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

ELA

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

1. List prioritized needs statements.

Overall, According to iReady diagnostic, Progress Monitoring 2 and Unit Standards Assessments (USAs) at least 47% of K-2 students are below threshold performance in Phonics, Vocabulary and comprehension of informational text Overall at least 41% of 3-5 students are below threshold performance in vocabulary and compression of informational text

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

Students are not reading fluently, students struggle to decode, limited vocabulary, limited background knowledge, limited decoding strategies, Benchmark whole group lessons is too long, student do not go back and re-read, students missed 2 valuable years of instruction due to COVID where the fundamentals of reading is taught, many parents during that time, demonstrated that the skills needed to work with students on literacy at home were not sufficient, students enter each grade reading deficient and require additional remediation.

3. Share possible solutions that address the root causes.

Group students heterogeneously during independent time, seek volunteers to listen to students read, time classroom rotations, use Voyager fluency probes during rotations, use tangible incentives, publish student writing, Reading tutorials for grades K-2 that focus upon primarily upon sight word recognition and fluency, communicate weekly curriculum focus, provide question stems for parents to ask of their reader(s), provided sight words for home practice.

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

ELA Teachers will post parent newsletter on class Dojo that provide content focus and goals, Summary Parent engagement homework, K-3 ELA teachers will provide parents with individualized monthly reading deficiency reports.

- **Parent Training**

Comprehension questions for parents, Observational strategies during reading & writing for parents (What Good Readers Do), Annotating Strategies & Question Dissection,

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

- **School**

Require SIS linked user verification Provide assistance with SIS Login

- **Students**

Continue to follow the Panda PAWS school-wide behavior expectations. Students in grades K-2 will read with parents at least two (2) story books weekly.

- **Parents**

Become registered on DOJO for real-time updates and become linked users in SIS to access ELA assessment information

- **Staff Training**

Rotational Model of instruction, Annotation Workshop, Notetaking strategies,

- **Accessibility**

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

Math

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

1. List prioritized needs statements.

According to iReady Whole Numbers and operations is the primary challenge for K -3 students with an average of 60% performing at least 1 year below grade level, Fractions & Decimals in grades 4 and 5 According to Progress Monitoring 2, 56% of Third graders, 79% of Fourth graders and 51% of 5th graders perform below standard in Measurement & Data

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

The consistent use of math manipulatives are not used with students school wide. Students traditionally lack the basic skills of single and double digit math facts by grade 3 to successfully add multi-digit numbers, this leads to a lack of number sense as students work with whole numbers using the four basic operations. Measurement and Data is taught briefly at the end of the school year although it is assessed throughout the school year. As students progress through grade levels they have gaps in learning and the application of the measurement and data standards.

3. Share possible solutions that address the root causes.

Morning ticket into the classroom using math facts, skip counting activities with fine arts integration, cross-curriculum academic warmup activities K-5 tutorials to address the lowest performing standards based on current grade level data. Teachers will begin the school year reviewing the measurement, data, and geometry standards from the previous grade level as a "morning work"/ "bell ringer". Math teachers will have one review station weekly focused on a geometry, measurement, or data standard for their current grade level.

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

• Communication

Math teachers will post Weekly DOJO notice of activities, Math content will be videoed and posted on DOJO and/or instructional anchor charts will be used to demonstrate the steps used to acquire and demonstrate mastery

• Parent Training

math fluency strategies, Accessing SAVVAS, Post training videos

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

- **School**

Grade level teams will post content calendar, instructional videos and/or anchor charts of content on Class DOJO Host 2 Family Math Nights focused one focused on Whole Number Operations and one with a Measurements and Data focus.

- **Students**

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

- **Parents**

Become registered on DOJO for real-time updates and become linked users in SIS to access Math assessment information . Parents will utilize the math academic tools (anchor charts, instructional videos, strategies) provided by teachers on Class Dojo.

- **Staff Training**

Accessing SAVVAS, Math fluency strategies

- **Accessibility**

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

Science

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

1. List prioritized needs statements.

According to the District Diagnostic results and 4th and 5th grade Unit Standards Assessments (USAs) student achievement is weakest on Adaptations and Nature of Science standards with 58% of 5th graders performing below threshold in both Life Science standards FLSC 3.L14.1 and FLSC4L16.1

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

The science assessment is comprised of lengthy text that students do not have the stamina to read, decipher the question asked and respond to the question. multistep directions Plausible distractors Reading abilities to comprehend narratives The staff in grades 3-5 have limited science teaching experience.

3. Share possible solutions that address the root causes.

The rotational model of instruction, power words for test taking vocabulary, anchor charts, foldable privacy boards with anchors and test taking strategies, Science passages in ELA. "Departmentalizing science and using the rotational model of instruction would allow teachers with a strength in science to specialize and to provide deeper content knowledge to students. Implement Science polls to determine student readiness for assessment, strengths and weakness prior to testing. Incorporate Science activities in after care.

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

• Communication

Post parent newsletter on class Dojo. We also will have a dedicated Science Resource person to pull students for Science groups beginning next school year. Students will also receive support in Science starting in September in the after-school tutorials.

• Parent Training

Parent cadre once a trimester covering a few standards from each unit.

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

- **School**

The school will provide parents with a list of online resources to support their child at home, STEM nights, and other parental training to strengthen their knowledge of the science standards and testing requirements. Additionally, we will train parents on how to navigate SIS and provide assistance for parents that may be in need. Through this training, we will emphasize the importance of Science at home and while in school and how parental involvement can play a critical role. The goal is to Talk, share, highlight, and describe science at school and home; parents need the resources to accomplish that goal.

- **Students**

Continue to follow the Panda PAWS school-wide behavior expectations and encourage daily attendance and participation when in Science class and STEM labs.

- **Parents**

Become registered on DOJO for real-time updates and become linked users in SIS to access SCIENCE assessment information

- **Staff Training**

Science Cadre! Science rotations, STEMscopedia, legends of Learning

- **Accessibility**

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

Action Step: Classroom Instruction

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

Budget Total: \$172,772.00

Acct Description	Description																																																									
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="447 219 1024 292">Item</th> <th data-bbox="1035 219 1171 292">Quantity</th> <th data-bbox="1182 219 1287 292">Rate</th> <th data-bbox="1297 219 1392 292">Days</th> <th data-bbox="1402 219 1497 292">Hours</th> <th data-bbox="1507 219 1623 292">Weeks</th> <th data-bbox="1633 219 1770 292">Certified</th> <th data-bbox="1780 219 1896 292">Type</th> <th data-bbox="1906 219 2022 292">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="447 300 1024 495">3-5 grade students in Reading, Math, and Science Students that score a level 2 or 3 on the Winter FAST Assessment along with Iready exams</td> <td data-bbox="1035 300 1171 495">1</td> <td data-bbox="1182 300 1287 495">\$37.00</td> <td data-bbox="1297 300 1392 495">2</td> <td data-bbox="1402 300 1497 495">2.75</td> <td data-bbox="1507 300 1623 495">1</td> <td data-bbox="1633 300 1770 495">Certified</td> <td data-bbox="1780 300 1896 495">Original</td> <td data-bbox="1906 300 2022 495">\$204.00</td> </tr> <tr> <td data-bbox="447 503 1024 568">Afterschool tutorials, ELA, Math, Science</td> <td data-bbox="1035 503 1171 568">14</td> <td data-bbox="1182 503 1287 568">\$37.00</td> <td data-bbox="1297 503 1392 568">2</td> <td data-bbox="1402 503 1497 568">1.5</td> <td data-bbox="1507 503 1623 568">3</td> <td data-bbox="1633 503 1770 568">Certified</td> <td data-bbox="1780 503 1896 568">Original</td> <td data-bbox="1906 503 2022 568">\$4,662.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	3-5 grade students in Reading, Math, and Science Students that score a level 2 or 3 on the Winter FAST Assessment along with Iready exams	1	\$37.00	2	2.75	1	Certified	Original	\$204.00	Afterschool tutorials, ELA, Math, Science	14	\$37.00	2	1.5	3	Certified	Original	\$4,662.00																					
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Resource Teacher	Math Resource Teacher will provide small group, differentiated instruction through push-in and pull-out mode focusing on lowest 25% targeted students. K-5																																																									
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Supplies	<table border="1"> <thead> <tr> <th data-bbox="447 893 1182 966">Item</th> <th data-bbox="1192 893 1339 966">Quantity</th> <th data-bbox="1350 893 1486 966">Rate</th> <th data-bbox="1497 893 1759 966">Supply Type</th> <th data-bbox="1770 893 1896 966">Type</th> <th data-bbox="1906 893 2022 966">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="447 974 1182 1047">Chart paper pack of 6 (8 packs)</td> <td data-bbox="1192 974 1339 1047">7</td> <td data-bbox="1350 974 1486 1047">\$130.00</td> <td data-bbox="1497 974 1759 1047">General Supplies</td> <td data-bbox="1770 974 1896 1047">Original</td> <td data-bbox="1906 974 2022 1047">\$910.00</td> </tr> <tr> <td data-bbox="447 1055 1182 1120">Highlighters box of 24</td> <td data-bbox="1192 1055 1339 1120">15</td> <td data-bbox="1350 1055 1486 1120">\$10.99</td> <td data-bbox="1497 1055 1759 1120">General Supplies</td> <td data-bbox="1770 1055 1896 1120">Original</td> <td data-bbox="1906 1055 2022 1120">\$164.85</td> </tr> <tr> <td data-bbox="447 1128 1182 1193">Pens</td> <td data-bbox="1192 1128 1339 1193">6</td> <td data-bbox="1350 1128 1486 1193">\$7.49</td> <td data-bbox="1497 1128 1759 1193">General Supplies</td> <td data-bbox="1770 1128 1896 1193">Original</td> <td data-bbox="1906 1128 2022 1193">\$44.94</td> </tr> <tr> <td data-bbox="447 1201 1182 1266">Intermediate composition books</td> <td data-bbox="1192 1201 1339 1266">268</td> <td data-bbox="1350 1201 1486 1266">\$1.19</td> <td data-bbox="1497 1201 1759 1266">General Supplies</td> <td data-bbox="1770 1201 1896 1266">Original</td> <td data-bbox="1906 1201 2022 1266">\$318.92</td> </tr> <tr> <td data-bbox="447 1274 1182 1339">Binders (Carton 1 inch black)</td> <td data-bbox="1192 1274 1339 1339">6</td> <td data-bbox="1350 1274 1486 1339">\$29.54</td> <td data-bbox="1497 1274 1759 1339">General Supplies</td> <td data-bbox="1770 1274 1896 1339">Original</td> <td data-bbox="1906 1274 2022 1339">\$177.24</td> </tr> <tr> <td data-bbox="447 1347 1182 1412">Post-it notes 3" square post it notes 20 boxes of 24</td> <td data-bbox="1192 1347 1339 1412">15</td> <td data-bbox="1350 1347 1486 1412">\$16.17</td> <td data-bbox="1497 1347 1759 1412">General Supplies</td> <td data-bbox="1770 1347 1896 1412">Original</td> <td data-bbox="1906 1347 2022 1412">\$242.55</td> </tr> <tr> <td data-bbox="447 1421 1182 1485">Composition books primary</td> <td data-bbox="1192 1421 1339 1485">120</td> <td data-bbox="1350 1421 1486 1485">\$2.99</td> <td data-bbox="1497 1421 1759 1485">General Supplies</td> <td data-bbox="1770 1421 1896 1485">Original</td> <td data-bbox="1906 1421 2022 1485">\$358.80</td> </tr> </tbody> </table>										Item	Quantity	Rate	Supply Type	Type	Total	Chart paper pack of 6 (8 packs)	7	\$130.00	General Supplies	Original	\$910.00	Highlighters box of 24	15	\$10.99	General Supplies	Original	\$164.85	Pens	6	\$7.49	General Supplies	Original	\$44.94	Intermediate composition books	268	\$1.19	General Supplies	Original	\$318.92	Binders (Carton 1 inch black)	6	\$29.54	General Supplies	Original	\$177.24	Post-it notes 3" square post it notes 20 boxes of 24	15	\$16.17	General Supplies	Original	\$242.55	Composition books primary	120	\$2.99	General Supplies	Original	\$358.80
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	Item	Quantity	Rate	Supply Type	Type	Total
	Binder clips pack of 30	10	\$4.88	General Supplies	Original	\$48.80
	Spiral Notebooks for Science	211	\$10.00	General Supplies	Original	\$2,110.00
	Lexmark Ink in 4 colors	4	\$87.99	Technology	Original	\$351.96
	Index cards (3x5) ruled	8	\$0.45	General Supplies	Original	\$3.60
	Headphones	45	\$5.03	Technology	Original	\$226.35
	Construction paper	10	\$4.49	General Supplies	Original	\$44.90
	White board cleaner	30	\$6.19	General Supplies	Original	\$185.70
	Scotch tape 10 rolls	3	\$20.99	General Supplies	Original	\$62.97
	Colored pencils	65	\$3.59	General Supplies	Original	\$233.35
	Card stock	8	\$12.79	General Supplies	Original	\$102.32
	Student dry erase markers	13	\$24.11	General Supplies	Original	\$313.43
	Cases of copy paper	40	\$31.03	General Supplies	Original	\$1,241.20
	Shipping	1	\$0.22	General Supplies	Original	\$0.22
	White boards (pack pf 48)	10	\$79.59	General Supplies	Original	\$795.90

Action Step: Parent Engagement

Sustain parental and family engagement opportunities through the planning of, and execution of, parental and family training opportunities.

Budget Total: \$3,286.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Pocket Folders red and blue 25 pack	3	\$4.11	General Supplies	Original	\$12.33
	Copy of paper 10 cases	22	\$45.00	General Supplies	Original	\$990.00
	Lexmark colored ink in 4 colors 2 of each	4	\$87.99	Technology	Original	\$351.96
	STEM Build activity 75 packs of sight words flashcards (for parent training)	75	\$2.82	Program Supplies	Original	\$211.50
	Refreshments for 40 parents for 3 trainings	120	\$3.00	Program Supplies	Original	\$360.00
	Cardstock (reams) for make and takes	20	\$12.00	General Supplies	Original	\$240.00
	General Parent Engagement (Pens, pencils, paper clips, tape, folders)	1	\$500.00	Program Supplies	Original	\$500.00
	Materials for hands of STEM activity / Playdoh/straws	21	\$2.00	Program Supplies	Original	\$42.00
	Chart paper, pack of 6	3	\$169.86	General Supplies	Original	\$509.58

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Batteries	21	\$1.00	Technology	Original	\$21.00
	12 reams of colored paper	12	\$3.95	General Supplies	Original	\$47.40
	Shipping	1	\$0.23	General Supplies	Original	\$0.23

Action Step: Professional Development

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

Budget Total: \$18,028.00

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	3-5 Summer Collegial Planning	12	\$25.00	4	4	1	Certified	Original	\$4,800.00
	K-2 Summer Collegial Planning	12	\$25.00	4	4	1	Certified	Original	\$4,800.00
Travel out-of-county	Item	Quantity	Rate	Type	Total				
	Innovative Schools Summit- teaching strategies, school climate and culture, at risk students, and trauma informed teaching practices Orlando, FL.	3	\$1,758.00	Original	\$5,274.00				

Mission Statement

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

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

1. Mission Statement

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

Involvement of Stakeholders

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

Name	Title
Mrs. Tanya Mcdowell	Principal
Dr. Pamela Camel	Assistant Principal
Christina Chow	ESOL Teacher
Mr. Michael Shaw	Behavior Health Professional/SwPB Chair
Mr. Djemps Edmond	3 - 5 STEM Teacher/Parent
Ms. Alexandra DeSouza	Kindergarten Team Leader/Grade Chair
Ms. Rhonda Hill	1st Grade Team Leader/Grade Chair
Ms. Sarah Harmes	2nd Grade Team Leader/Grade Chair
Ms. Darlene Foster	Parent
Ms. Michelle Akpaeti	Math Coach
Ms. Gretchen Johnson	School Counselor
Ms. Adrienne Bledsoe	3rd Grade Team Leader/Grade Chair
Ms. Myah Edwards-Alejo	4th Grade Team Leader/Grade Chair

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

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

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

Input from stakeholder for FY 24 began February 15, 2023 in Leadership meeting followed by March 8, 9 & 13, 2023 staff meetings & PLC. Also on March 13, 2023 parents and family along with community members provided input. For FY24 input will be documented through notes during parent meetings for group members to analyze and plan next steps. Moreover, input from the CNA and PFEP will be documented. Meeting notes are kept throughout the year to document input. Stakeholders will be involved by providing ideas and feedback for items that will be on the School Wide Plan (SAC/CNA/SWP/PFEP). Stakeholders have an opportunity to provide input at SAC meetings. The meeting dates for the following plans are listed below. SAC - First Tuesday of every month , PFEP - September 2023 at 5:30pm CNA - March 2023 at 5:30pm SWP - September 2023 at 5:30pm

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

Parents CNA participation invitations were presented at our March 13, 2023 SAC meeting. The principal also chose to place on the CNA stakeholder team all members of the school leadership team who hold responsibility for the organization and implementation of the Parent and Family Engagement Plan and School-Parent Compact. Everyone who attended the March 13, 2023 SAC meeting was invited to participate in the process. As a result of stakeholder feedback, we placed \$1500 toward student agendas and \$4000 toward parent trainings in communication strategies to improve our overall two-way home-school communication initiatives.

Name	Title
Mrs. Tanya McDowell	Principal
Dr. Pamela Camel	Assistant Principal

Annual Parent Meeting

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

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

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

- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

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

The Annual Meeting will be on September 6, 2023 at 5:00 p.m., in the Poinciana ES Planetarium.

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

Parent, teachers, and the community will be notified through the school website, marquee posting, call-out, and Class Dojo .

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

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

Staff Trainings

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

1. Staff Training for Parent and Family Engagement #1

- **Name of Training**

What Parents Need to Know about What Good Readers Do

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

Comprehension questions for parents, Observational strategies during reading & writing for parents (What Good Readers Do), Annotating Strategies & Question Dissection,

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

It is expected that parents will gain confidence in their abilities to support students with academic Reading content as well as guide students through emotional struggles as they become greater readers.

- **What will teachers submit as evidence of implementation?**

Evidence includes agendas, sign-in sheets, presentations, handouts, sample implementation teacher artifacts i.e anchor charts, dojo post of highlighting what good readers do, administration's analysis of teacher feedback and evaluation of staff training in SWP Tool

- **Month of Training**

September

- **Responsible Person(s)**

Alexandra DeSouza, Rhonda Hill, Sarah Harmes, Adrienne Bledsoe, Myah Alejo, Sheila Chery

2. Reflection/Evaluation of Training #1

- Name and Brief Description

Teachers will discuss articles about the impact of homework and effective homework assignments then create homework assignments for the present marking period based on the new learning.

- Number of Participants

TBD

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

Teachers will be able to create homework assignments that support student learning and supports parents with helping to continue the learning process.

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

STEM is Everywhere

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

This team will facilitate academic literature discussions about STEM and then focus on developing/selecting trimester activities according to the pacing chart that will enable parents to partner with addressing Poinciana's weakest standards: Adaptations and Nature of Science and Life Science standards.

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

Teachers will become a greater part of the culture of STEM of Poinciana. They will recognize everyday strategies that can be employed to boost students knowledge of Science, Technology Engineering and Math.

- **What will teachers submit as evidence of implementation?**

Teachers will submit lesson plans that consistently emphasize STEM strategies in Adaptations, Nature of Science and Life Science standards and incorporate home learning activities for the trimester.

- **Month of Training**

January

- **Responsible Person(s)**

Edmond, Millcarek, Stewart, Harrington, Christy, Knight will facilitate the training.

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students

in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- **Name of Training**

What Good Readers Do

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

Comprehension questions for parents, Observational strategies during reading & writing for parents (What Good Readers Do), Annotating Strategies & Question Dissection,

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

Parents will participate discussions and role play activities as reader reads and parents make note of their questions or wonderings and observations. Staff will provide "que" cards to ensure the activities run smoothly. Parents will also participate in understanding the 5 love languages in effort to guide students through emotional struggles as they become greater readers.

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

Parents will have the instructional reading process modeled and have an opportunity to practice with staff and parents will have a greater understand of the child's emotional responses and have strategies to endure the "stretch"

- **Date of Training**

September 19, 2023 am

- **Responsible Person(s)**

Alexandra DeSouza, Rhonda Hill, Sarah Harmes, Adrienne Bledsoe, Myah Alejo, Sheila Chery

- Resources and Materials

<https://www.youtube.com/watch?v=op-C4ZOhr-g> -- What good REadings Do Video Five Love Languages for Teachers (book) Five Love Languages for Families (book)

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$120.00

2. Reflection/Evaluation of Training #1

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

STEM is Everywhere

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

Parents will participate in activities associated with Adaptations and Nature of Science and Life Science standards. Parents will participate in each process within the 'Nature of Science' standard and take home activities that will reinforce this learning process in all aspects of STEM he monitoring evidences for Parent Training #2 are due January 31, 2024. Please revise date to allow you time to conduct the training and submit monitoring evidences, ensuring they are fully approvable by January 31, 2024, so that you don't risk a compliance timeliness issue. | 3c. To meet this expectation, I suggest we add a few examples, as follows: Families will participate with Adaptations and Nature of Science and Life Science activities provided by The Cox Science Center, such as <<<EXAMPLES that describe the activity (i.e., completing graphic organizers comparing and contrasting vertebrates and invertebrates, dissecting earthworms to identify their circulatory system, and identifying amoebas under microscopes, describing their structure on a graphic organizer>>> | >>3h. Please check Yes.... | 3i. As in 1i., your SWP allocates \$120.00. Please either update to \$120.00 or reach out to me if we need to complete a budget transfer

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

The Cox Science Center will provide Adaptations and Nature of Science and Life Science activities for families to explore. Poinciana staff will provide observation checklist regarding the nature of science standards.

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

The focus on these standards will impact the background knowledge that students share as they interact with the stations and in turn students will draw from these experiences when interacting with content.

- Date of Training

January 17, 2024 at 5:30pm

- Responsible Person(s)

Edmond, Millcarek, Stewart, Harrington, Christy, Knight will facilitate the training.

- Resources and Materials

The Cox Science Center will provide a variety of hands on science activities that emphasize Life sciences and the Nature of science.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$200.00

4. Reflection/Evaluation of Training #2

• Name of Training

TBD

• Number of Participants

TBD

• What were parents able to do as a result of the training?

TBD

• Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

• How do you know?

TBD

• What went well with the training?

TBD

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

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

Astronomy Night

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

Families will use telescopes to view planets. Families will observe the solar system in the planetarium.

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

Families will look into telescopes and under the direction of the Cox Science Center staff gain instruction about the planets

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

Students will apply what they learn to the Nature of Science standards

- Date of Training

March 6, 2024

- Responsible Person(s)

Ms. Christy

- Resources and Materials

Telescopes

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$300

6. Reflection/Evaluation of Training #3

- Name of Training

TBD

- Number of Participants

TBD

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

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

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

TBD

Coordination and Integration

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

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

- Name of Agency

McKinney-Vento

- Describe how agency/organization supports families.

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

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

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

- Frequency

As needed.

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

- Name of Agency

Cox Science

- Describe how agency/organization supports families.

Cox provides Astronomy Night and STEM Night training for parents to enhance their understanding of how to incorporate Astronomy & STEM at home as well provide family field trip opportunities. Center & Aquarium

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

(1) Email from Cox Science Center articulating their plan for one (1) parent training night. (2) One labelled photo of Cox Science Center representative leading parents in an interactive parent training activity. (3) One copy each of three individual parent evaluations of Cox Science Center family night training, with personal identifying information redacted.

- Frequency

Fall & Winter

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

- Name of Agency

Boca Helping Hands

- Describe how agency/organization supports families.

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

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

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

- Frequency

Weekly.

Communication

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

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

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

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

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

- **Description**

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

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

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

- **Description**

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

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

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

- Description

Poinciana STEM will inform parents about the opportunity to participate in decision-making related to the education of their children through advertising via call out, the school 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. Parent input will also be obtained during our parent training and school events and parents will be provided surveys to share their input. In addition, the CNA process and the Title 1 annual meeting will be an open forum for parents to share ideas and ask questions.

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

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

- Description

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

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

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

Accessibility

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

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

• **Description**

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

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

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

• **Description**

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

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

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

• **Description**

To support families engaged in migratory work, Poinciana STEM will provide parents the opportunity to participate in the meetings via Google Meet if they are not able to make it in person.

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

"One screenshot of asynchronous training videos for parental use on their own terms, One parent invitation to parent training on March 6 in all languages, One parent invitation to the SAC Meeting Hybrid session online for those who cannot attend in person.

- Description

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

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

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

Other Activities

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

1. Activity #1

- Name of Activity

Choice Night

- Brief Description

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

2. Activity #2

• Name of Activity

April Green Week / Earth Day -- Gardening Harvest

• Brief Description

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

3. Activity #3

• Name of Activity

September 2 - Cleaning & Planting in the Garden (potatoes, broccoli, herbs)

• Brief Description

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

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

Poinciana STEM is participating in year three of Social and Emotional Learning through Safe Schools and has instituted morning meetings daily in every classroom. Our Mental Health Department is also teaching character education and problem solving skills through a systematic Morning Meeting curriculum. Positive student behavior is reinforced daily through Class Dojo. The SwPBS committee is promoting programs such as a positive behavior incentive systems school wide and virtually for above and beyond behavior. Fifth grade students can also earn the responsibility of becoming a Safety Patrol. Students with additional behavioral concerns are identified and selected for the Peace Makers Club after school. Teachers are asked to complete needs assessments to provide students who are facing grief, family divorce, and life challenges supplemental support through small group mentoring. The leadership team is providing grade level assemblies for building character and individual social awareness. We have also implemented a virtual guidance google classroom. We are also supporting our young ladies with a social emotional mentoring group specifically focusing on girls empowerment, etiquette, and character building skills in preparation for middle school.

SBT/MTSS Implementation

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

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

The School Based Team is a problem solving team composed of administration, faculty and staff members. The team leaders train teachers at the start of the school year on how to recognize academic and behavioral concerns. When a teacher refers a student to the team, the team meets weekly on Thursdays to collaborate and determine necessary interventions for the student. Students are monitored by taking a weekly norm-referenced assessment. Academic coaches and administration work in collaboration with teachers to ensure rigorous core instruction in the Florida Standards. In addition, supplemental instruction is provided by classroom teacher, SAI, and resource teachers to some students in small groups during iii and math. Children are grouped for this instruction based on their individual needs. Individual behavior interventions are also put in place when needed. Intensive interventions are determined for students who are not meeting their goals during supplemental instruction, with the purpose of closing the academic gap. Intensive behavior interventions such as an FBA are implemented if necessary.

Provision of a Well-Rounded Education

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

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

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

Post-Secondary Opportunities and Workforce Readiness

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

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

Transition From Early Childhood to Elementary School

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

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

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

Professional Development

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

- Regional Support
- District Curriculum Support
- Mentoring
- PAR Teacher

- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

Recruitment and Retention of Effective Educators

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

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring