POINCIANA ACADEMY OF FINE ARTS

2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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

 Poinciana Academy of Fine Arts will inspire all learners to reach their highest potential as responsible, productive citizens.

Provide the school's vision statement

 Poinciana Academy of Fine Arts will work collaboratively as a staff and within the community to ensure ALL of our students develop necessary skills to be successful lifelong learners.

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
Kimberley Dos Santos

Position Title
Principal

Job Duties and Responsibilities

 Lead implementation of plan, follow-up on plan throughout the school year, problem-solve in areas of need, ensure resources outlined in plan are available, and provide assistance to team members when needed (facilitate stocktake process monthly).

Leadership Team Member #2

Employee's Name
Joanie Miranda

Position Title
Assistant Principal

Job Duties and Responsibilities

 Lead implementation of plan, follow-up on plan throughout the school year, problem-solve in areas of

need, ensure resources outlined in plan are available, and provide assistance to team members when needed (lead stocktake process monthly).

Leadership Team Member #3

Employee's Name
Jamie Martin

Position Title
Instructional Coach-MTSS

Job Duties and Responsibilities

Lead MTSS on campus, monitor students in all tiers, update MTSS database throughout school year, schedule MTSS meetings, coach/mentor teachers, monitor school-wide PLC process, monitor PLCs and PLC progress, monitor ESSA Subgroup progress, and problem-solve areas of need (report on focus area 1 at monthly stocktake).

Leadership Team Member #4

Employee's Name
Dennise Murphy

Position Title
Instructional Coach-Literacy Coach

Job Duties and Responsibilities

Lead Literacy on campus, monitor student learning/achievement in literacy, coach/mentor teachers, and problem-solve areas of need (report on focus area 3 at monthly stocktake).

Leadership Team Member #5

Employee's Name
Candida Mouchet

Position Title
Instructional Coach-Math/Science Coach

Job Duties and Responsibilities

Lead Math and Science on campus, monitor student learning/achievement in math and science, coach/mentor teachers, and problem-solve areas of need (report on focus areas 4 and 5 at monthly stocktake).

Leadership Team Member #6

Employee's Name

Melissa Soltis

Position Title
Resource Compliance Specialist

Job Duties and Responsibilities

RCS-- Lead differentiation on campus, monitor students in ESSA subgroups, coach/mentor teachers, monitor PLCs and PLC progress, and problem-solve areas of need.

Leadership Team Member #7

Employee's Name
Michelle Perez

Position Title
ELL Educational Specialist

Job Duties and Responsibilities

ESOL Educational Specialist Lead ELL learning and best practices on campus, monitor students in ESSA subgroups, coach/mentor teachers, monitor PLCs and PLC progress, and problem-solve areas of need

Leadership Team Member #8

Employee's Name
Michelle Gilson

Position Title
School Counselor

Job Duties and Responsibilities

Lead core character education on campus, assist with behavior interventions campus-wide, monitor students receiving behavior interventions, communicate with MTSS coach in reference to students receiving behavior interventions, mentor/coach teacher in utilizing behavior interventions and collecting data on students receiving behavior interventions, track student attendance, schedule meetings on students with high absenteeism, promote college and career readiness, and problem-solve areas of need.

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.

We hold school meetings during pre-planning to gather input from leadership team, teachers, and school staff. We then present the draft at our first School Advisory Council meeting for parents to review and provide feedback. Once we make changes based on feedback given by all stakeholders, we present the information again to the School Advisory Committee.

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))*

We will regularly monitor our Areas of Focus in our SIP through our monthly stocktake meetings. We will examine each action step and analyze appropriate data to see if the action step is having the intended impact on student achievement. During this process, our ESSA subgroups (ESE, ELL, and Black) will be monitored as well to monitor gains being made with our subgroups. We will create next steps from these meetings to adjust our plan. At midyear, we will analyze all MOY data and complete the SIP reflection to make permanent changes to the SIP based on our data at that time. We will meet with the district support team and our Assistant Superintendent to report on our outcomes at that time and share/revise our plan of action moving forward from MOY to EOY.

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	**93.6%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
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: C** **2022-23: D*** **2021-22: C** **2020-21:** **2019-20:**

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	30	28	22	29	34	18				161
One or more suspensions	0	1	1	0	1	0				3
Course failure in English Language Arts (ELA)	0	0	0	5	1	21				27
Course failure in Math	0	0	0	7	2	10				19
Level 1 on statewide ELA assessment				30	44	30				104
Level 1 on statewide Math assessment				38	51	41				130
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	22	26	27						96
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	7	9	11	21	22					70

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	0	1	0	6	5	11				23

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	0	2	0	2	0	0				4
Students retained two or more times	0	0	0	0	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	1	35	23	31	28	19				137
One or more suspensions	1	4	1	7	9	5				27
Course failure in ELA				5	2	22				29
Course failure in Math				8	3	10				21
Level 1 on statewide ELA assessment				5	38	31				74
Level 1 on statewide Math assessment				5	46	43				94
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	19	20	29	5						73

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	1	1	1	7	22	31				63

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	2	1		4						7
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 *	38	49	57	34	44	53	43	48	56
ELA Grade 3 Achievement **	47	52	58	36	46	53			
ELA Learning Gains	48	56	60				57		
ELA Learning Gains Lowest 25%	49	53	57		43	57	43		
Math Achievement *	31	50	62	28	46	59	33	44	50
Math Learning Gains	47	53	62		49	62	49		
Math Learning Gains Lowest 25%	43	46	52		49	52	49		
Science Achievement *	33	47	57	32	43	54	33	46	59
Social Studies Achievement *								55	64
Middle School Acceleration								42	52
Graduation Rate								42	50
College and Career Readiness									80
ELP Progress	51	59	61	28	59	59			55

*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)	ATSI
OVERALL FPPI – All Students	43%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the FPPI	387
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
43%	36%	45%	33%		47%	51%

* 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	28%	Yes	5	2
English Language Learners	39%	Yes	4	
Black/African American Students	40%	Yes	3	
Hispanic Students	43%	No		
White Students	37%	Yes	2	
Economically Disadvantaged Students	40%	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%**
Students With Disabilities	13%	Yes	4	1

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	28%	Yes	3	1
Black/African American Students	37%	Yes	2	
Hispanic Students	34%	Yes	1	
Multiracial Students	46%	No		
White Students	27%	Yes	1	1
Economically Disadvantaged Students	33%	Yes	1	

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	40%	Yes	3	
English Language Learners	40%	Yes	2	

		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%**
Native American Students				
Asian Students				
Black/African American Students	40%	Yes	1	
Hispanic Students	43%	No		
Multiracial Students				
Pacific Islander Students				
White Students	54%	No		
Economically Disadvantaged Students	44%	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	38%	47%	48%	49%	31%	47%	43%	33%					51%
Students With Disabilities	12%	10%	43%	47%	13%	41%	20%	14%					48%
English Language Learners	21%	30%	56%	62%	25%	46%	40%	18%					51%
Black/African American Students	37%	60%	49%	50%	28%	40%	36%	24%					38%
Hispanic Students	36%	41%	49%	52%	29%	46%	46%	36%					52%
White Students	33%				40%								
Economically Disadvantaged Students	36%	42%	47%	45%	30%	45%	36%	33%					49%

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	34%	36%			28%			32%					28%
Students With Disabilities	11%	16%			12%			5%					22%
English Language Learners	23%	19%			25%			24%					48%
Black/African American Students	32%	38%			32%			21%					60%
Hispanic Students	33%	34%			24%			33%					46%
Multiracial Students	54%				38%								
White Students	23%				31%								
Economically Disadvantaged Students	31%	33%			27%			30%					45%

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	43%		57%	43%	33%	49%	49%	33%					55%
English Language Learners	32%		52%	29%	25%	43%	50%	35%					55%
Students With Disabilities	15%		49%	53%	20%	57%	64%	26%					37%
Native American Students													
Asian Students													
Black/African American Students	37%		59%	60%	26%	40%	33%	25%					
Hispanic Students	43%		53%	28%	34%	50%	50%	33%					56%
Multiracial Students													
Pacific Islander Students													
White Students	67%				36%	60%							
Economically Disadvantaged Students	40%		56%	41%	28%	47%	47%	33%					58%

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	41%	49%	-8%	55%	-14%
Ela	4	27%	45%	-18%	53%	-26%
Ela	5	36%	46%	-10%	55%	-19%
Math	3	31%	52%	-21%	60%	-29%
Math	4	32%	45%	-13%	58%	-26%
Math	5	18%	41%	-23%	56%	-38%
Science	5	31%	42%	-11%	53%	-22%

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?

In ELA, our 3rd grade students demonstrated a 14-point gain in proficiency from 2023 to 2024 as per the state assessment. Students were empowered to track their own data and to establish SMART Goals and action steps to achieve those goals. Students reviewed their goals and action steps frequently to monitor growth. Teachers increased the use of common formative assessments to monitor student progress and discussed this data at their weekly planning sessions. Teachers used this data to create mirrored questions to help students close learning gaps with reading skills.

Lowest Performance

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

According to our 2024 FAST Math data, our school demonstrated a deficiency in math achievement. As we further analyzed the data, we found that number sense was a low area across grade levels 3-5. Through formative assessment, we know that there are gaps in number sense because of missed learning during the K-2 years. Another contributing factor is teaching to the full intent of the benchmark and ensuring that students independent tasks are at the full intent of the benchmark.

Greatest Decline

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

According to our FAST Math data from 2023 to 2024, the cohort group in 4th grade in 2023 dropped 8 points in proficiency from 27% proficient to 19% proficient in 2024 as 5th graders. The integrity of instruction was adversely impacted by a teacher allocation reduction which resulted in higher class sizes reduced the ability to meet student needs consistently. Additionally, we had a teacher vacancy during the second semester which resulted in a long-term substitute teaching 2/3 (67%) of our 5th grade students for the remainder of the school year. This impacted teacher instruction and student achievement.

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.

According to the 2024 FAST Data, the area with the biggest gap compared to the state is Math Achievement (PAFA: 31%; State: 58%). The factors that contributed to this was inconsistent instruction, skill gaps from early learning years, and long-term substitutes in classrooms.

EWS Areas of Concern

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

Absenteeism and students with a substantial reading deficiency are two areas of concern based on our reflection of our EWS data.

Highest Priorities

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

Reading
Math
Attendance
ESE subgroup

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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 our State Assessment Data, our SWD ESSA Subgroup has performed under 41% in ELA and Math for four consecutive years. This is attributed to gaps that exist in student learning causing this subgroup of students to remain below the 41% Federal Index Percentage. There is a need for teachers to take time during their collaborative planning sessions to analyze data specific to this subgroup of students and to plan for meeting the needs of these students. Planning sessions must be highly structured and aligned to the full intent of the benchmark while making time to review resources and instructional strategies that will support learning in students who belong to this subgroup. Weekly data must be reviewed to monitor the progress of this subgroup so shifts in teaching can be made if academic progress is not evident.

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 FAST PM3 for the 24-25 school year, the SWD ESSA subgroup will perform at a 41% Federal Index resulting in a 13-point increase from the Federal Index Percentage from the prior school year (28% in 23-24 school 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 Literacy Coach and Math Coach will meet with teachers weekly to support benchmark-aligned collaborative planning. These coaches will lead weekly data review to monitor the academic progress of this subgroup and will support teacher with instructional decisions to address the needs of this subgroup. The MTSS Coach and the Resource Compliance Specialist (expert in working with SWD) will meet with grade levels once a month to review data specific to this subgroup and make recommendations based on this data review. The administration and leadership team will walk classrooms weekly to review trends and adjust instructional support as needed based on trends.

Person responsible for monitoring outcome
Melissa Soltis, Resource Compliance Specialist

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:
1. Explicit Instruction 2. Small Group Intervention Instruction 3. Weekly Collaborative Planning sessions (PLCs--planning) 4. Weekly, Monthly, and Quarterly Data Analysis within Professional Learning Teams (PLCs--data analysis).

Rationale:
1. Explicit Instruction is an evidence-based practice that is used to ensure struggling learners or novice learners have a clear understanding of the skill and/or benchmark along with multiple opportunities to practice and receive feedback on their learning. Explicit Instruction has a medium to large effect size for student learning (.60 effect size) (Archer & Hughes, 2011). 2. Small Group Intervention provides targeted skill gap instruction to strengthen their overall reading and math skills with more individualized instruction and feedback. Small group learning has an effect size of .46 (Hattie, 2023). 3. Collaborative Planning allows teachers to design quality lessons and it promotes teacher clarity of learning objectives for standard mastery. Lesson design and teacher clarity have effect sizes of .70 and .85 respectively (Hattie, 2023). 4. Regular Data Analysis within PLC teams builds collective teacher efficacy and has an effect size of 1.34 (Hattie, 2023).

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 on Explicit Instruction

Person Monitoring:	**By When/Frequency:**
Kimberley Dos Santos (Kimberley.DosSantos@osceolaschools.net)	September 2024/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Rationale and components of Explicit Instruction will be shared with teachers during Pre-Planning week. Instructional Coaches and other Leadership Team Members will provide support on implementation of Explicit Instruction during weekly PLC collaborative planning meetings. Administration and Leadership Team will conduct weekly classroom walkthroughs looking for Explicit Instruction and providing feedback around Explicit Instruction.

Action Step #2

Small Group Intervention

Person Monitoring: **By When/Frequency:**
Jamie Martin (Jamie.Martin@osceolaschools.net) August 19, 2024/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
MTSS Coach will ensure all teachers know students in intervention and have the necessary materials to start small group intervention by August 19, 2024. MTSS Coach along with the other Instructional Coaches will monitor implementation of Small Groups each week by conducting walk throughs. The MTSS Coach will meet with teams monthly to review data and interventions to make adjustments if needed. Administration and Leadership Team will conduct weekly classroom walk throughs during small group instruction time and provide feedback on small groups to help teachers in continuously meeting needs of all students (including students in this ESSA subgroup) during small group time.

Action Step #3
Professional Learning Community sessions

Person Monitoring: **By When/Frequency:**
Jamie Martin (Jamie.Martin@osceolaschools.net) August 2024/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in weekly collaborative planning sessions. These sessions will focus on lesson planning to ensure clarity of the benchmarks and resources to support students as well as data analysis to make instructional decisions to support the learning of students. Administration and Leadership Team (Instructional Coaches) will participate in weekly planning sessions. Administration and Leadership Team will conduct weekly classroom walkthroughs to look for transfer of planning to teaching and to provide feedback on implementation of lessons from planning sessions.

Area of Focus #2

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

ESSA Subgroups specifically relating to English Language Learners (ELL)

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 our State Assessment Data, our ELL ESSA Subgroup performed under 41% in ELA and Math for the 23-24 school year. This is attributed to gaps that exist in student learning causing this subgroup of students to remain below the 41% Federal Index Percentage. There is a need for teachers to take time during their collaborative planning sessions to analyze data specific to this subgroup of students and to plan for meeting the needs of these students. Planning sessions must be highly structured and aligned to the full intent of the benchmark while making time to review resources and instructional strategies that will support learning in students who belong to this subgroup. Weekly data must be reviewed to monitor the progress of this subgroup so shifts in teaching can be made if academic progress is not evident.

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 FAST PM3 for the 24-25 school year, the ELL ESSA subgroup will perform at a 41% Federal Index resulting in a 2-point increase from the Federal Index Percentage from the prior school year (39% in 23-24 school 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 Literacy Coach and Math Coach will meet with teachers weekly to support benchmark-aligned collaborative planning. These coaches will lead weekly data review to monitor the academic progress of this subgroup and will support teacher with instructional decisions to address the needs of this subgroup. The MTSS Coach and the ESOL Educational Specialist (expert in working with ELLs) will meet with grade levels once a month to review data specific to this subgroup and make recommendations based on this data review. The administration and leadership team will walk classrooms weekly to review trends and adjust instructional support as needed based on trends.

Person responsible for monitoring outcome
Michelle Perez, ESOL Educational Specialist

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:
1. Explicit Instruction 2. Small Group Intervention Instruction 3. Weekly Collaborative Planning sessions (PLCs--planning) 4. Weekly, Monthly, and Quarterly Data Analysis within Professional Learning Teams (PLCs--data analysis).

Rationale:
1. Explicit Instruction is an evidence-based practice that is used to ensure struggling learners or novice learners have a clear understanding of the skill and/or benchmark along with multiple opportunities to practice and receive feedback on their learning. Explicit Instruction has a medium to large effect size for student learning (.60 effect size) (Archer & Hughes, 2011). 2. Small Group Intervention provides targeted skill gap instruction to strengthen their overall reading and math skills with more individualized instruction and feedback. Small group learning has an effect size of .46 (Hattie, 2023). 3. Collaborative Planning allows teachers to design quality lessons and it promotes teacher clarity of learning objectives for standard mastery. Lesson design and teacher clarity have effect sizes of .70 and .85 respectively (Hattie, 2023). 4. Regular Data Analysis within PLC teams builds collective teacher efficacy and has an effect size of 1.34 (Hattie, 2023).

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 on Explicit Instruction

Person Monitoring:	**By When/Frequency:**
Kimberley Dos Santos (Kimberley.DosSantos@osceolaschools.net)	September 2024/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Rationale and components of Explicit Instruction will be shared with teachers during Pre-Planning week. Instructional Coaches and other Leadership Team Members will provide support on implementation of Explicit Instruction during weekly PLC collaborative planning meetings. Administration and Leadership Team will conduct weekly classroom walkthroughs looking for Explicit Instruction and providing feedback around Explicit Instruction.

Action Step #2
Small Group Intervention

Person Monitoring:	**By When/Frequency:**
Jamie Martin (Jamie.Martin@osceolaschools.net)	August 19, 2024/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
MTSS Coach will ensure all teachers know students in intervention and have the necessary materials to start small group intervention by August 19, 2024. MTSS Coach along with the other Instructional Coaches will monitor implementation of Small Groups each week by conducting walk throughs. The MTSS Coach will meet with teams monthly to review data and interventions to make adjustments if needed. Administration and Leadership Team will conduct weekly classroom walk throughs during small group instruction time and provide feedback on small groups to help teachers in continuously meeting needs of all students (including students in this ESSA subgroup) during small group time.

Action Step #3
Professional Learning Community sessions

Person Monitoring:	**By When/Frequency:**
Jamie Martin (Jamie.Martin@osceolaschools.net)	August 2024/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in weekly collaborative planning sessions. These sessions will focus on lesson planning to ensure clarity of the benchmarks and resources to support students as well as data analysis to make instructional decisions to support the learning of students. Administration and Leadership Team (Instructional Coaches) will participate in weekly planning sessions. Administration and Leadership Team will conduct weekly classroom walkthroughs to look for transfer of planning to

teaching and to provide feedback on implementation of lessons from planning sessions.

Area of Focus #3

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

ESSA Subgroups specifically relating to White Students (WHT)

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 our State Assessment Data, our White ESSA Subgroup performed under 41% in ELA and Math for the 23-24 school year. This is attributed to gaps that exist in student learning causing this subgroup of students to remain below the 41% Federal Index Percentage. There is a need for teachers to take time during their collaborative planning sessions to analyze data specific to this subgroup of students and to plan for meeting the needs of these students. Planning sessions must be highly structured and aligned to the full intent of the benchmark while making time to review resources and instructional strategies that will support learning in students who belong to this subgroup. Weekly data must be reviewed to monitor the progress of this subgroup so shifts in teaching can be made if academic progress is not evident.

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 FAST PM3 for the 24-25 school year, the White ESSA subgroup will perform at a 41% Federal Index resulting in a 5-point increase from the Federal Index Percentage from the prior school year (36% in 23-24 school 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 Literacy Coach and Math Coach will meet with teachers weekly to support benchmark-aligned collaborative planning. These coaches will lead weekly data review to monitor the academic progress of this subgroup and will support teacher with instructional decisions to address the needs of this subgroup. The MTSS Coach will meet with grade levels once a month to review data specific to this subgroup and make recommendations based on this data review. The administration and leadership team will walk classrooms weekly to review trends and adjust instructional support as needed based on trends.

Person responsible for monitoring outcome

Jamie Martin, MTSS 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:

1. Explicit Instruction 2. Small Group Intervention Instruction 3. Weekly Collaborative Planning sessions (PLCs--planning) 4. Weekly, Monthly, and Quarterly Data Analysis within Professional Learning Teams (PLCs--data analysis).

Rationale:

1. Explicit Instruction is an evidence-based practice that is used to ensure struggling learners or novice learners have a clear understanding of the skill and/or benchmark along with multiple opportunities to practice and receive feedback on their learning. Explicit Instruction has a medium to large effect size for student learning (.60 effect size) (Archer & Hughes, 2011). 2. Small Group Intervention provides targeted skill gap instruction to strengthen their overall reading and math skills with more individualized instruction and feedback. Small group learning has an effect size of .46 (Hattie, 2023). 3. Collaborative Planning allows teachers to design quality lessons and it promotes teacher clarity of learning objectives for standard mastery. Lesson design and teacher clarity have effect sizes of .70 and .85 respectively (Hattie, 2023). 4. Regular Data Analysis within PLC teams builds collective teacher efficacy and has an effect size of 1.34 (Hattie, 2023).

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 on Explicit Instruction

Person Monitoring:	**By When/Frequency:**
Kimberley Dos Santos (Kimberley.DosSantos@osceolaschools.net)	August 2024/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Rationale and components of Explicit Instruction will be shared with teachers during Pre-Planning week. Instructional Coaches and other Leadership Team Members will provide support on implementation of Explicit Instruction during weekly PLC collaborative planning meetings. Administration and Leadership Team will conduct weekly classroom walkthroughs looking for Explicit Instruction and providing feedback around Explicit Instruction.

Action Step #2

Small Group Intervention

Person Monitoring:	**By When/Frequency:**

Jamie Martin (Jamie.Martin@osceolaschools.net) August 19. 2024/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

MTSS Coach will ensure all teachers know students in intervention and have the necessary materials to start small group intervention by August 19, 2024. MTSS Coach along with the other Instructional Coaches will monitor implementation of Small Groups each week by conducting walk throughs. The MTSS Coach will meet with teams monthly to review data and interventions to make adjustments if needed. Administration and Leadership Team will conduct weekly classroom walk throughs during small group instruction time and provide feedback on small groups to help teachers in continuously meeting needs of all students (including students in this ESSA subgroup) during small group time.

Action Step #3

Professional Learning Community sessions

Person Monitoring: **By When/Frequency:**

Jamie Martin (Jamie.Martin@osceolaschools.net) August 2024/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will participate in weekly collaborative planning sessions. These sessions will focus on lesson planning to ensure clarity of the benchmarks and resources to support students as well as data analysis to make instructional decisions to support the learning of students. Administration and Leadership Team (Instructional Coaches) will participate in weekly planning sessions. Administration and Leadership Team will conduct weekly classroom walkthroughs to look for transfer of planning to teaching and to provide feedback on implementation of lessons from planning sessions.

Area of Focus #4

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

Instructional Practice specifically relating to Benchmark-aligned instruction

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 our State Assessment Data from the 23-24 school year, our 3-5 grade students struggle with proficiency in both ELA and Math. We scored 38% proficient in ELA and 31% proficient in Math. This is attributed to lesson planning that lacks consistency in meeting the full intent of the grade level benchmarks. There is a need for teachers to collaboratively plan during common planning sessions and be provided with support from content area coaches through coaching cycles and weekly classroom walk through feedback.

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 FAST PM3 for the 24-25 school year, proficiency for grades 3-5 ELA will increase to 54% (16-point increase) and proficiency for grades 3-5 Math will increase to 58% (27-point increase).

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 Literacy Coach and Math Coach will meet with teachers weekly to support benchmark-aligned collaborative planning. These coaches will lead weekly data review to monitor the academic progress of this subgroup and will support teacher with instructional decisions to address the needs of this subgroup. The MTSS Coach will meet with grade levels once a month to review data specific to this subgroup and make recommendations based on this data review. The administration and leadership team will walk classrooms weekly to review trends and adjust instructional support as needed based on trends.

Person responsible for monitoring outcome
Candida Mouchet, Math/Science 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:
1. Explicit Instruction 2. Coaching Cycles 3. Professional Learning Communities--collaborative planning 4. Targeted Small Group Sessions in Math

Rationale:
1. Explicit Instruction is an evidence-based practice that is used to ensure struggling learners or novice learners have a clear understanding of the skill and/or benchmark along with multiple opportunities to practice and receive feedback on their learning. Explicit Instruction has a medium to large effect size for student learning (.60 effect size) (Archer & Hughes, 2011). 2. Coaching cycles allow the instructional coach and mentors to give targeted feedback, guided lesson planning, and modeling for the teacher. Feedback practices have an effect size of .51 (Hattie, 2023). 3. Collaborative Planning allows teachers to design quality lessons, and it promotes teacher clarity of learning objectives for standard mastery. Lesson design and teacher clarity have effect sizes of .70 and .85 respectively (Hattie, 2023). 4. Targeted Small Group sessions in Math will allow for targeted skill gap instruction to strengthen their overall math skills with more individualized instruction and feedback. Small group learning has an effect size of .46 (Hattie, 2023).

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 on Explicit Instruction

Person Monitoring:
Kimberley Dos Santos
(Kimberley.DosSantos@osceolaschools.net)

By When/Frequency:
September 2024/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Rationale and components of Explicit Instruction will be shared with teachers during Pre-Planning week. Instructional Coaches and other Leadership Team Members will provide support on implementation of Explicit Instruction during weekly PLC collaborative planning meetings. Administration and Leadership Team will conduct weekly classroom walkthroughs looking for Explicit Instruction and providing feedback around Explicit Instruction.

Action Step #2
Coaching Cycles

Person Monitoring:
Dennise Murphy
(Dennise.Murphy@osceolaschools.net)

By When/Frequency:
September 2024/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Coaches will engage in coaching cycles with our Tier 3 Teachers. Coaches will provide weekly updates on Coaching Cycle progress during Leadership Team meetings and keep Coaching Cycle logs for each cycle completed. Administration and Leadership Team will conduct weekly classroom walk throughs to look for transfer of coaching into instructional practice.

Action Step #3
Professional Learning Communities planning sessions

Person Monitoring:
Dennise Murphy
(Dennise.Murphy@osceolaschools.net)

By When/Frequency:
August 2024/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in weekly collaborative planning sessions. These sessions will focus on lesson planning to ensure clarity of the benchmarks and resources to support students as well as data analysis to make instructional decisions to support the learning of students. Administration and Leadership Team (Instructional Coaches) will participate in weekly planning sessions. Administration and Leadership Team will conduct weekly classroom walkthroughs to look for transfer of planning to teaching and to provide feedback on implementation of lessons from planning sessions.

Action Step #4
Targeted Small Group Sessions in Math

Person Monitoring:
Candida Mouchet
(Candida.Mouchet@osceolaschools.net)

By When/Frequency:
September 2024/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
MTSS Coach and Math Coach will ensure all teachers know students who need to be targeted for small groups during the math block. MTSS Coach and Math Coach will monitor implementation of

Targeted Small Groups in math each week by conducting walk throughs. The MTSS Coach and Math Coach will meet with teams monthly to review data to make adjustments if needed. Administration and Leadership Team will conduct weekly classroom walk throughs during small group instruction time and provide feedback on small groups to help teachers in continuously meeting needs of all students during small group time.

Area of Focus #5

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.

Based on our PM3 data from the 23-24 school year showing more than 50% of students are below grade level in reading, there is a need to focus on high-quality Tier 1 instruction. We must ensure Tier 1 instruction is meeting the needs of majority of students. Through our focus on Tier 1 instruction, benchmark-aligned teaching, and best practices in differentiation, we expect to observe an increase in student learning and achievement.

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

We will be focusing on teacher Professional Development in Tier 1 teaching practices, BEST Standards and differentiation. We will also be using our grade level PLCs to analyze data and strengthen our teaching practices. Open Court will be used as our Tier 1 to teach phonics in grades K-2 and we have specific interventions planned for grades K-2. According to STAR data in Reading and Early Literacy PM3 assessment for the 23-24 school year, 59% of 2nd graders are below grade level in Reading, 53% of 1st graders are below grade level in Reading, and 42% of our Kindergarteners are below grade level in Reading.

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

We will be focusing on teacher Professional Development in Tier 1 teaching practices, BEST Standards and differentiation. We will also be using our grade level PLCs to analyze data and strengthen our teaching practices. 53% of our 3rd graders are below grade level in Reading according to our 23-24 progress monitoring tool (FAST). 74% of 4th graders and 63% of 5th graders are below grade level in Reading according to state assessment data (PM3 FAST).

Grades K-2: Measurable Outcome(s)

Using our Progress Monitoring tool (STAR), we will decrease our students who are not proficient in

Reading in grades K-2 from 51% to 45% (-6%).

Grades 3-5: Measurable Outcome(s)

Using state assessment tool (PM3 FAST), we will decrease students who are not proficient in reading by 10% (3rd grade will decrease from 53% to 43%; 4th grade will decrease from 74% to 64%; 5th grade will decrease from 63% to 53%).

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 monitor implementation of each action step throughout the year through check ins with teachers and classroom walks. We will review progress monitoring data throughout the school year and hold data digging sessions with teachers to adjust instruction and intervention groups.

Person responsible for monitoring outcome

Dennise Murphy, 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:

In grades K-2 we will use Lexia, FCRR Student Center Activities, and UFLI (Visible Learning effect size-phonics instruction: .70 strong; vocabulary programs: .63 moderate; comprehension programs: .55 moderate; direct instruction: .60 moderate). This will be used in addition to our Tier 1 foundational skills (Open Court). We will also use Corrective Reading in selected grade levels (potentially 2nd grade) with tier 2 and tier 3 students (effect size .30 and .47 promising). We will use Lexia teacher-led lessons, Benchmark Quick Reads, UFLI, and Corrective Reading intervention (Visible Learning effect size - small group learning: .47 promising) in grades 3-5 for students who are below grade level.

Rationale:

The selected programs listed above are aligned with our K-12 Reading Plan and BEST Standards. Furthermore, they support closing learning gaps for struggling students. Effect size for phonics, vocabulary, comprehension, and small group learning are at least .50 or higher.

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

We will strategically select a school Literacy Leadership committee to review data and work with teachers across campus in the area of literacy.

Person Monitoring:	**By When/Frequency:**
Dennise Murphy (Dennise.Murphy@osceolaschools.net)	Start September 2024, meet quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Literacy Coach will create a Literacy Leadership Committee by September 2024. This committee will meet quarterly to review literacy data school-wide and plan for increasing student achievement by supporting teachers in teaching literacy. The committee will make recommendations based on data trends and the Literacy Coach will provide Professional Development and/or coaching cycles to support teacher practice.

Action Step #2

The Literacy Leadership Committee will problem-solve and work together on ensuring Literacy Practices across campus are solid in structure. This will support increasing student achievement in Literacy and our Action Steps noted in the benchmark-aligned instruction as well.

Person Monitoring:	**By When/Frequency:**
Dennise Murphy (Dennise.Murphy@osceolaschools.net)	quarterly throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

This committee will meet quarterly to review literacy data school-wide and plan for increasing student achievement by supporting teachers in teaching literacy. The committee will make recommendations based on data trends.

Action Step #3

The Literacy Coach will conduct coaching cycles with teachers in need based on student data.

Person Monitoring:	**By When/Frequency:**
Dennise Murphy (dennise.murphy@osceolaschools.net)	throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Literacy Coach will meet with grade levels regularly to monitor implementation of Tier 1 Core Instruction. Using the literacy assessment tools, the Literacy Coach will progress monitor student learning/progress and develop Professional Learning for teachers as needed based on student data and classroom walkthrough data.

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.

The data collected from our Early Warning System shows that 137 of our students have an early warning indicator for less than 90% attendance. There is relationship between high-quality attendance data and higher level of student achievement indicating that absenteeism potentially prevents students from being academically proficient (NCES, 2009). Many of our students with chronic absenteeism struggled with academic achievement as evidenced in the Early Warning System. Therefore, Poinciana Academy of Fine Arts will work to promote higher level of attendance to help increase school proficiency levels.

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.

For the 2023-2024 school year our overall average attendance was 90%. Our goal is to work on strategies and interventions to promote attendance, especially for students with early warning indicators, to increase our attendance average for 2024-2025 to 95%.

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.

Leadership team will monitor progress by reviewing monthly data and meeting agendas/notes from grade level PLCs, MTSS, and PBIS Committee meetings. School Stocktake meetings will take place monthly to report and discuss progress on the Area of Focus and make informed decisions to provide supports and interventions.

Person responsible for monitoring outcome
Michelle Gilson, School Counselor

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:
MTSS (A multi-tiered system of supports) is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective. By using MTSS with evidence-based strategies and resources from Attendance Works we will promote attendance by providing interventions at the different tier levels.

Rationale:
MTSS, as a multi-tier system of supports, has been proven to promote positive student academic and behavioral outcomes, as well as safe and favorable school climates (Ockerman, Mason, & Hollenbeck, 2012; Sugai & Horner, 2009). Response to intervention is a component of MTSS and has a effect of 1.07 on impacting student progress and achievement (Hattie and Zierer, 2017).

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

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

Description of Intervention #2:
Family-school-community partnerships are a shared responsibility and reciprocal process that involves and engages schools, community organizations, and families to actively support student development and learning (Epstein 2011). We will set up regular meetings with parents and families of students who are chronically absent to build relationships and support families struggling with getting their students to school every day.

Rationale:
Sheldon and Epstein (2022), state that school, family, and community partnership practices contribute to student success including a decrease in absenteeism. Also, the National Center of Safe Supportive Learning Environments (2023), states that a positive school climate fostered by school, family and community partnerships can help improve attendance, achievement, retention, and graduation rates.

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

Action Step #1
Attendance Award

Person Monitoring:	**By When/Frequency:**
Joanie Miranda	end of each Quarter/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement an attendance award to encourage and reward student attendance. Recognize students with 95% attendance or more quarterly.

Action Step #2
Engage Students and Families

Person Monitoring:	**By When/Frequency:**
Joanie Miranda	At the beginning of each month/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
• Families - Attendance flyer in 1st day packet. Parent conferences. School wide parent newsletters will include attendance information to encourage positive daily attendance rates. Weekly communication with parents through Agendas/Student Planners. Social Media reminders. • Share with Students - Morning announcements reminders, Beat the Bell Campaign, afternoon announcements, bulletin board, social media campaign.

Action Step #3
Focus Group

Person Monitoring: **By When/Frequency:**
Michelle Gilson   By August 30, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Organize a focus group with students that have chronic absenteeism to explore reasons for not attending school and possible areas of need and support to remove barriers for school attendance.

Action Step #4
Attendance Buddies Group

Person Monitoring: **By When/Frequency:**
Rebeca Carter   Start by August 30 until May 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Meet with students each week - one-on-one and/or in small groups, to check in on how school is going and listen to students' needs. Call home if they are absent. Track attendance and celebrate improvements. Connect students and families, as needed, to helpful resources available from school and community-based school partners.

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 school strives to involve all parents and other stakeholders in the planning, review, and improvement of SIP and SWP. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, website, and REMIND. We share out the SIP and SWP with staff during faculty meetings during our pre-planning week. We share out this information with student stakeholders during the first week of school. We share out this information with parents and business/community partners during our first School Advisory Council meeting in August. Once the SIP is approved, it is posted on our school website for parent access.

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))

We are a Positive Behavior and Intervention Supports (PBIS) school. We have established STARS Expectations and these expectations are communicated to students and families in a variety of ways. We publish them in our school newsletter as well as our student/parent handbook. We also communicate these expectations and other school news via social media (Facebook, Twitter, website, etc.). Additionally, we provide a district Code of Conduct for every family which was created using input from a variety of stakeholders.

We hold School Advisory Council (SAC) meetings and Parent Teacher Organization (PTO) meetings

regularly to involve all stakeholders in all that is taking place with the school. We review data and ask for input on planning for student learning and improvement.

Student success is at the core of all we do. We work together as a school and community to make sure our students can be successful. Our school holds grade level PLCs/PLTs each week and a school-wide PLC/PLT every month. We collaborate on best teaching practices and cultivate a growth mindset community which allows all staff to grow professionally. We hold meetings with parents to involve them in education decisions and to help them support their children at home.

Our school works diligently to involve all parents in the planning, review, and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan. Furthermore, parents are invited in for meetings with teachers and administration to discuss their child's progress at various times throughout the school year and also when requested by the parent. Our teachers and staff also communicate regularly with parents and families through phone, email, REMIND, and social media.

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))

Student success is at the core of all we do. We work together as a school and community to make sure our students can be successful. Our school holds grade level PLCs/PLTs each week and a school-wide PLC/PLT every month. We collaborate on best teaching practices and cultivate a growth mindset community which allows all staff to grow professionally. We hold meetings with parents to involve them in education decisions and to help them support their children at home. We utilize our district standard-aligned curriculum maps and focus on the implementation of these unit plans during our weekly PLC planning
sessions.

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))

We coordinate the development of our SIP alongside several federal, state, and local services such

as: Title I, Part A for the implementation of supplemental education for disadvantaged students; Title II, Part A for the implementation of various PD opportunities to support teacher growth; Title III for the implementation of Multicultural Services; Title IV, Part A for the implementation of student enrichment activities; Title IX for the implementation and support of students and families in transition.

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))

Our school counselor meets with students regularly to provide support outside of academics. We also have a mental health counselor who is on campus once a week to meet with specific students who have a plan with permission from the parents/guardians. Our school counselor also works with teachers and provides professional development on strategies to support students with issues outside of academic subject areas.

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))

Our district is an AVID School District. We promote college and career readiness beginning in elementary school. We also use Xello to expose students to various careers throughout the school year. Each grade level has a different career focus in Xello in which students complete lessons to learn more about those career fields.

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)).

We follow the MTSS model for identifying students with behavioral needs beyond Tier 1 supports. These students are moved into Tier 2 or Tier 3 supports after data is analyzed and a need for more intensive supports and interventions is identified.

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)).

Teachers and staff receive training in best teaching practices throughout the school year. We also

provide training in specific programs and curriculum to help teachers make decisions based on data from progress monitoring assessments.

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))

Our Voluntary Pre-Kindergarten (VPK) classes provide academic and social skills support to VPK students to prepare them for kindergarten and give students the real-world school environment they will experience throughout their academic careers. The STAR Early Literacy assessment is used to measure the literacy rates of our students and the state-required CLASS assessment to measure the fidelity of instruction in our VPK classrooms.

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.

SDOC provided funds for our Reading Coach, Math/Science Coach, Learning Resource Specialist (MTSS Coach), and one interventionist. The instructional coaches support teachers in planning and analyzing data. They also work with students during intervention time. Our interventionist works with students teaching pre-teach vocabulary lessons in reading and other small group lessons as required in math and science.

Specifics to Address the Need

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

Instructional Coaches exist to support the teachers with effective instruction and to also support teachers in data analysis to continuously meet the needs of the students (specifically our ESSA subgroups SWD, ELL, and White). Our Interventionist will also analyze student data and provide interventions to students in these subgroups to close learning gaps. We have three areas of focus that have steps outlined to focus on our ESSA subgroups so we can ensure an increase in their achievement and close achievement gaps within these groups. We will begin intervention groups by the second week of the school year and monitor implementation weekly while analyzing student data sources regularly (weekly, monthly, and quarterly depending upon the assessment tool).

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