Title I Comprehensive Schoolwide Plan

POINCIANA STEM ELEMENTARY MAGNET SCHOOL (0791)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

> Overall, According to iReady diagnostic, Progress Monitoring 2 and Unit Standards Assessments (USAs) at least 43% of students are non-proficient in reading informational text 46% of students are not proficient in prose & poetry 16% of students have 10 or more days absent

2. List the root causes for the needs assessment statements you prioritized.

> Students gravitate to fictional text Lesson Plans are not explicit enough Students lack background knowledge Students lack experiences Students lack extensive vocabulary Students struggle with figurative language Students struggle with vocabulary used in poetry Attendance–Travel mid year, lack of connection to school, sickness

3. Share possible solutions that address the root causes.

> Spend more time building background knowledge Use vocabulary beyond the unit of study to build knowledge Use picture dictionaries Infuse poetry in morning work and in homework Expose students to poems throughout the year Attendance-End Check-ins, Back to school Welcome to Kindergarten

4. How will school strengthen the PFEP to support ELA?

• Communication

> DOJO will be used to share event notifications i.e. Literacy Night, Curriculum Night, ELA content focus.

• Parent Training

> Train parents on SIS Gateway, Benchmark, Tech Tools, Academic Common Language Training

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- School

Require SIS linked user verification Provide assistance with SIS Login

- Students

Read 20 minutes nightly

- Parents

Read to and with students 20 minutes nightly including informational text Check DOJO and backpacks daily. Partner with teachers to improve student achievement to meet the State's grade level standards.

- Staff Training

Writing Workshop, The same PFEP trainings shared with parents, ELA Common Language Training

- Accessibility

Student portfolio during parent engagement nights, feature scholars, post student work in common areas, SIS Gateway Assessment data Dojo, Literacy Night, Astronomy Night, Parent Conferences in person & on google meet

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

79% of first graders are not proficient in Operations 50% off students are not proficient in Geometric Reasoning 63% of students are not proficient in algebraic thinking 16% of students have 10 or more days absent

2. List the root causes for the needs assessment statements you prioritized.

Students who are proficient move into AMP 6th grade thereby heightening 5th grade deficiency Math Vocabulary is weak Students are challenged with understanding 1 and 2 step word problems Reading fluency is lacking in reading word problems The pacing chart doesn't include Geometric Reasoning until later in the year

3. Share possible solutions that address the root causes.

Small group instruction See/use more vocabulary throughout the unit Problem of the day Parking Lot of frequently used Math words Post Visual Learning QR codes for each Math lesson Build in Spiral Review Math & Testing word vocabulary drills

4. How will school strengthen the PFEP to support Math?

• Communication

DOJO will be used to share event notifications i.e. STEM Night, Curriculum Night, Math content focus.

• Parent Training

Train parents on SIS Gateway, Benchmark, Tech Tools, Academic Common Language Training

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

• School

Provide tools that model instruction to further assist parents with supporting instruction

• Students

Continue to follow the Panda PAWS school-wide behavior plan Students will complete two (2) Math iXI modules per week with at least 75% accuracy. (Grade 5 AMP) Students will complete 45 minutes of iReady Math with 80% accuracy weekly (Grades K-5)

- Parents

> Use QR codes, other tech resources and materials to support learning and check Class DOJO and backpacks daily

- Staff Training

> Accessing SAVVAS, Math fluency strategies

- Accessibility

> Parents will access content area videos and/or class/grade level newsletters on DOJO SIS Gateway, STEM Night, Parent Conferences in person & on google meet

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

> 46.5% of 5th grade students are not proficient in Science Despite exposure in lower grades, 52% of 5th grade students are not proficient in Plant Life standards are 16% of students have 10 or more days absent

2. List the root causes for the needs assessment statements you prioritized.

> Students do not recall some standards assessed in prior grades. Standards haven't been revisited since 1st Trimester, Standards are not interconnected Students are unfamiliar with academic vocabulary Science content isn't integrated cross curricular Content taught later in the year Attendance—Travel mid year, lack of connection to school, sickness

3. Share possible solutions that address the root causes.

Integrate ELA with Science text Use Vocabulary sorts Use RACE strategy in Science Teach Test Taking Skills/Discuss in PLCs; Post Science activities on Class Dojo for parent support Integrate Fine Arts & Clubs and Science Increase Science Incentives Practice using testing tools online Provide year round healthy tips, begin Mid, End Check-ins, Back to school Welcome to Kindergarten

4. How will school strengthen the PFEP to support Science?

- Communication

Post parent newsletter on class Dojo. We also will have a dedicated Science Resource person to pull students for Science groups beginning next school year

- Parent Training

Technology Tools for Science

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- School

Provide meaningful Science lessons K-5

- Students

Participate in STEM activities

- Parents

Explore science through real life experiences

- Staff Training

Science Cadre! Science rotations, the new science instructional materials adoption

- Accessibility

Dojo & SIS Gateway, STEM Night, Astronomy Night, Parent Conferences in person & on google meet

Action Step: Classroom Instruction

Ensure students have access to increased instructional intervention opportunities through additional staff, the provision of instructional supplies, and the offering of tutorial programs outside of the traditional school day.

Budget Total: **$218,642.00**

Acct Description	Description								
Tutorial	**Item**	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	Certified teachers to facilitate afterschool tutorials in ELA, Mathematics, and Science for students in third (3rd) through fifth (5th) grades that score a level 2 or 3 on the Winter FAST Assessment along with iReady exams. January/February anticipated start date.	5	$37.00	2	1.5	1	Certified	Original	$555.00
	Certified teachers to facilitate afterschool tutorials in ELA, Mathematics, and Science for students in third (3rd) through fifth (5th)	11	$37.00	2	1.5	10	Certified	Original	$12,210.0

Acct Description	Description								
	Item	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	grades that score a level 2 or 3 on the Winter FAST Assessment along with iReady exams. January/February anticipated start date.								
Resource Teacher	Math Resource Teacher will provide small group, differentiated instruction through push-in and pull-out model focusing on lowest 25% targeted student in Kindergarten through fifth (5th) grades.								
Resource Teacher	Literacy Resource Teacher will provide small group, differentiated instruction through push-in and pull-out models, focusing on targeted students in order to ensure students reach or maintain grade level proficiency fo students in Kindergarten (K) through fifth (5th) grades.								

Trans Compound; field trips	**Item**	**Quantity**	**Rate**	**Type**	**Total**
	College Tour Field Trip (FAU or Palm Beach State)	1	$400.00	Original	$400.00

Out-of-system Tutors	**Item**	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	Non-Certified Out-of-System tutors to provide push-in and pull out academic support in the areas of Reading/English Language Arts (R/ELA), Mathematics, and Science for all students considered "at risk" in these subject areas in Kindergarten (K) through fifth (5th) grades.	1	$15.00	5	5	15	Non-Certified	Original	$5,625.0
	Certified Out-of-System tutors to provide push-in and pull out academic support in the areas of Reading/English Language Arts (R/ELA), Mathematics, and Science	1	$37.00	5	5	15	Certified	Original	$13,875.(

Acct Description	Description								
	Item	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	for all students considered "at risk" in these subject areas in Kindergarten (K) through fifth (5th) grades.								

Computer HW; non-cap	**Item**	**Quantity**	**Rate**	**Type**	**Total**
	Headphones for student use to access adaptive learning technology	20	$5.03	Original	$100.6
	BT 492072 increasing line for student headphone invoice/quote	1	$1.40	Budget Transfer	$1.40

Supplies	**Item**	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**
	Binder clips pack of 30	10	$4.88	General Supplies	Original	$48.80
	Binders (Carton 1 inch black)	8	$29.54	General Supplies	Original	$236.32
	Copy paper, yellow	3	$16.00	General Supplies	Original	$48.00
	Highlighters box of 24	16	$10.99	General Supplies	Original	$175.84
	Post-it notes 3" square post it notes 20 boxes of 24	20	$16.17	General Supplies	Original	$323.40
	Student dry erase markers pk	15	$26.40	General Supplies	Original	$396.00
	Card stock (various colors)	12	$25.54	General Supplies	Original	$306.48
	Lexmark Ink in 4 colors	6	$87.99	Technology	Original	$527.94
	Magnetic Table Top Dry Erase board (individual student)	30	$7.79	Instructional Materials	Original	$233.70

Acct Description	Description					
	Item	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**
	Staples	10	$2.64	General Supplies	Original	$26.40
	Copy paper light blue	5	$16.00	General Supplies	Original	$80.00
	White boards (pack pf 48)	8	$79.59	General Supplies	Original	$636.72
	Chart paper pack of 4 (10 packs)	6	$81.83	General Supplies	Original	$490.98
	Composition books primary	120	$2.99	General Supplies	Original	$358.80
	Index cards (3×5) ruled 100 pk	5	$0.45	General Supplies	Original	$2.25
	Copy Paper - Case	64	$31.03	General Supplies	Original	$1,985.9
	Pens	8	$7.49	General Supplies	Original	$59.92
	Stapler	6	$11.20	General Supplies	Original	$67.20
	Construction paper	14	$4.49	General Supplies	Original	$62.86
	Shipping	1	$0.62	General Supplies	Original	$0.62
	Colored pencils	65	$3.59	General Supplies	Original	$233.35
	Pencils, 25 Pk.	22	$6.49	General Supplies	Original	$142.78
	Copy paper light pink	5	$16.00	General Supplies	Original	$80.00
	Crayons	305	$2.31	General Supplies	Original	$704.55
	Scotch tape 10 rolls	3	$20.99	General Supplies	Original	$62.97
	Two pocket folders @ 25 pack	20	$20.00	General Supplies	Original	$400.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Spiral Notebooks for Science	240	$5.29	General Supplies	Original	$1,269.6
	BT 492072 reducing line for student headphone invoice/quote	1	-$1.40	General Supplies	Budget Transfer	-$1.40

Action Step: Professional Development

Leverage both in-house professional development opportunities for teachers and off-site opportunities to provide robust professional learning opportunities in increasing academic outcomes for at-risk students.

Budget Total: **$14,488.00**

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Teacher Collaboration	Collegial planning for teachers of Reading/English Language Arts (R/ELA), Mathematics, and Science to prepare for the upcoming school year through standards-based planning focused upoon vocabulary, math and science concepts, and increasing Reading/ELA, Math, and Science proficiency. To occur in July 2024.	20	$25.00	2	4.5	1	Certified	Original	$4,500.0

Acct Description	Description				
Travel out-of-state	**Item**	**Quantity**	**Rate**	**Type**	**Total**
	National Council of Teachers of Math (September 25 - 28, 2024; Chicago, IL) to provide staff with additional best-practice teaching strategies, school climate and culture, at risk students, and trauma informed teaching practices (For Each: Registration - $600.00, Transportation - $400.00, Lodging - $800.00, Per Diem - $150.00; Total - $1, 950.00)	3	$1,950.00	Original	$5,850.0
	National Conference on School Leadership (July 15-17, 2024; Nashville, TN) to expand school teacher leadership toolkit with practical strategies for leading a school (For Each: Registration - $1029.00, Transportation - $400.00, Lodging - $1,000.00, Per Diem - $150.00; Total: $2, 579.00)	1	$2,579.00	Original	$2,579.0

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: **$2,965.25**

Acct Description	Description					
Supplies	**Item**	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**
	Refreshments for 40 parents for 3 trainings	120	$3.00	Program Supplies	Original	$360.00
	Envelopes	1	$27.99	General Supplies	Original	$27.99
	Cardstock (reams) for make and takes	20	$12.00	General Supplies	Original	$240.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Pocket Folders red and blue 25 pack	3	$4.11	General Supplies	Original	$12.33
	Lexmark colored ink in 4 colors 2 of each	4	$87.99	Technology	Original	$351.96
	Shipping labels for meeting folders	1	$47.99	General Supplies	Original	$47.99
	Chart paper, pack of 4	4	$81.83	General Supplies	Original	$327.32
	Student Agendas	1	$1,180.66	General Supplies	Original	$1,180.66
	Reams of colored paper	12	$16.00	General Supplies	Original	$192.00
	Copy of paper 10 cases	5	$45.00	General Supplies	Original	$225.00

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

Poinciana STEM is committed to involving parents in shared decision-making and encouraging parents to become active participants in their child's educational process by effectively communicating instructional goals, creating an inviting environment, and establishing our school as a focus of the community.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Ms. Shannon Stockman	Principal
Dr. Pamela Camel	Assistant Principal
Christina Chow	ESOL Teacher
Mr. Michael Shaw	Behavior Health Professional/SwPB Chair
Mr. Djemps Edmond	3 - 5 STEM Teacher/Parent
Ms. Krystal Ward	Kindergarten Team Leader/Grade Chair
Ms. Rhonda Hill	1st Grade Team Leader/Grade Chair
Mr. Reggie Shade	2nd Grade Team Leader/Grade Chair
Ms. Katie Houseweart	Parent
Ms. Michelle Akpaeti	Math Coach
Mr. Michael Shaw	Behavior Health Professional
Ms. Adrienne Bledsoe	3rd Grade Team Leader/Grade Chair
Mr. Greg Harrington	4th Grade Team Leader/Grade Chair

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Parents CNA participation invitations were presented at our April 4th SAC meeting. The principal also chose to place on the CNA stakeholder team as well as all members of the school leadership team who hold responsibility for the organization and implementation of the Parent and Family Engagement Plan and School-Parent Compact. Everyone who attended the April 4th SAC meeting was invited to participate in the process. SAC membership is predicated on who responds to extended invitations through Parent Link, DOJO, Call Out, Marquee, Backpack.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Input from stakeholder for FY 25 began January 16, 2024 in Leadership meeting followed by February 28, 29 March 1, 4 staff meetings & PLC. Also on March 5, 2024 parents and family along with community members provided input. For FY25 input will be documented through notes during parent meetings for group members to analyze and plan next steps. Moreover, input from the CNA and PFEP will be documented. Meeting notes are kept throughout the year to document input. Stakeholders will be involved by providing ideas and feedback for items that will be on the School Wide Plan (SAC/CNA/SWP/PFEP). Stakeholders have an opportunity to provide input at SAC meetings. The meeting dates for the following plans are listed below. CNA - March 2024 at 5:30pm SWP - September 2024 at 5:30pm

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Parents CNA participation invitations were presented at our March 5, 2024 SAC meeting. The principal also chose to place on the CNA stakeholder team all members of the school leadership team who hold responsibility for the organization and implementation of the Parent and Family Engagement Plan and School-Parent Compact. Everyone who attended the March 5, 2024 SAC meeting was invited to participate in the process. As a result, stakeholder feedback rendered a consensus on professional development and more parent engagement strategies that would include attend conferences for ELA, math, and STEM, the continuance of part-time tutors during the school day along with the continuance of funding a math coach.

Name	Title
Ms. Shannon Stockman	Principal
Dr. Pamela Camel	Assistant Principal

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;

- Parent and Family Engagement Plan, including the School-Parent Compact;

- Special programs such as Migrant Education and McKinney-Vento;

- Parent's Right-to-Know; and

- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

> The Title One Annual Meeting will be held on September 25, 2024 in the Media Center at 5:15 p.m.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

> Parents, teachers, and the community will be notified about the Title One Annual meeting through marquee posting, call-out, and Class Dojo .

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

> Parents will receive an explanation of the Title One program. The resources that will be prepared for the Annual Meeting will consist of the PowerPoint presentation on the Title I Schoolwide Plan, Parent Family Engagement Plan, the School-Parent Compact, Migrant Education and McKinney-Vento as well as the Parent's Right-to-Know. The parent will complete a survey at the conclusion of the meeting in order to solicit their feedback relative to their ability to ask questions and increased awareness of Title One, the environment, and accessibility.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

DOJO 101

- What specific strategy, skill or program will staff learn to implement with families?

During this session staff will learn how to enroll their class in DOJO, discuss occasions to award points, and How to post messages/announcements

- What is the expected impact of this training on family engagement?

Families will be provided with real time communications regarding lessons, class/school events, and behavior.

- What will teachers submit as evidence of implementation?

Teacher will post DOJO communications regarding lessons, class/school events, and behavior.

- Month of Training

September 16, 2024

- Responsible Person(s)

Ms. Christy and Team Leaders

2. Reflection/Evaluation of Training #1

- Name and Brief Description

tbd

- Number of Participants

tbd

- What were teachers able to do as a result of the training?

tbd

- How do you know?

tbd

- What went well with the training

tbd

- What improvements would be made and what steps will you implement to make the training more effective

tbd

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Positive Parent Conferences

- What specific strategy, skill or program will staff learn to implement with families?

Staff will learn how to use positive language in parent conferences and how to incorporate the school compact and data in order to drive student achievement. Staff will incorporate these strategies into Parent Conferences.

- What is the expected impact of this training on family engagement?

Teachers will learn way to better communicate with parents.

- What will teachers submit as evidence of implementation?

Teachers will submit conference notes, sign-in sheet, agenda.

- Month of Training

January 27th

- Responsible Person(s)

Dr. Camel

4. Reflection/Evaluation of Training #2

- Name and Brief Description

tbd

- Number of Participants

tbd

- What were teachers able to do as a result of the training?

tbd

- How do you know?

tbd

- What went well with the training

tbd

- What improvements would be made and what steps will you implement to make the training more effective

tbd

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Daytime Astronomy

- What specific strategy, skill or program will parents learn to implement with their children at home?

During this session Parents will learn how to implement space science and other standards related to the sun and forms of energy and engage in the scientific process in support the continuance of learning this content at home.

- Describe the interactive hands-on component of the training.

Families will use telescopes to view the daytime sky, create illustrations of observations, engage in the scientific process and learn of grade level standards that the experience targets

- What is the expected impact of this training on student achievement?

Students will increase their understanding of the scientific process and content standards.

- Date of Training

October 23, 2024

- Responsible Person(s)

Ms. Christy

- Resources and Materials

UV beads, bracelet elastic, UV and sunscreen, sun-sensitive paper, plastic bags, sharpies, card stock, pencils, poster paper, 5 easels, water, microphone

- Amount (e.g. $10.00)

$120 Refreshments

3. Parent and Family Capacity Building Training #2

- Name of Training

Play Off Words (NFL Style)

- What specific strategy, skill or program will parents learn to implement with their children at home?

Families will learn blends, digraphs, vowels and consonants to build and create words so that they can support their child's vocabulary development at home.

- Describe the interactive hands-on component of the training.

Families will participate in games that are centered around vocabulary development.

- What is the expected impact of this training on student achievement?

Student will spend less time decoding words thereby increasing comprehension and fluency.

- Date of Training

January 29, 2025

- Responsible Person(s)

Ms. Mackey & Ms. Tam

- Resources and Materials

Card Game, magnetic alphabets, cookie sheet pan, timers, index cards, anchor charts and easels

- Amount (e.g. $10.00)

$120 Refreshments

5. Parent and Family Capacity Building Training #3

- Name of Training

STEM Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will engage in multisensory Science, Technology Engineering and Math activities that emphasize grade level standards. From this introduction parents will learn practical activities to pursue at home.

- Describe the interactive hands-on component of the training.

Families will engage in classifying objects, light reflection activities, 3-D printing, and a host of other hands-on experiments.

- What is the expected impact of this training on student achievement?

With increased exposure to the Science standards at home, students will have additional opportunities to practice and therefore increase their knowledge.

- Date of Training

February 19, 2025

- Responsible Person(s)

Christy and Edmond

- Resources and Materials

Table cloths, easels, card stock, pizza and drinks

- Amount (e.g. $10.00)

$120 Refreshments

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

McKinney-Vento

- Describe how agency/organization supports families.

This organization supports our families by collaborating on attendance, food and clothing needs, summer camp opportunities for students who are experiencing homelessness.

- Based on the description list the documentation you will provide to showcase this partnership.

One labelled picture of the clothing closet showing donated uniform shirts taken by October 2023. (2.) One copy of district-provided flyer articulating available McKinney-Vento services that the school provides to all newly registering parents. (3). Completed copies of 3 housing questionnaires with Personal Identifying Information redacted.

- Frequency

As needed.

2. Partnership #2 - List Department, Organization, or Agency

• Name of Agency

Cox Science

• Describe how agency/organization supports families.

The Cox Science Center volunteers support the general maintenance of the planetarium as well as provide tech and robotic equipment to use with students. Staff members of the Cox Center volunteer on campus and welcomes Poinciana Elementary to visit the Cox Center without cost.

• Based on the description list the documentation you will provide to showcase this partnership.

Poinciana Elementary will provide shout outs on DOJO so that all parents can see and be encouraged to visit the Cox Center. All flyers related to their contributions will include the Cox Center logo demonstrating their support. A Thank you announcement will also be posted on the marquee.

• Frequency

Fall & Winter

3. Partnership #3 - List Department, Organization, or Agency

• Name of Agency

Boca Helping Hands

• Describe how agency/organization supports families.

This organization supports our families by providing food on the weekends for those in need.

- Based on the description list the documentation you will provide to showcase this partnership.

One labelled photo of Boca Helping Hands preparing and organizing food bags and boxes, one copy of the contract of services with Boca Helping Hands outlining the scope of services, one email from Boca Helping hands outlining their plan for one distribution day

- Frequency

Weekly.

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Parents and families will receive timely information about the Title I programs, meetings and other activities such as School-Parent Compact, PFEP summary, Parent's Right-to- Know, in a language they can understand. Parents will receive call outs, flyers and DOJO post informing them of this information.

- List evidence that you will upload based on your description.

One copy of the Annual Title I meeting invitation in all applicable languages, One copy of Curriculum Night announcement provided through Class Dojo in all applicable languages, One signed compact in each of all applicable languages.

- Description

Poinciana STEM will inform parents about the curriculum and proficiency levels students are expected to meet through detailed presentations at SAC Meetings, Curriculum Nights, Parent conferences and Parent Trainings.

- List evidence that you will upload based on your description.

Slide presentations of Parent Engagement Activities, sign in sheets, dojo announcements of parent events One copy of presentation slides that were presented to parents during Curriculum night. 3 copies of sign in sheets of parents visiting during curriculum night for the 2023-2024 school year

- Description

Poinciana STEM will inform parents about academic assessments used to measure student progress and achievement levels through detailed presentations at SAC Meetings, Curriculum Nights, Parent Trainings, and an FAST Family Night. This event will detail tips and strategies for parents to help their children prepare for the upcoming assessments. Teachers will review test item specifications and share sample questions.

- List evidence that you will upload based on your description.

One Class Dojo Announcement describing the first Progress Monitoring assessment, its format, and date. 2. One DOJO message for Progress Monitoring 1 to parents regarding FAST assessments, providing a brief explanation. 3. Pictures and sign in sheets from Curriculum family night"

- Description

Poinciana STEM will inform parents about the opportunity to participate in decision-making related to the education of their children through advertising via call out, the school marque posting, the school website, Class Dojo, and newsletters. They are invited to provide their input during monthly SAC and PTA meetings. Parents are invited to conferences to meet with teachers to make educational decisions for their children. Conferences are being held virtually as an option in order to allow parents more opportunity to attend. Parent input will also be obtained during our parent training and school events and parents will be provided surveys to share their input. In addition, the CNA process and the Title 1 annual meeting will be an open forum for parents to share ideas and ask questions.

- List evidence that you will upload based on your description.

One invitation to Annual Title I Meeting, One Calls Dojo Screenshot inviting parents to SAC meeting on September 12, 2023, One DOJO report inviting parents to First PTA meeting on September 27, 2023

- Description

Poinciana STEM will offer dates that do not conflict with middle and high school meeting dates. Poinciana STEM will offer virtual meeting dates for SAC meeting to remove barriers for attendance. Poinciana STEM will also offer morning and evening parent and family engagement activities.

- List evidence that you will upload based on your description.

Google Meet screenshot, Sign-in Sheets, Dojo announcements One invitation to an individual family for a Google Meet Conference at an individualized time, Sign-In sheets showing date and time for the evening Curriculum Night on Monday, September 6, 2023, One Class Dojo Announcement for the first parent training occurring in the morning of Thursday, Sept. 19."

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

We will send notifications in the home languages of our families which is Haitian Creole, and Spanish . Also, to support our parents and families with limited English proficiency, we will have translators present.

- List evidence that you will upload based on your description.

One copy of Parent Compact translated into each of all applicable languages, One copy of the PFEP in each of all applicable languages, one copy of a parent-conference note documenting participation of a translator.

- Description

To support families with disabilities Poinciana STEM will provide parents handicapped parking ramps, select seating and audio enhancement. We also inform parents on meeting invitations that additional accommodations are available upon request.

- List evidence that you will upload based on your description.

Photos of handicapped parking, ramps, use of audio enhancement and we provide invitations that offer accommodations

- Description

Should Poinciana STEM encounter Migrant families, we will collaborate with the District's Migrant Program, provide parents the opportunity to participate in meetings via Google Meet, provide free backpacks, school supplies, and uniforms.

- List evidence that you will upload based on your description.

> Migrant brochure, Migrant slides from Annual Meeting, flyer showing virtual invitation.

- Description

> To support families experiencing homelessness, Poinciana STEM will work with the McKinney-Vento office and other donors to provide uniforms, school supplies, food, and share information about available services.

- List evidence that you will upload based on your description.

> emails communication between the McKinney-Vento office and Poinciana Elementary, Introductory email from the McKinney-Vento team outlining services available for students and families, One labelled photo of the uniform closet (taken in October 2023 ,

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

- Name of Activity

> Choice Night

- Brief Description

> Area Middle Schools are invited to showcase their schools to outgoing 5th graders

2. Activity #2

- Name of Activity

April Green Week / Earth Day -- Gardening Harvest

- Brief Description

Students and parents will be invited to harvest and break down the garden for summer

3. Activity #3

- Name of Activity

September 6 - Cleaning & Planting in the Garden (potatoes, broccoli, herbs)

- Brief Description

Students and parents will be invited to clean and prepare and plant vegetables and herbs for the season.

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Poinciana STEM is participating in year four of Skills for Learning and Life through Safe Schools and has instituted morning meetings daily in every classroom. Our Mental Health Department is also teaching character education and problem solving skills through a systematic Morning Meeting curriculum. Positive student behavior is reinforced daily through Class Dojo. The SwPBS committee is promoting programs such as a positive behavior incentive systems school wide for above and beyond behavior. Fifth grade students can also earn the responsibility of becoming a Safety Patrol. Students with additional behavioral concerns are identified and selected for the Peace Makers Club after school. Teachers are asked to complete needs assessments to provide students who are facing grief, family divorce, and life challenges supplemental support through small group mentoring. Mentors assigned to students identified with Life skills concerns. We have staff members who are assigned to students with life skills concerns to work with them and give them coping strategies with situations they may encounter. Check-in/Check-out is utilized with students in need of positive adult interactions.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;

- Determine supports needed;

- Implement support; and

- Track students' progress.

1. SBT/MTSS Implementation

The School Based Team is a problem-solving team composed of administration, faculty and staff members. The team leaders train teachers at the start of the school year on how to recognize academic and behavioral concerns. When a teacher refers a student to the team, the team meets weekly on Tuesdays and Wednesdays to collaborate and determine necessary interventions for the student. The school-based team (SBT) uses the Problem Solving Model to conduct all meetings. The four steps of the Problem Solving Model are: Problem Identification entails identifying the problem and the desired behavior for the student. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured. The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. Weekly grade level planning meetings, including ESE and ELL teachers as well as biweekly. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. All students are progress monitored using probes from EasyCBM, AIMS Web, DIBELS Next. Each case will be assigned a case liaison to support the interventionist. Parents are informed of their child' response to intervention via letter sent home and parent conference. Leadership and teachers practice shared decision making in an effort to meet the needs of all students during PLCs, grade level meetings, and faculty meetings. All SBT information is entered into the district's Student Information System. Tier 1 Implementation: First best instruction is focused on grade level/subject area/behavior standards using effective large/small group instruction following the Palm Beach Pillars of Instruction. In addition to collaboratively planned, standards-based lessons sourced through Blender, students participate in iReady program for reading and math. In order to ensure a positive learning environment students are expected to adhere to the "Panda P.A.W.S. Expectations"(Prepared to learn, Attitude of gratitude, Work together, Strive for Success). Tier 2 Implementation: Some students receive in addition to Tier 1 instruction, an additional 30 minutes of supplemental intervention. Interventions are focused on skills that pose a barrier to the acceleration of student learning. Student-centered data are used to identify groups of students who share the same academic and/or behavior need. For those students that are not meeting expectations in their Tier 2 group they would move to Tier 3. Tier 3 Implementation : Students who receive Tier 3 academic or behavior instruction will be provided an additional fifteen minutes of intensive intervention in their area of weakness. Typically, the instruction is provided to individual students or in very small groups. Progress is monitored and reviewed regularly by SBT team. Students are monitored by taking a weekly norm-referenced assessment. Academic coaches and administration work in collaboration with teachers to ensure rigorous core instruction in the Florida Standards. In addition, supplemental instruction is provided by classroom teacher, SAI, and resource teachers to some students in small groups during iii and math. Children are grouped for this instruction based on their individual needs. Individual behavior interventions are also put in place when needed. Intensive interventions are determined for students who are not meetings their goals during supplemental instruction, with the purpose of closing the academic gap. Intensive behavior interventions such as an FBA are implemented if necessary.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

The term ''well-rounded education'' means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].

1. Well-Rounded Education

At Poinciana Elementary School core instructional needs are determined by instructional feedback during lessons and assessment. During whole group instruction teachers observe student performance and structure small group instruction accordingly for re-teach, maintenance or enrichment. Teachers use Florida Standards Quizzes to assess within the unit of instruction and teachers use the Unit Standards Assessments to measure understanding at the end of units. Teachers also use standards mastery via iReady groupings to further tailor instruction. Additionally, Progress Monitoring of is administered three times a year. Teachers and administrators use holistic data (including state, district and teacher made assessments) to determine small group instruction, retention, targeted instruction, interventions, tutorials, and promotion. The school ensures instructional staff is aligning the standards by the daily delivery of rigorous instruction through our district wide curriculum. Teachers posted the target of the lesson on the board for all students to understand the target of the lesson. The teachers follow the district pacing calendar and scope and sequence to ensure all standards are taught. Students are tested on the standards at the end of each unit. Students participate in a host of clubs (Robotics, Gardening, Chorus, Drumline, Future Teachers of America and others) and fine arts such as Planetarium, Technology, Media, Art and Music along with STEM lab. Each year Poinciana host a career fair and Hour of Code whereby students enjoy speakers, and coding activities throughout the week. Poinciana also host Planetarium Night activities at least 3 times a year. This year we will also host activities that support learning about the daytime sky. Students also learn through field trips to the zoo, theater, the Key Largo Marine Lab, museums, Kennedy Space Center, the Cox Science Center, Washington D.C. Our students also participate in various holiday parades and perform at local affairs.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;

- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

Poinciana Elementary School offers AMP for 4th and 5th Math students for accelerated course offerings, and also offers gifted/ mixed courses to students Kindergarten through fifth grade. As a STEM school, Poinciana offers Technology and STEM Labs that highlight engineering and careers in those fields. Hour of Code commences in December and features guest speakers in the workforce who are experts in engineering and coding. Poinciana students participate in Robotics and STEM competitions, and Poinciana also hosts a career fair each year. Community partners enlighten Poinciana Panda on their career choices and students have an opportunity to interact and ask questions. Poinciana also hosts spirit weeks whereby students dress up for their future career.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program

- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners

- Meetings at local preschool programs to provide information to rising Kindergartners' parents

- Kindergarten Round-up

- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies

- Staggered start

- Meet the teacher

- Kindergartener for a day for pre-K students

- Looping from Pre-K to K

- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

> Poinciana Elementary hosts Kindergarten Kick Off and invites parents and future kindergartners to tour the campus and learn what it takes to enroll in the Poinciana Choice program. Parents are provided with kindergarten readiness kits in order to continue learning during summer months. Before school begins parents of incoming kindergartners are invited to bring students for readiness assessments. Days following the assessment all parents and students are invited to come to campus and meet their teacher for the school year. Since Poinciana Elementary participates in staggered start, Parent Link is used to ensure parents are aware of our approach to acclimating kindergarten students to their new school. During staggered start, parents walk their child to the classroom with their belongings and then soon exit the room. Students in smaller groups practice kindergarten routines such as carrying a lunch tray, transitioning to fine arts, and a full day of learning. On "independence day" kindergarten students walk themselves to the classroom free of parents. The Choice Coordinator and Principal visit feeder Pre-schools to provide choice applications to rising Kindergartners' parents and answer questions.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support

- District Curriculum Support

- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)

- Mentoring

- PAR Teacher

- Online workshops

- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

At Poinciana Elementary School teachers and instructional coaches are provided with opportunities to improve the delivery of instruction and the use of data to support instructional decisions. Professional Learning Communities (PLC) occur weekly. Grade level teams plan lessons and receive professional development from Regional Support members, district representatives/ consultants that service technology platforms like iReady, Cadre meetings for specific content areas. Instructional staff also attend Professional Development Days (PDD) dedicated to professional development to improve delivery of instruction and the use of data to support instructional decisions. Administration and coaches attend the meetings to help facilitate conversations, best practices, and data analysis. Teachers engage in collaborative planning, unpacking of standards, book/article study, and professional discussions to inform their teaching and create action plans. Regional and district curriculum support and resources on Blender are also available for teachers to develop their skills sets. PAR Teachers are also welcomed during the school day and after school to support teachers who ask for help with instructional delivery and classroom management. New teachers are provided with coverage in order to observe veteran teachers instruction. Educator Support Meetings are held monthly to build capacity in new teachers and support course work on the Florida Educator Accomplished Practices. K-2 staff participates in District Fundations training and K-5 instructional staff participate in the new science curriculum rollout to support instructional delivery. Poinciana staff attends national conferences for specific content areas as well.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:
- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)

Retention:
- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning

- Word of Mouth

- Glades Supplement

- Other Incentives such as signing bonuses and pay for performance

- Department Chairs

- Coaching Support

- School/Employee Morale

- Professional Development

- Open Door Policy

- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Poinciana Elementary believes in the team approach to recruiting new staff members. A team of staff members attend the Showcase of Schools. A team of staff members attends the School District of Palm Beach County Job Fair in order to reach as many strong candidates as possible. Additionally, many of the staff members are a part of the Panda family because of Word of Mouth. Staff is proud of its selling points: the only school east of the Mississippi with a planetarium, 100% choice, Community pillar status, STEM accolades, buddy/mentor system through ESP, pre-school planning, collaborative planning during PLC, leadership opportunities, the open door policy of administration, part-time in-system and out of system tutors, clubs, competitive games participation, professional development opportunities that in impactful of day-to-day tasks.