

Monroe County School District

Poinciana Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	19
V. Reading Achievement Initiative for Scholastic Excellence	20
VI. Title I Requirements	22
VII. Budget to Support Areas of Focus	0

Poinciana Elementary School

1407 KENNEDY DR, Key West, FL 33040

<https://www.keysschools.com/domain/1295>

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.

MISSION: Building Leaders - Every Day!

Provide the school's vision statement.

VISION: Building Leaders for 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
Whitehead, Tara	Principal	Operations and Instructional Leader
Roberts, Heidi	Assistant Principal	Student Behavior, School Assessment Coordinator, Truancy Coordinator
Finigan, Lesley	Reading Coach	Literacy Coach and MTSS Coordinator
Galvan, Jean	Instructional Media	Media Specialist, MTSS Coordinator, Professional Development Contact
Maxwell, Annette	School Counselor	Counseling Services, School Climate, PBIS Coordinator

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 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’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))

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.

Demographic Data	
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	76%
2022-23 Economically Disadvantaged (FRL) Rate	71%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	ATSI
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)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C 2019-20: A 2018-19: A 2017-18: B
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	23	9	17	8	9	16	0	0	0	82
One or more suspensions	0	3	0	3	5	2	0	0	0	13
Course failure in English Language Arts (ELA)	0	8	5	1	1	2	0	0	0	17
Course failure in Math	0	5	4	1	1	2	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	26	29	33	0	0	0	88
Level 1 on statewide Math assessment	0	0	0	0	14	34	0	0	0	48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	21	15	18	28	26	28	0	0	0	136

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	7	8	8	8	12	13	0	0	0	56

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

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	18	7	8	9	5	7	0	0	0	54
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	1	5	2	2	0	0	0	10
Course failure in Math	0	0	1	4	2	2	0	0	0	9
Level 1 on statewide ELA assessment	0	0	0	0	23	24	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	0	13	31	0	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0

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	0	1	3	4	6	0	0	0	14

The number of students identified retained:

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

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	18	7	8	9	5	7	0	0	0	54
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	5	2	2	0	0	0	10
Course failure in Math	0	0	1	4	2	2	0	0	0	9
Level 1 on statewide ELA assessment	0	0	0	0	23	24	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	0	13	31	0	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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	0	1	3	4	6	0	0	0	14

The number of students identified retained:

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

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	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	50	54	56	63	70	57
ELA Learning Gains	54	56	61	63	55	58
ELA Lowest 25th Percentile	47	46	52	62	46	53
Math Achievement*	59	57	60	65	71	63
Math Learning Gains	57	61	64	67	64	62

Accountability Component	2022			2019		
	School	District	State	School	District	State
Math Lowest 25th Percentile	42	51	55	66	56	51
Science Achievement*	65	48	51	61	66	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	64			57		

* 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)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	438
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	36	Yes	1	
ELL	50			
AMI				

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%
ASN				
BLK	41			
HSP	55			
MUL				
PAC				
WHT	67			
FRL	55			

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)

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	50	54	47	59	57	42	65					64
SWD	24	37	33	35	49	39	33					
ELL	36	48	55	44	53	50	50					64
AMI												
ASN												
BLK	28	42	47	40	35	36	45					58
HSP	49	60	46	53	58	47	65					65
MUL												
PAC												
WHT	64	57		74	69		71					
FRL	49	53	57	54	52	48	63					62

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	58	57	24	62	49	35	56					72
SWD	34	38		40	38		45					60

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
ELL	43	50	18	55	50		39					72
AMI												
ASN												
BLK	37	40		51	33		33					72
HSP	53	53		57	50		59					74
MUL												
PAC												
WHT	72	70		72	55		65					
FRL	48	42	9	53	36	38	37					73

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	63	63	62	65	67	66	61					57
SWD	41	48	50	44	65	52	25					47
ELL	38	50	53	51	65	60	21					57
AMI												
ASN												
BLK	47	54	50	43	56	53	29					61
HSP	59	60	65	62	65	65	53					57
MUL												
PAC												
WHT	77	73		81	73		82					
FRL	53	58	60	55	66	66	47					56

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	44%	49%	-5%	54%	-10%
04	2023 - Spring	44%	51%	-7%	58%	-14%
03	2023 - Spring	49%	49%	0%	50%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	55%	56%	-1%	59%	-4%
04	2023 - Spring	53%	51%	2%	61%	-8%
05	2023 - Spring	59%	45%	14%	55%	4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	45%	44%	1%	51%	-6%

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.

Students in grades 3-5 demonstrated low performance in ELA Achievement during the 2022-2023 School Year.
 ELA Achievement Scores in grades 3-5 were 9 percentage points or more below Math Achievement Scores.

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

5th Grade Science scores declined from 62% proficient in 2021 to 45% proficient in 2022. Factors that may have contributed to this decline include a growing number of EL students in our school. We have since reallocated positions to greater support this need.

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 4th and 5th grade ELA scores. 4th Grade achieved 44% proficiency compared to the state at 55%, and 5th grade scored at 44%

proficiency compared to the state at 57% proficiency. A key factor that contributes to this trend was a significant increase in new EL students.

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

5th Grade Math score increased from 43% in 2022 to 59% in 2023. Our school focused on self reported grading and data informed instructional practices to support this area.

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

2022-2023 data is not yet uploaded, however, we have noticed a downward trend in our subgroups over time. Specifically, we have seen our Black students and SWD students continue to struggle.

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

1. 3rd Grade ELA Achievement
2. SWD Growth and Achievement
3. EL Growth and Achievement
4. Data Driven Decision Making and Instructional Practice
5. School Climate

Area of Focus

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

#1. 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.

Based on the Panorama Survey over the last two years, POI School Cimate decreases from fall to winter administration of the POI Teacher/Staff Survey.

Measurable Outcome:

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

During the 2023-2024 school year, POI will increase the School Climate category percentage 3% by the winter 2024 survey.

Monitoring:

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

The School Climate will be monitored by implementing The Two-Word Check-In, a research-backed behavioral intervention during the faculty meetings that enhances emotional awareness, promotes authenticity, and builds community.

Person responsible for monitoring outcome:

Tara Whitehead (tara.whitehead@keysschools.com)

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 two-word check-in is a group-oriented and research-backed behavioral intervention. It is often used as an opener to a meeting to reflect on the emotions that they are experiencing. The goal is to take a pulse on where members of the faculty community are at the start of the meeting.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for implementing a social-emotional strategy to gauge the mental wellness of the faculty at a school, coined as "Faculty Flourish," is built upon the recognition that the well-being of educators directly impacts the overall quality of education and the school environment. This comprehensive strategy aims to create a supportive and thriving atmosphere by focusing on the emotional health and resilience of the faculty.

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 4 - Demonstrates a Rationale

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.

Review Panorama Data - Staff and Teacher Survey 2021-2022, Staff and Teacher Survey 2022-2023

Person Responsible: Tara Whitehead (tara.whitehead@keysschools.com)

By When: August 10, 2023

Create QR codes to implement Two Word Check In's for faculty meetings.

Person Responsible: Heidi Roberts (heidi.roberts@keysschools.com)

By When: Before each faculty meeting

Review the two word check in and discuss at BLPT

Person Responsible: Tara Whitehead (tara.whitehead@keysschools.com)

By When: Each BLPT meeting

Implement appreciation program; appreciation announcements for teacher specific items and appreciation lunch through the cafeteria for specific teachers in addition to the PBIS/iBElieve Staff and Teacher Recognition Programs monthly.

Person Responsible: Tara Whitehead (tara.whitehead@keysschools.com)

By When: Daily - school wide announcements Bi-weekly - teacher appreciate lunch Monthly - teacher recognition program

Review Winter Teacher/Staff Survey Results

Person Responsible: Tara Whitehead (tara.whitehead@keysschools.com)

By When: Last administration of Survey

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a 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 FLDOE data, Poinciana Elementary School's subgroup, students with disabilities, shows that the 3rd, 4th, and 5th grade cohorts have significant deficiencies in ELA student achievement. 56% of our SWD students in 3rd grade are not proficient. 100% of our 4th grade SWD students are not proficient. 79% of our SWD students in 5th grade are not proficient.

Measurable Outcome:

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

By May 2024, grade 3-5 ELA achievement for the SWD (students with disabilities) subgroup will increase from 27% to 45% proficiency by scoring a level 3 or higher on the FAST ELA assessment.

Monitoring:

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

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

Person responsible for monitoring outcome:

Jean Galvan (jean.galvan@keysschools.com)

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.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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 SWD 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.

Person Responsible: Tara Whitehead (tara.whitehead@keysschools.com)

By When: August 31st, 2023 - Before the intervention block begins.

A baseline assessment will be given to identify the needs of the students.

Person Responsible: Lesley Finigan (lesley.finigan@keysschools.com)

By When: August 25th, 2023

Data meeting to discuss student data from IStation On demand and FAST ELA assessment. This data meeting will assist the teachers in developing data driven instructional lessons within the small group interventions.

Person Responsible: Lesley Finigan (lesley.finigan@keysschools.com)

By When: September 5th, 2023

Teachers will begin to implement research based fluency strategies to support the fluency rate during reading.

Person Responsible: Lesley Finigan (lesley.finigan@keysschools.com)

By When: Daily implementation, weekly assessments

Data checkpoint to discuss the implementation process and review student improvements and areas of need.

Person Responsible: Tara Whitehead (tara.whitehead@keysschools.com)

By When: October 10th, 2023

The implementation plan will continue to cycle through until the end of the school year by assessing the data, creating activities to support the increase rate of fluency, and developing data driven instruction.

Person Responsible: Tara Whitehead (tara.whitehead@keysschools.com)

By When: May of 2024

The team will meet to review over the FAST ELA assessment data and conclude if the research based strategies implemented had a positive outcome for student achievement.

Person Responsible: Tara Whitehead (tara.whitehead@keysschools.com)

By When: May of 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process of reviewing school improvement funding allocations and ensuring resources are allocated based on needs typically involves several steps to ensure fairness, transparency, and effectiveness. At Poinciana Elementary School, the Building Leadership Planning Team identifies and gather data on the specific needs and challenges of the school. Once identified, BLPT will go back to their teams to discuss the priorities of the school. Stakeholders work together to discuss what resources are needed to support the needs of the school. School Administration develop a clear and transparent framework for allocating resources. Factors are taken into consideration; such as student population, academic performance trends, and specific improvement goals. Feedback and revisions are made to the budget proposal. The budget proposal is then presented to relevant decision-making bodies, district administration, for approval. Once approved, implement the budget allocation plan, making sure that the allocated resources are used effectively and as intended. School administration continuously monitors the progress of the allocated resources in addressing the identified needs, regularly assess the impact of the investments on student outcomes and school improvement, make adjustments to the allocation plan if necessary. We continue to keep all stakeholders informed about the allocation process, progress, and outcomes. School admin regularly communicates updates and successes to maintain transparency and build trust within the school community.

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

N/A

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

Our progress monitoring data from PM3 in 2023 indicated Grade 3 - 43% proficient, Grade 4- 44% proficient, and Grade 5- 44% proficient. Our students with disabilities subgroup in Grade 3 - 44% proficient, Grade 4 - 0% proficient, and Grade 5 - 21% proficient. We see the need for Tier 2 and Tier 3 interventions that are focused on individual student needs. These interventions will be highly effective with strong ESSA Evidence, based on the needs of the student(s). The implementation of this instructional strategy will increase student proficiency in ELA for the 2023-2024 school year.

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

N/A

Grades 3-5 Measurable Outcomes

Our 2023-2024 goal for overall ELA achievement in grades 3rd, 4th and 5th grade is 55% of students will score a level 3 or higher on the FAST ELA Assessment. By midyear, 50% of our 3rd, 4th, and 5th grade students will be proficient by scoring a level 3 or higher on the FAST ELA Assessment PM2.

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 effectiveness of the ESSA evidenced reading intervention being used in grades 4-5 will be monitored daily. Grade teams will review the progress weekly. The Literacy Leadership Team and the Literacy Coach will review the data weekly and monthly. The implementation of the researched based strategies will improve student achievement in ELA on the PM3 for the 2023-2024 school year.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Whitehead, Tara, tara.whitehead@keysschools.com

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?

In Grades 4-5 ESSA evidenced interventions will be used to address student progress deficiencies. Many students are non-proficient due to lack of fluency as indicated by assessment. If this is the determined skill deficit, then the ESSA evidenced strategy used will be: To provide purposeful fluency-building activities to help students read effortlessly. This strategy is embedded in our core reading program, Benchmark Advance(Promising ESSA evidence). This strategy is located in the IES Guide: Providing Reading Interventions for Students in Grades 4-9. This is a Tier 1 strategy with strong ESSA evidence. The use of effective Tier 2 and Tier 3 interventions is included in our District Reading Plan and the skills students are acquiring are in line with the B.E.S.T. ELA Standards.

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?

In Grades 4-5 ESSA evidenced interventions will be used to address student progress deficiencies. Many students are non-proficient due to lack of fluency as indicated by assessment. If this is the determined skill deficit, then the ESSA evidenced strategy used will be: To provide purposeful fluency-

building activities to help students read effortlessly by using fluency building activities, repeated reading, modeling, choral reading, guiding reading, and echo reading to increase students reading fluency and support their achievement on the FAST ELA assessment based on the ESSA evidence. This strategy is located in the IES Guide: Providing Reading Interventions for Students in Grades 4-9.

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
The Literacy Leadership will meet weekly to review students performance on the Benchmark Assessments and ISIP in order to determine progress of goals.	Finigan, Lesley, lesley.finigan@keysschools.com
The Literacy Coach will provide instructional support through the implementation of the researched based strategies and provide walkthrough data to the teachers and administration.	Finigan, Lesley, lesley.finigan@keysschools.com
Model Classrooms will be established to provide opportunities for teachers to view implementation of the fluency strategies.	Finigan, Lesley, lesley.finigan@keysschools.com
Literacy Coach will work in conjunction with the Curriculum team to provide professional development related to core program implementation.	Finigan, Lesley, lesley.finigan@keysschools.com

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.

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 educators we are able to provide translation for our primary languages.

<https://www.keysschools.com/domain/1296>

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))

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, 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>

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)

This year the master schedule was modified to improve instructional blocks, meet the needs of students and provide additional teacher support. The new schedule supports a push in model with the EL and ESE teachers. This model increases the collaborative teaching and data driven small group instruction. With the new master schedule teachers will be able to focus on providing rigorous teacher-led small groups to meet the needs of all learners.

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))

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

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))

Our school currently has a school counselor and a school social worker who are full time on staff to assist with students who need specialized support services. Our district also contracts with our local mental health services, Guidance Care Center, to provide crisis support. All of our services are rooted in the MTSS model that emphasizes providing the appropriate level of support to students as needed. We utilize Studies Weekly as our character education program and it is provided 30 minutes weekly to students in grade K-5.

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).

We are a PBIS School and we have implemented the I-Believe Core Values throughout the building. We teach the rules and practice them with our students. Through the use of our student wellness screener and our progress monitoring system we are able to identify students in need of Tier 2 and Tier 3 supports in our MTSS process.

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))

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.

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))

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.