43 | 56 | | | | |
| WHT | 69 | 58 | | 75 | 47 | | 67 | | | | |
| FRL | 52 | 55 | 53 | 53 | 52 | 53 | 61 | | | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index - All Students | 63 |
| 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 | 57 |
| Total Points Earned for the Federal Index | 504 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |

Subgroup Data

| Students With Disabilities | |
|---|----|
| Federal Index - Students With Disabilities | 47 |
| 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 | 49 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners 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 | 49 |
| 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 | 61 |
| 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 |
| 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 |
| 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 | 77 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 58 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

According to the 2018-19 FSA Science Achievement data, the subgroups that performed the lowest are EL (21), SWD (25), and Black (29). We believe that a lack of academic vocabulary and background knowledge contributed to our science achievement levels for these subgroups. Many of the students represented in these subgroups belong to two or more of the subgroups.

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

No decline was identified in the FSA reporting categories from 2017-18 to the 2018-19 school year.

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

According to the FSA reporting data from the 2018-19 school year, a negative gap to the state average was not identified.

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

The data component that showed the largest gains compared to the 2017-18 school year was math learning gains. Math learning gains increased from 52% to 67%. Poinciana Elementary School implemented MFAS modules in grades 4-5 as well as implemented district created learning scales in ELA and Math.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Poinciana Elementary School's identified concern in regards to the number of students who scored a Level 1 on statewide assessments in particular grade 3 (21); grade 4 (23); and grade 5 (23) compared to the course failure rates in ELA and math.

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

1. Culture & Environment specifically relating to Social Emotional Learning
2. Instructional Practice specifically relating to Science
3. Instructional Practice specifically relating to ELA

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:

Research has shown that all students are experiencing more stressors and anxiety in today's culture. The social and academic isolation caused by COVID-19 have compounded these effects, especially among our lower socio-economic students, who have access to fewer resources. As a direct result, we realize that Poinciana students' sense of belonging, safety, and physiological needs being met has greatly diminished.

Measureable Outcome:

All students will be assessed in October and February through the use of standardized, universal screeners adopted by the district. Students will be grouped based upon the results of the screeners into Tiers 1, 2, and 3 of the MTSS Behavioral Framework. Students in Tier 2 and Tier 3 will receive researched-based SEL interventions with the intention that they will achieve growth on the February screener.

Person responsible for monitoring outcome:

Rebecca Keenum (rebecca.keenum@keysschools.com)

Evidence-based Strategy:

Several evidence-based strategies will be implemented. SecondStep will be implemented as a Tier 1 strategy in the classrooms. Check-In/Check-Out, Zones of Regulation, Individual and Group Counselling, and Strong Start will be some of the Tier 2 and Tier 3 strategies used.

Rationale for Evidence-based Strategy:

Students can only focus upon academic achievement once their physiological, safety, and belonging needs are recognized and met.

Action Steps to Implement

1. Students will be given the SEL universal screeners (i.e. Co-Vitality/DESSA) in October and February.
2. MCSD Coordinator of Student Support, Asst. Principal, School Social Worker, Counselor and PBIS Team will review the data and group students in the MTSS Behavioral Framework.
3. Intervention strategies will be implemented from November through January.
4. Students will be reassessed in February to determine SEL growth.

Person Responsible

Tara Whitehead (tara.whitehead@keysstudents.net)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: According to our FSSA component data, our overall science proficiency had increased over the past three consecutive years. Despite overall growth, the school struggles with overall science achievement for black, ELL and students with disabilities. A lack of background knowledge and academic vocabulary may be contributing factors.

Measureable Outcome: Our goal for overall Science Achievement is to increase from 61% to 63% of students scoring a Level 3 or higher on the FSA.

Person responsible for monitoring outcome: Jean Galvan (jean.galvan@keysschools.com)

Evidence-based Strategy: Teachers will implement AVID-based strategies (i.e. Note taking/ four square, graphic organizers, WICOR) throughout multiple content areas and within our EL and ESE Program.

Rationale for Evidence-based Strategy: Based on subgroup data as well as overall science achievement, background knowledge and academic vocabulary seem to be a barrier to individual student science proficiency. The strategy identified above addresses these areas of need across all grade levels and for all subgroups. Furthermore, this strategy supports language differentiation and scaffolding (i.e. sensory, visual and interactive).

Action Steps to Implement

1. All 5th grade students will attend STEM once weekly in addition each class will receive STEM one consecutive week throughout the month.
2. Front loading science curriculum (i.e Kinesthetic Vocabulary Instruction)
3. Science Progress Monitoring (K-5)
4. Disegregate Data & Conduct Individual Student Conferences
5. Reteach & Reassess (i.e. Formative Assessments Reflecting FSSA Rigor)
6. District EL & Science Coordinators - Monthly Visits /Classroom Walkthroughs
7. Differentiation Across Grade Levels (i.e. Content Specific WIDA Can-Do Descriptors, Use of Word-to-Word Native Language Dictionaries, Use of Leveled Non-Fiction Texts)
8. K-5 Project-based STEM Fair using Scientific Method w/ Academic Vocabulary (i.e. Student created science vocabulary videos/family engagement)
9. Professional Development will be provided with AVID strategies
10. Principal, Dr. Schmiegel and Literacy Coach, Mrs. Finigan attended the AVID Summer Institute: DigitalXP

Person Responsible Tara Whitehead (tara.whitehead@keysstudents.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: According to our FSA component data, our overall ELA proficiency had increased when compared to the 2017-18 school year. Despite overall growth, the school struggles with overall ELA achievement for black, ELL and students with disabilities. A lack of background knowledge and academic vocabulary may be contributing factors.

Measureable Outcome: Our goal for overall ELA Achievement is to increase from 63% to 65% scoring a Level 3 or higher on the FSA.

Person responsible for monitoring outcome: Lesley Finigan (lesley.finigan@keysschools.com)

Evidence-based Strategy: Teachers will implement AVID-based strategies (i.e. Note taking/ four square, graphic organizers, collaboration, higher-level thinking skills, WICOR) throughout multiple content areas and within our EL and ESE Program.

Rationale for Evidence-based Strategy: By implementing the evidence-based strategies referenced above students will be able to build upon their background knowledge and increase academic vocabulary.

Action Steps to Implement

1. Implementing Differentiated ELA Centers using MCSD Learning Sequence and Learning Scales (i.e. Writer's Workshop: Writer's Notebook, graphic organizers, DI writing center, sentence frames, school-wide writing intervention focus on Fridays)
2. Utilize WIDA Can Do Descriptors
3. Focused writing and multi-sensory vocabulary instruction using Word-to-Word Native Language Dictionaries
4. District EL & ELA Coordinators - Quarterly visits /classroom walkthroughs
5. Targeted professional development (i.e. AVID strategies)
6. Disaggregate data & conduct individual student conferences
7. Reteach & Reassess (i.e. Formative Assessments reflecting FSA Rigor: Adaptive Progress Monitoring, 3-5)

Person Responsible Larry Schmiegel (larry.schmiegel@keysschools.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

None

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

At Poinciana Elementary School, we utilize several methods to engage all stakeholders:

1. Virtual Town Halls
2. School Advisory Council/Parent Teacher Organization
3. Building Level Planning Team
4. Back to School Task Force (District/School)
5. Pelican Post, Website, Facebook, Remind, Marquee
6. Title I Parent Engagement Nights (EL, STEAM, Math, Art Show, Open House, PBIS Carnival)
7. Meet The Team, Meet the Teacher, Parent/Teacher Conferences

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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|---------------|---------------|---|---------------|
| 1 | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | \$0.00 |
| 2 | III.A. | Areas of Focus: Instructional Practice: Science | \$0.00 |
| 3 | III.A. | Areas of Focus: Instructional Practice: ELA | \$0.00 |
| Total: | | | \$0.00 |