
Title I Comprehensive Schoolwide Plan
POINCIANA STEM ELEMENTARY MAGNET SCHOOL (0791)

ELA

1. List prioritized needs statements.

Based on PM 2, 53% of students in grades 3-5 are not proficient.

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

Students lack foundational skills and background knowledge (phonics, decoding) Students lack vocabulary skills Students lack experiences Student attendance is an issue and causes students to miss explicit instruction and/or intervention Lack of parental support/content knowledge at home Language barriers cause students to lack understanding Lack of classroom management lack of intentional standards-based planning with purpose Home life stressors causing SLL needs amongst students

3. Share possible solutions that address the root causes.

Foundations implemented in Kindergarten through second grade with fidelity School-based team weekly, ongoing meetings to determine student struggles and identify interventions and services needed Double down and resource teachers to provide intensive intervention to improve phonics, comprehension (Voyager, Sound Sensible, LLI, Rise Up,) Reading coach and resource teachers will support intervention through small group instruction BHP and counselor will conduct small groups on SLL and home visits as needed Attendance committee will be in place to follow through with truancy - incentives and training for parents Parent liaison will connect with parents and provide training and resources through monthly Parent Universities Choice contract will be followed for attendance, academics, and behavior After school tutorial will provide supplemental support for struggling students Academic tutors to provide double down instruction Community Language Facilitator will work with students speaking different language to support in academic blocks and with parent conferences Heritage Language Dictionaries to support with language barriers Class Dojo will be the platform to use for school/parent communication Provide opportunities for students to use hands-on experiences/practice to support learning through the use of resources. Provide assistive technology/online resources to support student learning and access to technology for students, teachers, and parents. Provide parent trainings to reinforce concepts learned and build capacity to support learning at home focused on

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

- Communication

Class Dojo will be used to share event notifications and communicate with parents and families.

- **Parent Training**

Literacy Night will train parents on how to understand grade level expectations, setting goals, and understanding FAST data, iReady data, and USA data. Parents will learn how to use question stems to support reading at home.

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

- **School**

The school will provide trainings, communication with parents and families, monitor progress, and provide appropriate resources.

- **Students**

Students will come to school on time and prepared to learn. Students will complete daily homework.

- **Parents**

Parents will communicate with teachers through Class Dojo, agendas, and folders and provide support at home.

- **Staff Training**

Staff will be trained on how to plan intentionally with purpose for gradual release of instruction.

- **Accessibility**

Student artifacts and student led conferences

Math

1. List prioritized needs statements.

Based on PM 2 FAST results, 74% of students in grades 3 - 5 are not proficient in math.

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

Lack of foundational skills Math vocabulary is weak Students are challenged with understanding multiple step problems Lack of reading fluency causes challenges with students reading word problems The district pacing is too fast Student attendance issues cause students to miss explicit instruction Multiple teacher vacancies causes high numbers in classes and multiple substitutes Lack of parent knowledge of content to be able to support at home Lack of note taking/organizational skills causing students to not be able to work problems out Language barriers cause an challenge in understanding material being taught Lack of teacher classroom management Lack of teacher intentional planning with purpose - unpacking the standards Lack of manipulatives being used during instruction Students who are proficient move to AMP in fourth grade causing a decline in 4th/5th grade math proficiency

3. Share possible solutions that address the root causes.

Resource teachers, math coach, and academic tutors to provide double down small group instruction Daily spiral reviews to address and re-teach foundational skills After school tutorial to provide supplemental support Math coach will provide PD through PLC More hands on learning with manipulatives Attendance incentives will be provided by the attendance committee for teachers and students Parent trainings will be provided to increase knowledge of content area and data Resource teachers will provide 2nd grade AMP

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

- Communication

Class Dojo will be used to share event notifications and communicate with parents and families.

- Parent Training

Math Night will train parents on how to understand grade level expectations, setting goals, and understanding FAST data, iReady data, and USA data.

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

- **School**

The school will provide trainings, communication with parents and families, monitor progress, and provide appropriate resources.

- **Students**

Students will come to school on time and prepared to learn. Students will complete daily homework.

- **Parents**

Parents will communicate with teachers through Class Dojo, agendas, and folders and provide support at home.

- **Staff Training**

Staff will be trained on how to plan intentionally with purpose for gradual release of instruction.

- **Accessibility**

Student artifacts and student-led conferences

Science

1. List prioritized needs statements.

Based on Science Diagnostics, 56% of students in grade 5 are not proficient.

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

Fair Game Benchmarks not spiraled into the curriculum. Students are unfamiliar with academic vocabulary Science content isn't integrated cross cross-curricular Lack of reading fluency causes challenges with students reading word problems Student attendance issues cause students to miss explicit instruction Multiple teacher vacancies causes high numbers in classes and multiple substitutes Lack of parent knowledge of content to be able to support at home Language barriers cause an challenge in understanding material being taught Lack of teacher classroom management Lack of teacher intentional planning with purpose - unpacking the standards Lack of manipulatives being used during instruction

3. Share possible solutions that address the root causes.

Attendance incentives will be provided by the attendance committee for teachers and students Parent trainings will be provided to increase knowledge of content area and data Daily spiral reviews to address and re-teach foundational skills STEM Fridays (monthly) School-wide science plan will be implemented by Science Committee STEM Resource teachers to push in to support science Magnet coordinator will facilitate Science PLCs Science Lab in K-5 Fine Arts rotations

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

• Communication

Class Dojo will be used to share event notifications and communicate with parents and families.

• Parent Training

Math Night will train parents on how to understand grade level expectations, setting goals, and understanding FAST data, iReady data, and USA data.

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

• School

The school will provide trainings, communication with parents and families, monitor progress, and provide appropriate resources.

- Students

Students will come to school on time and prepared to learn. Students will complete daily homework.

- Parents

Parents will communicate with teachers through Class Dojo, agendas, and folders and provide support at home.

- Staff Training

Staff will be trained on how to plan intentionally with purpose for gradual release of instruction.

- Accessibility

Student artifacts and student-led conferences

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: \$204,386.48

Acct Description	Description
Resource Teacher	Math Resource Teacher will push in to support differentiated mathematics instruction in grades K-5.

Acct Description	Description																	
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="426 175 1022 248">Item</th> <th data-bbox="1022 175 1169 248">Quantity</th> <th data-bbox="1169 175 1289 248">Rate</th> <th data-bbox="1289 175 1388 248">Days</th> <th data-bbox="1388 175 1499 248">Hours</th> <th data-bbox="1499 175 1623 248">Weeks</th> <th data-bbox="1623 175 1772 248">Certified</th> <th data-bbox="1772 175 1900 248">Type</th> <th data-bbox="1900 175 2022 248">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	10	\$37.00	2	1.5	10	Certified	Original	\$11,100.00
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
Beginning in January, certified teachers will provide tutoring to remediate and reinforce classroom concepts in ELA & Math for Grades 3-5.																		
Supplies	<table border="1"> <thead> <tr> <th data-bbox="426 483 1180 553">Item</th> <th data-bbox="1180 483 1325 553">Quantity</th> <th data-bbox="1325 483 1493 553">Rate</th> <th data-bbox="1493 483 1728 553">Supply Type</th> <th data-bbox="1728 483 1900 553">Type</th> <th data-bbox="1900 483 2022 553">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total	1	\$868.03	General Supplies	Original	\$868.03						
	Item	Quantity	Rate	Supply Type	Type	Total												
	Copy Paper	1	\$3,784.02	Instructional Materials	Original	\$3,784.00												
	Fundations Decodables K-2 Bundle (readers to be used in small group instruction)	1	\$3,861.00	Instructional Materials	Original	\$3,861.00												
	FL Best Rehearsal for Supplemental Instruction: 3rd Grade ELA, 3 at \$429; 4th Grade ELA, 3 at \$429; 5th Grade ELA, 3 at \$429	11	\$19.13	General Supplies	Original	\$210.43												
	Sharpened Pencils (130 10 packs)	1	\$2,769.00	General Supplies	Other	\$2,769.00												
	Adjustment - benefits credit and final allocation.	1	\$3,300.00	Instructional Materials	Budget Transfer	\$3,300.00												
	BT 515864 Increasing budget line for increased cost of Fundations and to purchase items currently in the SWP	1	\$2,295.00	General Supplies	Budget Transfer	\$2,295.00												
BT 518447 Increasing funds for supplies for student work																		
Resource Teacher	Reading Resource Teacher will push in to K-5 ELA classrooms to provide differentiate instruction.																	

Acct Description	Description				
Online subscription	Item	Quantity	Rate	Type	Total
	*Dissolved budget line *iReady Teacher Toolbox - will be used to reinforce FL BEST Standards in ELA & Math, Grades K-5	1	-\$3,300.00	Original	-\$3,300.00
	Dissolved Reflex Math - will be used to build and reinforce math fact fluency, K-5.	1	-\$3,295.00	Original	-\$3,295.00
Trans Compound; field trips	Item	Quantity	Rate	Type	Total
	District Compound Buses for FAU College Tour, March, 5th Grade. Visiting a college campus will expand what students see as possible for their educational future.	1	\$400.00	Original	\$400.00

Action Step: Professional Learning

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

Budget Total: \$12,486.50

Acct Description	Description				
Travel out-of-county	Item	Quantity	Rate	Type	Total
	ECTAC Conference, Orlando, FL, June 2026. Exceeding Expectations is an initiative to network with high-poverty schools on exceeding expectations and strategies that show great progress in improving student achievement.	2	\$1,298.25	Original	\$2,596.50

Acct Description	Description													
	Item						Quantity	Rate	Type	Total				
	Registration, \$425; Transp. \$159.25; Hotel \$570; Per Diem \$144, for each attendee.													
Teacher Collaboration	Item						Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	16 staff will meet in July 2025 to plan for the upcoming school year: ELA and Math units, resources to be implemented, and grade-level instructional focus calendars.						16	\$25.00	4	4	1	Certified	Original	\$6,400.00
	Ten staff will meet in May 2026 to review data and plan for the upcoming school year.						10	\$25.00	2	2	1	Certified	Original	\$1,000.00

Action Step: Parent Engagement

Increase parent engagement through effective communication and events.

Budget Total: \$4,044.77

Acct Description	Description										
Supplies	Item						Quantity	Rate	Supply Type	Type	Total
	General Supplies: Copy Paper, Two-Pocket Folders, Post-it Notes, Binder Clips, Manilla Folders						1	\$2,232.50	General Supplies	Original	\$2,232.50

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Student Agendas	1	\$812.27	General Supplies	Original	\$812.27
	BT 518447 Increasing line for ink for materials and reports for parent conferences	1	\$1,000.00	Technology	\$1,000.00	

Mission Statement

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

Name	Title
Ms. Shannon Stockman	Principal
Ms. La'Crista Parker	Assistant Principal
Ms. Christina Chow	ESOL Teacher
Ms. Worrell James	School Behavior Health Professional
Ms. Patricia Esser	Kindergarten Team Leader/Grade Chair
Ms. Elizabeth Brown	1st Grade Team Leader/Grade Chair
Mr. Reggie Shade	2nd Grade Team Leader/Grade Chair
Ms. Adrienne Bledsoe	3rd Grade Team Leader/Grade Chair
Ms. Hannah Bartholomew	4th Grade Team Leader/Grade Chair
Mr. Greg Harrington	5th Grade Team Leader/Grade Chair
Ms. Christina Petzko	Reading Coach/Resource Teacher
Ms. Laura Tomas	Math Coach/Resource Teacher
Ms. Colleen Riemer	Parent

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 February 5th 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 February 5th SAC meeting was invited to participate in the process. SAC membership is determined based on the demographics of the school with representation from every subgroup. Members are voted on in the beginning of the current school year.

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

Input from stakeholders for FY 26 began January 7, 2025 in a Leadership Meeting followed by a January 27 Staff Meeting. Also on February 5, 2025 parents and families along with community members provided input. For FY26 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.

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

All stakeholders were invited to provide input for Title I funding support. Administration let stakeholders know the needs of the schools along with current actions in place. Input was recorded from there. As a result, the Schoolwide Plan (SWP) budget was used to purchase Student Agendas/Planners and supplies (paper, two-pocket folders, Post-Its, binder clips, manilla folders) for Parent/Family Engagement.

Name	Title
Ms. Shannon Stockman	Principal
Ms. La'Crista Parker	Assistant Principal
Ms. Christina Petzko	SAC Chair
Ms. Yohanna Brutus	Office Manager

Annual Parent Meeting

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

The Annual Meeting will be held on September 3, 2025 at 5:30pm in the Cafeteria at Poinciana Elementary School.

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 Annual Meeting through Class Dojo, Parent Link, Marquee, Newsletter, school website, and invitations in the communication folders.

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

The resources that will be prepared for the Annual Meeting. The materials and/or supplies that will be needed to host the meeting are a sign in sheet, an agenda, an invitation, a presentation, and an evaluation. A CLF will be available for translation.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Effective Parent Conferences Using Intentional Data

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

Staff will learn how to deliver instructional data reports for parents in order to assist parents in supporting their children at home.

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

The expected impact of this training on family engagement is that staff will be able to lead data-driven conferences to enable parents to leave with better knowledge of data reports of their child.

- What will teachers submit as evidence of implementation?

Conference notes and parent data reports will be submitted by teachers as evidence of implementation. You will also see in the Conference Notes text by the teacher that these conference notes will let me know if teachers are using learning from this training to deliver instructional data reports for parents in order to assist parents in supporting their children at home

- Month of Training

September 15, 2025 is when the training will be held.

- Responsible Person(s)

Responsible person for this training are Mrs. Parker.

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Communication with Parents via Class Dojo

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

Staff will learn how to utilize Class Dojo for incentives and communication purposes with families.

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

The expected impact of this training on family engagement is an increase in parent teacher communication and an increase in positive student behavior.

- What will teachers submit as evidence of implementation?

Class Dojo snippets is what teachers will submit as evidence of implementation.

- Month of Training

February 16, 2026 is then this training will be held.

- Responsible Person(s)

The responsible persons for this training are Mrs. Parker, Ms. Chow, and Mrs. Tam.

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Literacy Night

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

Parents will be trained on how to understand grade level expectations, setting goals, and understanding FAST data, iReady data, and USA data. Parents will learn how to use question stems to support reading at home.

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

Families will participate in hands-on literacy activities centered around the components of reading (fluency, comprehension, phonics, phonemic awareness, and vocabulary).

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

The expected impact of this training on student achievement is that parents will be informed on how to provide literacy support at home utilizing various reading strategies to increase student success in reading.

- Date of Training

October 1, 2025

- Responsible Person(s)

The responsible persons are Mrs. Parker, Ms. Petzko, Ms. Boronczyk, Ms. Mackey, and Ms. Tam.

- Resources and Materials

The resources and materials used sign in sheets, agenda, pictures, invitation, rotation schedule, anchor charts, leveled books, question stems, index cards, graphic organizers, interactive reading games, and magnetic alphabet letters.

- Amount (e.g. \$10.00)

\$120

3. Parent and Family Capacity Building Training #2

- Name of Training

Pasta with Parents: Data Night

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

To provide parents with clear, useful information about student assessments (state tests, benchmarks, etc.), explain how to interpret data, and offer strategies (see below) to support learning at home.

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

The interactive hands-on component of the training will include helping the parents decode and understand their child's assessment data ("Data Detectives" Activity), empower parents with strategies to use at home ("Build a Study Toolkit" Station), let parents experience the kinds of tasks their child sees ("Practice Like a Student" Stations), and reinforce action-oriented learning (Exit Ticket: "My Next Step as a Parent").

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

The expected impact of "Pasta with Parents: Data Night" is improved test scores (especially in targeted areas), increased motivation and confidence, Test-day readiness, stronger academic support at home, and an increase in closer family-school partnerships.

- Date of Training

January 21, 2026

- Responsible Person(s)

The responsible persons are Mrs. Parker, Ms. Petzko, Ms. Boronczyk, Ms. Mackey, Ms. Tam, Ms. Tomas, Ms. Chow, and Ms. Wallace.

- Resources and Materials

The resources and materials used sign in sheets, agenda, pictures, invitation, rotation schedule, student data reports, assessment guides, test prep tips, grade level expectations/benchmarks, practice resources, chart paper, highlighters, pens/pencils, sticky notes, and question stems.

- Amount (e.g. \$10.00)

\$120

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 learn hands on STEM activities to engage the parents and students as well as get them to learn more about STEM with the Cox Science Center.

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

STEM: Science, Technology, Engineering, and Mathematics: Robot Station, LEGO Station, Drawing Station

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

The expected impact of this training is to create lasting conditions that promote academic success, motivation, and engagement in STEM fields. This would include increased student engagement and interest in learning, development of critical thinking and problem solving skills, exposure to real-world applications, and equity and access to enrichment.

- Date of Training

March 4, 2026

- Responsible Person(s)

The persons responsible for this training are Mrs. Parker, Ms. Christy, Ms. Nobles, and Ms. Millcarek.

- Resources and Materials

Materials and Supplies from the Cox Science Center, agenda, invitation, sign in sheets, and pictures.

- Amount (e.g. \$10.00)

\$120

Coordination and Integration

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, McKinney-Vento transportation.

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

Completed Student Housing Questionnaire Conference Note regarding McKinney-Vento student McKinney-Vento Services Flier

- 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 labeled 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

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, and 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.

Curriculum Night Team Leader Presentations, Sign-in Sheets, Class Dojo announcement with Curriculum Night Flyer.

- 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 Pasta with Parents: Data Night. Pasta with Parents: Data Night 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.

The following items will be used as evidence: the agenda and sign-in sheets from the Curriculum Nights and Pasta with Parents: Data Night as well as the artifacts that are provided to parents at the Curriculum Nights and Pasta with Parents: Data 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 marquee 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. Teachers will use a parent/teacher conference note (student name redacted). 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 Class Dojo Screenshot inviting parents to SAC meeting on September 3, 2025 at 5:30pm, and a parent/teacher conference note (student name redacted).

- **Description**

Poinciana STEM will: offer dates that do not conflict with middle and high school meeting dates; offer virtual meeting dates for SAC meetings; conduct parent conferences via telephone to accommodate parents as needed. All in all, parents will be informed about meeting dates and times that are convenient for them to attend trainings, activities, and events.

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

Virtual SAC Mtg. documentation (invitation and/or virtual attendance sign-in) Parent Conference Note - Mtg. by Telephone Title I Meeting - held in person and virtually (invitation with link)

Accessibility

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, and one copy of a parent-conference note documenting participation of a translator.

- **Description**

To support families with disabilities Poinciana STEM provides handicapped parking, ramps, accessible bathrooms, and an elevator. Select seating and audio enhancement is also available. 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, accessible bathroom and elevator.

- **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, and One labeled photo of the uniform closet.

Other Activities

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Poinciana STEM builds students' skills outside of academic subject areas. 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. Poinciana utilizes the Panda PAWS Matrix and has implemented CHAMPS schoolwide to assist with promoting positive 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 with supplemental support through small group mentoring. Mentors are 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. Poinciana STEM also has the Trusted Adult Initiative in which each student is assigned to a staff member in which they feel comfortable confiding in whenever they need to. STEM Student of the Month is another initiative implemented at Poinciana STEM when students are selected each month based on the character education skill that they display. Men of Vision and Purpose (MVP) is a mentorship program in which retired professionals from the Poinciana community meet weekly with selected 5th grade students.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

The School Based Team is a problem-solving team composed of administration, faculty and staff members. The SBT Leader trains the 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 every Tuesday with a grade level rotation to analyze and review data as well as 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 which entails identifying the problem and the desired behavior for the student. Problem Analysis which involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. Intervention Design & Implementation which involves selecting or determining 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, is an ongoing process in order to achieve the best outcomes for all students. Biweekly PLCs and grade level common planning, including ESE and ELL teachers are conducted. 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 appropriate progress monitoring tools that are aligned to their intervention. Each case will be assigned a case liaison to support the interventionist. Parents are informed of their child's response to intervention via letter sent home and during a parent conference. The Leadership Team 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 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 the classroom teacher, the SAI, and the resource teachers to 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. If Tier 2 and Tier 3 is not working for academics, it is referred to the Child Study Team for the student to be further evaluated for a disability. If Tier 2 and Tier 3 is not working for behavior, then an FBA is created.

Provision of a Well-Rounded Education

1. Well-Rounded Education

At Poinciana Elementary School core instructional needs are determined by instructional feedback during lessons and assessments. 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 the FAST Assessment (Reading & Math) 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 post the target of the lesson on the board for all students to understand the objective 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. Poinciana has gifted classes for grades K-5 and also AMP classes for grades 2-5. Students participate in a host of clubs (Robotics, Gardening, Chorus, Drumline, Future Teachers of America, SECME, and Peace Makers) and Fine Arts such as Planetarium, Technology, Media, Art and Music along with STEM Lab. Each year Poinciana hosts a career fair and Hour of Code whereby students enjoy speakers, and coding activities throughout the week. Poinciana also hosts Planetarium Night activities. This year we will also host activities that support learning about the daytime sky. Students also learn through field trips to the zoo, theater, museums, Kennedy Space Center, the Cox Science Center, and Washington D.C. Our students also participate in various holiday parades and perform at local affairs.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Poinciana Elementary School offers AMP for students in grades 2-5 for accelerated course offerings, and also offers gifted/mixed courses to students in grades K-5. 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 students 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. On Fridays, students will have the opportunity to wear a college shirt in hopes of increasing college awareness.

Transition From Early Childhood to Elementary School

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. On the first and second day of school, 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

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 and 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, discuss best practices, and conduct 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 Foundations training and K-5 instructional staff will participate in the new school wide science plan. Poinciana staff attends national conferences for specific content areas as well.

Recruitment and Retention of Effective Educators

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, and professional development opportunities that are impactful of day-to-day tasks. Poinciana has a Hospitality Committee that schedules monthly events for the staff to fellowship. Holiday Parties/Gatherings are conducted throughout the year. Staff Morale Calendar created by Administration throughout the school year. Staff Appreciation throughout the year and input meetings per shared decision making on different topics.