POINCIANA ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

Table of Contents

School Board Approval

This plan has not yet been approved by the Monroe County School Board.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Buildng Leaders Every Day!

Provide the school's vision statement

Building Leaders for Life!

B. School Leadership Team

School Leadership Team
For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Whitehead, Tara

Position Title
Principal

Job Duties and Responsibilities

Operations and Instructional Leader

Leadership Team Member #2

Employee's Name
Stair, Eric

Position Title
Assistant Principal

Job Duties and Responsibilities

Attendance and Truancy Coordinator, School Discipline, School Assessment Coordinator

Leadership Team Member #3

Employee's Name
Fraga, Robin

Position Title

Literacy Coach

Job Duties and Responsibilities

Literacy Coach and MTSS Coordinator

C. Stakeholder Involvement and Monitoring

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. *(ESEA 1114(b)(2))*

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

The process for involving stakeholders in the School Improvement Plan (SIP) development process is crucial to ensure that the plan reflects the diverse perspectives, needs, and priorities of all parties involved. This includes the school leadership team, teachers and school staff, parents, families, and potentially business or community leaders who have a vested interest in the school's success. At Poinciana, our school leadership team reaches out to the identified stakeholders through various channels such as SAC meetings, newsletters, and social media. During the SAC meetings, we clearly explain the purpose of the SIP and the importance of their input and ask for their feedback and suggestions for school improvement. Throughout the implementation of the SIP, our school leadership team maintains open communication with stakeholders, provides updates on progress, challenges, and achievements to demonstrate the plan's impact and maintain stakeholder engagement.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

Monitoring and ensuring the effective implementation of a School Improvement Plan (SIP) is crucial for enhancing student achievement and addressing achievement gaps, especially for students with disabilities. Poinciana Elementary School's approach to monitoring and revising the SIP involves several key steps to ensure continuous improvement:

1. Data Collection and Analysis: Regularly gather both quantitative data related to student performance and progress. This includes standardized test scores, classroom assessments, attendance rates, discipline data, and feedback from teachers, parents, and students. Poinciana Leadership Team (PLT) will specifically focus on disaggregating the data to identify the achievement gaps among different student groups, particularly those with disabilities.

2. Goal Tracking: The SIP will outline specific goals and targets for improving student achievement, with a focus on narrowing achievement gaps. Teachers will work with students to create graphs to

track their progress.

Student data reports from progress monitoring will be reviewed that visually represent the school's performance and the changes occurring.

3. Regular Data Review Meetings: PLT will conduct regular review meetings involving teachers, administrators, special education staff to discuss data, assess progress towards goals, and identify where the SIP is having a positive impact as well as where there needs to be improvement.

4. Action Plan Revisions: Based on the data analysis and feedback from the review meetings, PLT will identify specific strategies and interventions that are working well and contributing to positive outcomes. Similarly, identify areas where the current plan is not yielding the desired results or addressing the achievement gaps effectively.

We will revise the SIP accordingly, updating strategies, reallocating resources, and refining action steps to better align with the school's goals.

5. Professional Learning and Support: Teachers are being provided with professional learning to ensure they are equipped with the necessary skills and knowledge to implement the SIP effectively. Additionally,

professional learning opportunities will be implemented to address the needs of students with disabilities and support specialized instructional techniques.

6. Engagement with Parents and Community: School Leadership Team will keep parents and the wider community informed about the SIP's progress and impact. Solicit feedback from parents and community members, particularly those with students who have disabilities, to gain insights into the effectiveness of the plan and areas that may require adjustment.

In summary, Poinciana Elementary School will regularly monitor the SIP's implementation through data collection, review meetings, and stakeholder engagement. By analyzing progress, identifying effective strategies, and addressing shortcomings, the school can revise the plan as necessary to ensure continuous improvement and create a more inclusive and effective learning environment for all students.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**79.2%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**68.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: B*** **2021-22: C** **2020-21:** **2019-20: A**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	21	11	11	17	18	9				87
One or more suspensions	0	1	3	0	8	3				15
Course failure in English Language Arts (ELA)	0	8	7	1	0	1				17
Course failure in Math	0	2	5	7	3	2				19
Level 1 on statewide ELA assessment	45	39	33	0	0	20				137
Level 1 on statewide Math assessment	20	44	41	3	0	10				118
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	31	34	16	18						99
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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	17	18	15	10	16	11				87

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	1								2
Students retained two or more times	0	0								0

Prior Year (2023-24) As Last 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 school days	23	9	17	8	9	16				82
One or more suspensions		3		3	5	2				13
Course failure in ELA		8	5	1	1	2				17
Course failure in Math		5	4	1	1	2				13
Level 1 on statewide ELA assessment				26	29	33				88
Level 1 on statewide Math assessment					14	34				48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	21	15	18	28						136

Prior Year (2023-24) As Last Reported (pre-populated)

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	7	8	8	8	12	13				56

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	1								2
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	59	52	57	52	48	53	50	54	56
ELA Grade 3 Achievement **	65	56	58	59	51	53			
ELA Learning Gains	65	62	60		54		54	47	50
ELA Learning Gains Lowest 25%	62	55	57						
Math Achievement *	65	55	62	60	53	59	59	46	50
Math Learning Gains	80	64	62	60	53	59	57		
Math Learning Gains Lowest 25%	73	57	52		42		42		
Science Achievement *	64	55	57	58	49	54	65	57	59
Social Studies Achievement *								61	64
Middle School Acceleration								54	52
Graduation Rate								48	50
College and Career Readiness								54	80
ELP Progress	58	61	61	41	59	59	64		

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	591
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	**2022-23**	**2021-22**	**2020-21**	**2019-20***	**2018-19**	**2017-18**
66%	58%	55%	52%		63%	55%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 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%
Students With Disabilities	43%	No		
English Language Learners	49%	No		
Black/African American Students	56%	No		
Hispanic Students	64%	No		
White Students	85%	No		
Economically Disadvantaged Students	61%	No		
	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%
Students With Disabilities	36%	Yes	2	

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%
English Language Learners	41%	No		
Black/African American Students	44%	No		
Hispanic Students	56%	No		
White Students	79%	No		
Economically Disadvantaged Students	48%	No		

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%
Students With Disabilities	36%	Yes	1	
English Language Learners	50%	No		
Native American Students				

	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%
Asian Students				
Black/African American Students	41%	No		
Hispanic Students	55%	No		
Multiracial Students				
Pacific Islander Students				
White Students	67%	No		
Economically Disadvantaged Students	55%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	59%	65%	65%	62%	65%	80%	73%	64%					58%
Students With Disabilities	30%	45%	38%		36%	62%							47%
English Language Learners	25%	36%	50%	52%	40%	74%	72%	30%					58%
Black/African American Students	42%	44%	44%	54%	53%	81%	88%	46%					55%
Hispanic Students	51%	59%	74%	71%	62%	74%	67%	58%					63%
White Students	85%	87%	76%		78%	89%		94%					
Economically Disadvantaged Students	48%	50%	61%	67%	58%	78%	73%	56%					55%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	52%	59%			60%			58%					41%
Students With Disabilities	29%	50%			31%			36%					36%
English Language Learners	32%	38%			37%			33%					63%
Black/African American Students	38%	50%			46%			33%					51%
Hispanic Students	43%	46%			56%			60%					73%
White Students	74%	87%			77%			79%					
Economically Disadvantaged Students	39%	46%			50%			45%					62%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	50%		54%	47%	59%	57%	42%	65%					64%
Students With Disabilities	24%		37%	33%	35%	49%	39%	33%					
English Language Learners	36%		48%	55%	44%	53%	50%	50%					64%
Native American Students													
Asian Students													
Black/African American Students	28%		42%	47%	40%	35%	36%	45%					58%
Hispanic Students	49%		60%	46%	53%	58%	47%	65%					65%
Multiracial Students													
Pacific Islander Students													
White Students	64%		57%	57%	74%	69%	48%	71%					
Economically Disadvantaged Students	49%		53%	57%	54%	52%	48%	63%					62%

E. 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.

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	56%	57%	-1%	55%	1%
Ela	4	47%	50%	-3%	53%	-6%
Ela	5	43%	48%	-5%	55%	-12%
Math	3	55%	58%	-3%	60%	-5%
Math	4	55%	51%	4%	58%	-3%
Math	5	59%	52%	7%	56%	3%
Science	5	51%	50%	1%	53%	-2%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

3rd Grade ELA score increased from 48% in 2023 to 56% (raw data), 65% (state reported) in 2024. Our school focused on providing purposeful fluency-building activities to help students read effortlessly through purposeful readings, exposure to different texts, read aloud and choral reads.

Lowest Performance

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

Students in grades 3-5 demonstrated low performance in ELA Achievement during the 2023-24 school year with an average of 49% proficiency. However, students in grades 3-5 ELA Achievement Scores average increased by 6 percentage points in comparison to the 2022-23 school year. Grades 3-5 were an average of 7 percentage points below Math Achievement Scores.

Greatest Decline

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

All data components in the 2023-24 school year have a percentage increase in proficiency from the 2022-23 school year.

Greatest Gap

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.

Compared to the state average, the greatest gap was demonstrated in our 5th grade ELA scores. 5th grade achieved 43% proficiency compared to the state at 55%. A key factor that contributes to this trend is the proficiency level of the cohort beginning with their 3rd grade standardized state assessment which trended lower than the state average.

EWS Areas of Concern

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

1. Level 1s on the ELA state assessment in grades K-2.
2. Level 1s on the Math state assessment in grades K-2.

Highest Priorities

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

1. 3rd Grade ELA Achievement
2. 5th Grade ELA Achievement
3. Interventions
3. Student Attendance

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the data provided by the FLDOE, 49% of the upcoming 3rd grade cohort scored below the threshold for proficiency in 2nd grade on the STAR ELA PM3 Assessment. Poinciana's area of focus for the 2024-25 school year will be to improve the 3rd grade reading proficiency through the use of evidence based fluency activities during the ELA instructional block and intervention period.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2025, 53% of our 3rd grade students will achieve a level 3 or higher on the FAST ELA PM3 Assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will utilize State/District Progress Monitoring Data to monitor progress towards our goals for ELA proficiency.

Person responsible for monitoring outcome

Robin Fraga, Literacy Coach

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Provide purposeful fluency-building activities to help students read effortlessly through purposeful readings, exposure to different texts, read alouds and choral reads.

Rationale:
The research based fluency building activities, repeated reading, modeling, choral reading, guiding reading, and echo reading, will increase students reading fluency and support their achievement on the FAST ELA assessment.

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Initial Meeting

Person Monitoring:	**By When/Frequency:**
Tara Whitehead	August 16th/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The 3rd grade teachers, Literacy Coach and Principal met to discuss the plan of action, highlighted the goal, activities to implement, and tool that will be used to monitor the students' progress.

Action Step #2
Baseline Assessment

Person Monitoring:	**By When/Frequency:**
Robin Fraga, Literacy Coach	September

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
A baseline assessment will be given to identify the needs of the students

Action Step #3
Data Meeting

Person Monitoring:	**By When/Frequency:**
Robin Fraga, Literacy Coach	September 13th/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data meetings will be held quarterly to discuss student data from ISIP Assessments and FAST ELA PM1 Assessment. This data meeting will assist the teachers in developing data driven instructional lessons during small group instruction.

Action Step #4
Plan Implementation

Person Monitoring:	**By When/Frequency:**
Robin Fraga	Daily implementation/Weekly Assessments

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will begin to implement research based fluency strategies to support the fluency rate during

reading.

Action Step #5
Data Checkpoint

Person Monitoring:	**By When/Frequency:**
Tara Whitehead	October/ 2 times per year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data checkpoints will be scheduled to discuss the implementation process and review student improvements and areas of need.

Action Step #6
Continue Implementation Plan

Person Monitoring:	**By When/Frequency:**
Robin Fraga	May of 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The implementation plan will continue to cycle through until the end of the school year by assessing the data, creating activities to support the increased rate of fluency, and developing data driven instruction.

Action Step #7
End of the year meeting

Person Monitoring:	**By When/Frequency:**
Tara Whitehead	May of 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The team will meet to review over the FAST ELA PM3 Assessment data and conclude if the research based strategies implemented had a positive outcome for student achievement.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We see the need for a Tier 3 intervention that focuses on the individual student needs. This intervention will be highly effective with Tier 1 strong ESSA Evidence. The implementation of this instructional strategy will increase student proficiency in ELA for the 2024-2025 school year.

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

The data indicates students need to improve reading comprehension. In order to improve reading

comprehension, students must develop decoding skills for complex multisyllabic words. Improved decoding skills will lead to greater fluency and improve overall comprehension. Students will receive targeted small group interventions, using ESSA evidenced based reading interventions.

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

The data indicates students need to improve reading comprehension. In order to improve reading comprehension, students must develop decoding skills for complex multisyllabic words. Improved decoding skills will lead to greater fluency and improve overall comprehension. Students will receive targeted small group interventions, using ESSA evidenced based reading interventions.

Grades K-2: Measurable Outcome(s)

Based on the Spring 2024 STAR Reading Assessment data, 51% of 1st grade students scored at or above the 40th percentile and 49% of 2nd grade students scored at or above the 40th percentile. For the 2024-2025 school year, we aim for 55% of 2nd graders to achieve a score at or above the 40th percentile on the STAR Reading PM3 Assessment.

Grades 3-5: Measurable Outcome(s)

Based on the Spring 2024 STAR Reading Assessment data, 49% of 2nd grade students scored at or above the 40th percentile. 51% of 4th grade students scored at or above a level 3 (proficient) on the FAST PM3 ELA Assessment. 48% of 5th grade students scored at or above a level 3 (proficient) on the FAST PM3 ELA Assessment. For the 2024-2025 school year, our goal is for 53% of current 3rd graders and 55% of current 5th graders to score at level 3 (proficient) or higher on the FAST ELA PM 3 Assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The effectiveness of the ESSA evidenced reading intervention being used in grades 3 and 5 will be monitored daily. Grade level teams will review the progress weekly. The Literacy Leadership Team and the Literacy Coach will review the data weeky and monthly. The implementation of the researched based strategies will improve student achievement in ELA on the PM3 for the 2024-2025 school year.

Person responsible for monitoring outcome
Robin Fraga

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Amira is an AI-powered reading assistant designed to support early literacy development. It uses advanced speech recognition and machine learning algorithms to provide real-time feedback and personalized reading practice for students. Amira helps to identify specific reading difficulties and offers tailored interventions to improve fluency.

Rationale:
Implementing Amira is based on evidence showing that targeted reading interventions can significantly improve literacy outcomes. Amira's personalized approach addresses individual student needs, making it an effective tool for supporting diverse learners. By enhancing reading skills, we can boost student confidence, engagement, and academic performance.

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Professional Learning

Person Monitoring:	**By When/Frequency:**
Robin Fraga	August

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Training for Support Staff: Provide comprehensive training for support staff on the use and implementation of Amira as an intervention.

Action Step #2
Assessment

Person Monitoring:	**By When/Frequency:**
Robin Fraga	August

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During the first week of school, we will conduct an initial screening on all students in grades 1-5, that focuses on foundational skills. Students that meet the criteria will participate in the Amira program.

Action Step #3
Literacy Leadership Team and Implementation Plan

Person Monitoring:	**By When/Frequency:**
Robin Fraga	May 2024/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Schedule daily Amira sessions with fidelity, for all participating students.

Action Step #4
Literacy Coaching

Person Monitoring:	**By When/Frequency:**
Robin Fraga	monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Literacy Coach will provide instructional support through the implementation of the researched based strategy and provide walkthrough data to the teachers and administration.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Student attendance has been identified as a critical area of focus for our School Improvement Plan. Consistent and timely attendance is foundational for academic success and overall student well-being. However, our school has observed a decline in attendance rates over the past academic year. The average daily attendance has fallen below the district benchmark of 94% Average Daily Attendance.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In the 2024-2025 school year, POI aims to raise the average daily attendance by 3%, achieving a total average of 96.56% for the year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The student attendance will be monitored by daily attendance tracking, weekly review, monthly attendance meetings and quarterly reviews that will increase the average daily attendance. By implementing attendance monitoring systems, students will have improved academic performance,

increased engagement, and overwell support of the student well being.

Person responsible for monitoring outcome
Dr. Eric Stair, Assistant Principal and Attendance/Truancy Coordinator

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Check and Connect is an intervention focused on building a trusting, supportive relationship with a mentor to help K-12 students who show signs of disengagement with school (such as poor attendance, behavioral issues, and/or low grades). (https://www.panoramaed.com/blog/attendance-interventions)

Rationale:
Mentoring-based interventions are more resource-intensive. They aim to increase engagement for students who don't feel as connected to school.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Mentor Selection for Check and Connect

Person Monitoring:	**By When/Frequency:**
Dr. Eric Stair	September

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The names of students listed on the early warning system report, who demonstrated chronic absenteeism for the 2023-2024 school year, will be shared with the teachers and administration team.

Action Step #2
The Check

Person Monitoring:	**By When/Frequency:**
Dr. Eric Stair	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The process where a mentor monitors student performance across attendance, behavior, and academics.

Action Step #3
The Connect

Person Monitoring:	**By When/Frequency:**
Dr. Eric Stair	Weekly, Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
This refers to mentors providing personalized and timely interventions for the student that are designed to support skill-building in specific areas.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

Our SIP and SWP will be distributed to parents through the use of our school website, our social media sites as well as communicated through our SAC meetings and parent engagement events. Through collaboration with our parent educator, we are able to provide translation for our primary languages.

http://keysschools.com/domain/1296

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Consistent communication is key to effectively building positive relationships within our community and with our parents. Through the use of the school website, social media sites, our Blackboard messaging system, use of our FOCUS student information system and newsletters in our weekly folders we are able to share a variety of information to our families. We host multiple parent engagement activities throughout the year such as our Title I Open House, STEM Fair, Literacy Nights, Parent Information Meetings and our EL Parent Engagement events. We also hold monthly SAC meetings that are open to our community to attend.

https://www.keysschools.com/Domain/2870

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

Last year, the master schedule was modified to improve instructional blocks, meet the needs of students and provide additional teacher support. This model has proven to be effective in increasing the amount and quality of small group instruction. This will continue for the 2024-25 school year. In addition, Poinciana Elementary School plans to enhance its academic program by implementing the Amira Learning program, an evidence-based educational tool designed to improve early literacy skills. Amira will contribute to strengthening the academic program by providing 1:1 reading tutoring that adapts to each student's needs. Amira is effective for multilingual learners, providing equitable reading fluency assessments and tutoring in English and Spanish. By incorporating Amira Learning, Poinciana Elementary School aims to provide a robust, evidence-based approach to literacy instruction, ultimately enhancing the academic success of its students.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

 When developing our school wide goals and SIP we collaborate with all stakeholders including our district and any applicable services to support our students.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

The school ensures comprehensive support for students' whole child development through a multi-faceted approach. Counseling and school-based mental health services are readily available, providing individualized support to address emotional and psychological needs. Specialized support services, including speech and occupational therapy, cater to students requiring tailored interventions. Mentoring programs connect students with role models and advisors, fostering personal growth and resilience. Additionally, the school implements various extracurricular activities and social-emotional learning initiatives to enhance life skills, promote positive behavior, and build a supportive community environment. These combined strategies ensure students receive the necessary resources and guidance to thrive both academically and personally.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

From an elementary school perspective, preparation for and awareness of postsecondary opportunities and the workforce begins with foundational exposure and skill-building. The school integrates career exploration activities into the curriculum, allowing students to learn about various professions through literature, career days, and projects. Early exposure to STEM, arts, and humanities fosters a broad range of interests and skills. Additionally, the school emphasizes the importance of academic excellence and social-emotional skills, which are crucial for future success.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

The school implements a comprehensive tiered model, known as Positive Behavioral Interventions and Supports (PBIS), to prevent and address problem behavior while coordinating early intervening services with those provided under the Individuals with Disabilities Education Act (IDEA). This model

includes three tiers: universal prevention strategies for all students, targeted interventions for at-risk students, and intensive, individualized support for high-need students. Through collaboration between general and special education staff, regular progress monitoring, and ongoing professional development, the school ensures that behavioral expectations are clearly communicated and reinforced, and that students with disabilities receive aligned support tailored to their needs. This integrated approach fosters a positive school environment and effectively addresses behavioral challenges early on.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii(V)).

 Teacher and paraprofessionals are provided opportunities throughout the year to engage in meaningful professional learning that is specifically tied to school data. By conducting a needs assessment at the beginning of the school year, we are able to plan and provide PL that aligns with our needs as a school. Staff then participates in selected learning to improve their instructional skills or knowledge of resources. This additional support allows us to recruit and retain highly qualified teachers.

Strategies to Assist Preschool Children

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

 It is the policy of the Monroe County School District to support successful transitions for children and their families when entering Pre-Kindergarten Kindergarten. Administrators, Teaching Staff, and Family Service Staff work together with the parents to provide successful transitions to Pre-Kindergarten and Kindergarten. Each year the district works with inter-agency groups to collect data/information on incoming Kindergarten Students. Through the state's T&TA Steering Committee, Child Find, the ELC, our Early Childhood Department, and the districts Pre K ESE department we maintain and inter-agency agreement and communication to help transition Pre-K and/or Kindergarten students with special needs. At the end of the school year, Information regarding enrollment into the Kindergarten is communicated to MCSD prekindergarten students and posted on the district's webpage. Information regarding Kindergarten is shared with Private Providers and Interagency Groups. Across the district, each school holds a "Kindergarten Round-up" to invite future Kindergarten students and parents to attend transition meetings at the school they choose to attend. While the students tour the school with a current Kindergarten teacher. The parents discuss the following: registration, attendance, school policies and other school communication. In addition, Head Start and VPK Teachers prepare student files to be transferred to school department chair. Transition meetings are held with school administration, department chairs, and Head Start/VPK personnel to

discuss student transitions. During the month of May, parents of children transitioning to kindergarten will receive a packet that includes their child's physical, immunizations, IEP (if applicable), developmental progress report, assessment information, "What My Child Needs to Know" and summer learning.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00