Title I Comprehensive Schoolwide Plan

POINCIANA STEM ELEMENTARY MAGNET SCHOOL (0791)

ELA

1. List prioritized needs statements.

Based on SY25 PM3, 41% of students in Grades 3-5 are not proficient in ELA.

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 reading fluency which causes challenges with reading comprehension -Lack of resources to support Flamingo or small group instruction -Students lack experiences -Student attendance and/or tardies are an issue and causes students to miss explicit instruction and/or intervention -Students lack parental support at home due to parents' limited knowledge of grade-level resources/materials/content and limited communication with the school -Lack of personnel to support intervention -Student classroom behaviors -Large class sizes -Lack of opportunity for small group instruction

3. Share possible solutions that address the root causes.

-The following materials to support the foundational skills: Fundations implementation with fidelity (K-2) along with resources (i.e, decodables), Flamingo implementation with fidelity (K-2) along with resources (i.e, decodables), Heggerty (K-1), South Region Planner, Magnetic Reading (Grades 3-5) -Materials to support student independent practice (i.e. whiteboards, easels) -Afterschool tutorial to provide supplemental support --District Personnel (ELA) providing support to teachers, facilitating PLCs, and working closely with Administration (Flamingo and small group instruction) -Build background knowledge and provide exposure through school-based opportunities (i.e., field trips, increase exposure through instruction, enrichment opportunities, family engagement supports, and community partnerships) -Attendance incentives for teachers and students -School-based team meet weekly and conduct ongoing meetings to determine student struggles and identify interventions and services needed -Monthly Parent University Meetings to build parent knowledge and capacity on resources/materials/content -Double Down and Resource Teachers to provide intensive intervention to improve phonics, vocabulary, and comprehension (Voyager, SPIRE, Sound Sensible, Rise and Rise Up) -Incentives & Rewards to support School-Wide Behavior Management System (CHAMPS, PAWS); PBIS; Class Dojo Reward System; Super Panda Tickets -Reading Resource Teachers to support news teachers, implement supplemental instruction, and provide coaching -Ensure parents are well versed on how to communicate with the teacher on Class Dojo as well as obtain school-wide information posted on Class Dojo -More teacher presence at family engagement events -Teachers create a resource folder and distribute it at the beginning of the year to ensure mastery of the benchmarks that will be addressed during the school year (update as needed) -Teachers will promote more positive support to the students -Provide supplemental instructional materials, supplies, and resources, including items for practice and remediation, workbooks, online resources, and assistive technology for students, parents, and teachers. - Provide intervention services using supplemental instructional materials to support phonics, phonological awareness, and comprehension

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

• Communication

The school will communicate effectively with parents through Class Dojo, Parent Newsletters, flyers, Friday Communication Folders, and translation through CLF.

• Parent Training

-Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA) *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. *Add more home support for parents *Conduct a parent training on how to utilize Class Dojo to assist with the communication barrier *Inform/train parents on what is being worked on in class so that they can assist with it at home *Train parents on how to understand the data and the assessment scoring system

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

• School

The school will provide training, 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 communication folders and provide support at home.

• Staff Training

-Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA) *Staff will be trained on how to plan intentionally with the purpose for gradual release of instruction. *Train teachers on how to disaggregate the data and how to then teach parents how to access and understand the data.

• Accessibility

-Other (i.e., Communication, Physical Accessibility, Homeless/Migrant Families) *Class Dojo will be used to share event notifications and communicate with parents and families. *CLF, Heritage Language Dictionary, Cognates *Student artifacts and student led conferences

Math

1. List prioritized needs statements.

Based on SY25 PM3, 43% of students in Grades 3-5 are not proficient in Math.

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

-Students lack foundational skills -Students math vocabulary is weak -Students are challenged with understanding multiple step problems -Students lack reading fluency which causes challenges with students reading word problems -The District pacing is too fast -Student attendance and/or tardies are an issue and causes students to miss explicit instruction and/or intervention -Students lack parental support at home due to parents' limited knowledge of grade-level resources/materials/content and limited communication with the school -Student classroom behaviors -Large class sizes - Lack of standards based differentiated instruction being implemented throught math blocks

3. Share possible solutions that address the root causes.

-Daily spiral reviews to address and reteach foundational skills -Additional instructional materials to support fluency and accuracy -Materials to support student independent practice (i.e. whiteboards, easels) -Afterschool tutorial to provide supplemental support -PD through PLC and provide additional support in Math -Resource Teachers, Math Coach, and Academic Tutors will provide double down small group instruction -Attendance incentives for teachers and students -Parent trainings to increase knowledge of content area and data -Incentives & Rewards to support School-Wide Behavior Management System (CHAMPS, PAWS); PBIS; Class Dojo Reward System; Super Panda Tickets -Math Resource Teachers to support news teachers, implement supplemental instruction, and provide coaching. -Ensure parents are well versed on how to communicate with the teacher on Class Dojo as well as obtain school-wide information posted on Class Dojo -More teacher presence at family engagement events -Teachers will create a spiral review packet (study guide) and distribute it at the beginning of the year to ensure mastery of the lessons that the students can complete at home throughout the year (update as needed) -Teachers will provide more feedback on math tests to the parents -Teachers will promote more positive support to the students -Provide supplemental instructional materials, supplies, and resources, including items for practice and remediation, workbooks, online resources, and assistive technology for students, parents, and teachers. - Provide intervention services using supplemental instructional materials to support phonics, phonological awareness, and comprehension

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

• Communication

-The school will communicate effectively with parents through Class Dojo, Parent Newsletters, flyers, Friday Communication Folders, and translation through CLF -Conduct a parent training on how to utilize Class Dojo to assist with the communication barrier

• Parent Training

-Parent Trainings that may be offered to support parents/families as they work with their students at home (Math) *Math Night will train parents on how to understand grade level expectations, setting goals, and understanding FAST data, iReady data, and USA data. Provide parents with a training that demonstrates addition/subtraction strategies (Grades K-5) *Inform/train parents on what is being worked on in class so that they can assist with it at home *Math Night: train parents on how to access online math textbooks to assist with providing support at home *Train parents on how to understand the data and the assessment scoring system

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 communication folders and provide support at home.

• Staff Training

-Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math) *Staff will be trained on how to plan intentionally with the purpose for gradual release of instruction. Staff will be trained on addition/subtraction strategies (Grades K-5) to ensure universal schoolwide language for math instruction. *Train teachers on how to disaggregate the data and how to then teach parents how to access and understand the data.

• Accessibility

-Class Dojo will be used to share event notifications and communicate with parents and families. -CLF, Heritage Language Dictionary, Cognates -Student artifacts and student led conferences

Science

1. List prioritized needs statements.

Based on SY25 PM3, 59% of students in Grade 5 are not proficient in Science.

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

-Fair Game Benchmarks are not spiraled into the curriculum -Students are unfamiliar with academic vocabulary -Science content isn't integrated cross-curricular -Students lack reading fluency which causes challenges with students reading the word problems -Student attendance and/or tardies are an issue and causes students to miss explicit instruction and/or intervention -Students lack parental support at home due to parents' limited knowledge of grade-level resources/materials/content and limited communication with the school -Student classroom behaviors -Large class sizes

3. Share possible solutions that address the root causes.

-Schoolwide Science Plan -Daily spiral reviews to address and reteach foundational skills -Materials to support student independent practice (i.e. whiteboards, easels) -Additional instructional materials to support science labs and experiments -STEM Fridays (monthly) -Provide materials/resources/supplies to support student learning (standards-based workbooks, online subscriptions, technology, access to digital/online and print science resources, hands-on materials, supplies both consumable and non-consumable, manipulatives -Afterschool tutorial to provide supplemental support -Resource Teachers to push in to support Science instruction -Attendance incentives for teachers and students -Parent Trainings will be provided to increase knowledge of content area and data -Incentives & Rewards to support School-Wide Behavior Management System (CHAMPS, PAWS); PBIS; Class Dojo Reward System; Super Panda Tickets -Science Resource Teachers to support news teachers, implement supplemental instruction, and provide coaching. -Ensure parents are well versed on how to communicate with the teacher on Class Dojo as well as obtain school-wide information posted on Class Dojo -More teacher presence at family engagement events -Teachers will create a resource folder and distribute it at the beginning of the year to ensure mastery of the benchmarks that will be addressed during the school year (update as needed) -Teachers will promote more positive support to the students

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

- Communication

-The school will communicate effectively with parents through Class Dojo, Parent Newsletters, flyers, Friday Communication Folders, and translation through CLF. -Conduct a parent training on how to utilize Class Dojo to assist with the communication barrier

• Parent Training

-Parent Trainings that may be offered to support parents/families as they work with their students at home (Science) *STEM Night (with the Cox Science Center) to teach parents about Science standards and STEM engagement activities *Inform/train parents on what is being worked on in class so that they can assist with it at home *Provide parents with training on how to conduct hands-on project based learning at home to support science instruction

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

• School

-The school will provide tools that model instruction to further assist parents with support and instruction. -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 communication folders and provide support at home.

• Staff Training

-Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Science) *Staff will be trained on how to plan intentionally with the purpose for gradual release of instruction *PD on unpacking Science Standards and training on Science strategies that align to the standards *Train teachers on how to disaggregate the data and how to then teach parents how to access and understand the data

- Accessibility

Class Dojo will be used to share event notifications and communicate with parents and families. CLF, Heritage Language Dictionary, Cognates 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: **$110,922.46**

Acct Description	Description
Certified Tutorial	Certified Tutorial
Resource Teacher	Reading Resource Teacher will push in to support double down in the ELA block, Grades K-5
Resource Teacher	Math Resource Teacher will push in to support double down in the Math block, Grades K-5
Supplies	Supplies

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: **$86,635.75**

Acct Description	Description
Supplies	
Tch Res Staff Development	Resource Teacher - Staff Development will provide support to teachers in grades K-5 to increase implementation of rigorous, standards based instruction for reading and writing, analyze data, create lessons, conduct side by side coaching and modeling, as well as facilitate PLCs and PDDs.
Tch Res Staff Development	Resource Teacher - Staff Development will provide support to teachers in grades K-5 to increase implementation of rigorous, standards based instruction for math, analyze data, create lessons, conduct si by side coaching and modeling, as well as facilitate PLCs and PDDs.

Action Step: Parent Engagement

Increase parent engagement through effective communication and events.

Budget Total: **$4,809.79**

Acct Description	Description
Online subscription	
Supplies	Supplies

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. Claudette Worrell James	School Behavior Health Professional
Ms. Patricia Esser	Kindergarten Team Leader/Grade Chair
Ms. Elizabeth Brown	1st Grade Team Leader/Grade Chair
Ms. Olivia Grimando	2nd Grade Team Leader/Grade Chair
Ms. Adrienne Bledsoe	3rd Grade Team Leader/Grade Chair
Ms. Christina Petzko	4th Grade Team Leader/Reading Resource Teacher
Ms. Widmiria Jean	5th Grade Team Leader/Grade Chair
Ms. Laura Tomas	Math 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 January 7, 2026 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 January 7, 2026 SAC meeting were 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 at 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 27 began January 8, 2026 in a Leadership Meeting followed by a February 11, 2026 Staff Meeting. Also on February 16, 2026 parents and families along with community members provided input. For FY27 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 will be to purchase Student Agendas/Planners and supplies 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 2, 2026 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/or 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 will include an explanation of the Title One program distributed to the parents. In addition, a PowerPoint presentation on the Title I Schoolwide Plan, the Parent Family Engagement Plan, the School-Parent Compact, Migrant Education and McKinney-Vento as well as the Parent's Right-to-Know will be presented at the Annual Meeting. The parents 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. 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

Building Readers Together: Empowering Families to Support Reading at Home

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

Staff will be trained on how to implement standards-based, effective reading strategies teachers can share with families to support learning at home. Participants will explore ways to model phonics, fluency, and comprehension in parent-friendly language, along with easy routines and activities that can be used daily.

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

Expected Impact on Family Engagement: Increased parent confidence: Families will feel more comfortable supporting reading at home because strategies are simple and clear. More consistent at-home practice: Easy routines will lead to regular reading habits outside of school. Stronger home–school connection: Clear communication and shared strategies will build trust and partnership between teachers and families. Higher family participation: More parents are likely to engage in workshops, communication, and literacy activities. Improved student outcomes: Increased support at home will lead to growth in reading skills, confidence, and overall achievement.

- What will teachers submit as evidence of implementation?

Evidence of Implementation: Student reading logs or practice trackers demonstrating at-home engagement. These artifacts will demonstrate how teachers are actively connecting classroom instruction to at-home support.

- Month of Training

September 1, 2026

- Responsible Person(s)

Ms. Christina Petzko, Ms. Hailey Boronczyk, Mrs. Cherrice Skinner, Mrs. Donna Tam, Mrs. La'Crista Parker

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Bridging the Math Gap: Classroom Strategies and Family Partnerships for Achievement

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

Staff will be trained on how to implement standards-based, effective mathematics instructional strategies that can be shared with families to support learning at home. Staff will explore ways to model mathematical thinking, problem-solving, number sense, and computation strategies using parent-friendly language, along with simple routines and activities that families can incorporate into their daily lives.

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

The expected impact of this training on family engagement is that staff will build stronger partnerships with families by equipping them with practical, standards-based mathematics strategies that they can use at home with homework and independent tasks. As a result, families will better understand grade-level expectations and strategies, leading to increased confidence and engagement in supporting their child's math learning.

- What will teachers submit as evidence of implementation?

The evidence of implementation will demonstrate that teachers are actively engaging families in supporting mathematics learning at home. Evidence of implementation with parents will include photos or videos of teachers modeling math games or strategies for families during events or through digital platforms.

- Month of Training

January 4, 2027

- Responsible Person(s)

Ms. Laura Tomas, Ms. Hailey Boronczyk, Mrs. Cherrice Skinner, Mrs. La'Crista Parker

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Books & Breakfast

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

Books & Breakfast 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.

- 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

September 30, 2026

- Responsible Person(s)

The responsible persons are Mrs. Parker, Ms. Petzko, Ms. Boronczyk, Mrs. Skinner, Mrs. Tam, and Literacy Committee Members.

- Resources and Materials

The resources and materials used sign in sheets, agenda, photos with captions, invitations, rotation schedule, evaluations, 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

Math & Munchies

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

Math & Munchies will provide parents with hands-on training to build their confidence in supporting mathematics learning at home. Parents will learn grade-level mathematics expectations and gain an understanding of how to reinforce classroom learning through engaging, standards-based strategies. Staff will model parent-friendly addition and subtraction strategies (Grades K–5), number sense routines, mathematical thinking, and problem-solving techniques that families can easily incorporate into everyday activities. Parents will participate in interactive math games and activities, receive take-home resources, and practice using the strategies with their children to strengthen learning beyond the classroom. In addition, parents will receive guidance on interpreting student progress through FAST, i-Ready, and USA Assessment data so they can set meaningful learning goals and monitor their child's growth throughout the school year.

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

Families will participate in hands-on math activities that are active, practical, and relatable—parents will do math, talk about math, and leave with tools they can immediately use at home.

• 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 math support at home utilizing various math strategies to increase student success in math.

• Date of Training

January 27, 2027

• Responsible Person(s)

The responsible persons are Mrs. Parker, Ms. Tomas, Ms. Boronczyk, and Mrs. Skinner.

• Resources and Materials

The resources and materials used sign in sheets, agenda, photos with captions, invitations, rotation schedule, evaluations, anchor charts, index cards, math tools, interactive math games, and math manipulatives.

• 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.

20 hands-on activities/experiments/demos by Cox Science Center aligned with STEAM: Science, Technology, Engineering, Art, and Mathematics. The interactive activities, experiments, and demos include but are not limited to observing a bearded dragon, utilizing a 3D printing station, entering an immersive digital world using a virtual reality headset, interacting with robots and legos, and creating awesome spin-art designs with a Lego Mindstorm Spin Art device.

- 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 3, 2027

- Responsible Person(s)

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

- Resources and Materials

Materials and Supplies from the Cox Science Center used for each interactive station, agenda, invitations, sign in sheets, evaluations, and photos with captions.

- Amount (e.g. $10.00)

$120

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, 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, and 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 An email from McKinney-Vento Representative

- 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 welcome Poinciana Elementary Families 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 and/or Class DOJO.

• 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, photos (with captions) of the food boxes/bags being shared out with families, one copy of the contract of services with Boca Helping Hands outlining the scope of services, an email from Boca Helping hands outlining their plan for one distribution day, and thank you letters.

• 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, out-of-field teachers, Title I Annual Meeting, SAC meetings, curriculum nights, parent trainings, in a language they can understand. Parents will receive Parent Links (call outs), flyers (in all languages), and Class DOJO post informing them of this information (can be translated in other languages on Class DOJO).

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

Sample Evidence may include but not limited to: PFEP Summary, School-Parent Compact, and a sample of a Parent's Right to Know Letter (student name redacted).

• Description

Poinciana STEM will inform parents about the curriculum and proficiency levels students are expected to meet through detailed presentations at Title I Annual Meeting, Curriculum Nights, IEP Meetings, ESOL (LEP) Meetings, Parent-Teacher Conferences, and/or Parent Trainings.

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

Sample Evidence may include but not limited to: Curriculum Night Team Leader Presentations, grade level goals per content area presented at SAC Meeting, and/or Parent-Teacher Conference Notes.

- Description

Poinciana STEM will inform parents about academic assessments used to measure student progress and achievement levels through detailed presentations at SAC Meetings, Title I Annual Meeting, Parent-Teacher Conferences, IEP Meetings, ESOL (LEP) Meetings, Data Night, and/or assessment reports.

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

The following items will be used as evidence but not limited to: agenda from SAC, progress report (student name redacted), and/or IEP Meeting sign in sheet.

- Description

Poinciana STEM will inform parents about the opportunity to participate in decision-making related to the education of their children through advertising via Parent Links (call outs), school marquee posting, school website, Class Dojo, and parent 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 (evaluation forms) 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.

The following items will be used as evidence but not limited to: Invitation to Annual Title I Meeting, Class Dojo Screenshot inviting parents to SAC meeting on September 2, 2026 at 5:30pm, and a parent/teacher conference note (student name redacted), IEP meeting notes, and ESOL (LEP) meeting notes.

• 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 and/or online 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 (morning, afternoon, and/or evening).

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

The following items will be used as evidence but not limited to: Virtual SAC Mtg. documentation (invitation and/or virtual attendance sign-in) Parent Conference Note - Mtg. by Telephone or Online Title I Annual Meeting - held in person and virtually (invitation with link) Letters asking parents to choose a time that is more convenient (parent-teacher conferences, IEP meetings, ESOL/LEP meetings) Parent training invitations and agendas at different times (invitations, agendas, school websites screenshots, social media snapshots, calendars, newsletters, marquee photos, call-out transmissions/scripts/reports, etc.)

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 Poinciana STEM Elementary families which are Haitian Creole and Spanish. Also, to support our parents and families with limited English proficiency, we will have translators present at events (SAC, Title I Annual Meeting, and Curriculum Night). Interpreters will be available as needed during parent-teacher conferences, IEP meetings, and ESOL (LEP) meetings.

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

Sample Evidence may include but not limited to: School-Parent Compact translated into each of all applicable languages, PFEP in each of all applicable languages, and 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, get a welcome packet of information for new families, provide free backpacks/school supplies/uniforms, conduct home visits as needed, and/or referral to Migrant Department.

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

Sample Evidence may include but not limited to: Migrant brochure, Annual Meeting Migrant slides, and a snip of the Migrant report (even if it shows zero/no students) or Welcome Packet.

• Description

To support families experiencing homelessness, Poinciana STEM will work with the McKinney-Vento office and other donors to provide uniforms, school supplies, food, share information about available services, a welcome packet for new families, home visits, Student Housing Questionnaire and reaching out to District or other organizations for support.

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

Sample Evidence may include but not limited to: Student Housing Questionnaire, Email from MVP (McKinney-Vento Program), McKinney-Vento SIS Notes on services/support provided, SBT Meeting notes on a McKinney-Vento student (name redacted), and a McKinney-Vento Services Flyer.

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 Pandas 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 Learning

1. Professional Learning

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 Fundations training and K-5 instructional staff will participate in the new school wide science plan. Classroom Walkthroughs will also assist administration with identifying how to meet the needs and any areas concern for instructional staff members. 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.