Poinciana Elementary School

2019-20 Schoolwide Improvement Plan

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Poinciana Elementary School

2825 AIRPORT RD N, Naples, FL 34105

[no web address on file]

Demographics

Principal: Jessica Davis

Start Date for this Principal: 7/9/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (55%) 2017-18: B (60%) 2016-17: B (56%) 2015-16: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Collier County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	75%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

School Board Approval

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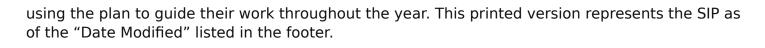
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Purpose and Outline of the SIP

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using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Poinciana School Community will create a safe environment where each learner can achieve academic and personal success.

Provide the school's vision statement.

The Poinciana family believes all students strive to be:
Collaborative, Compassionate, Proficient, Strategic LEARNERS.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Davis, Jessica	Principal	
Johnson, Lori	Instructional Coach	
Correa, Elena	Other	
Steffens, Denise	Guidance Counselor	
Murray, Amy	Other	
Humberger, Kristi	Instructional Media	
Wyss, Amity	Assistant Principal	
DeLuca, Linda	Instructional Coach	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	99	82	99	96	100	114	0	0	0	0	0	0	0	590
Attendance below 90 percent	7	8	6	6	4	4	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	1	1	0	0	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	2	6	23	0	0	0	0	0	0	0	31

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	1	0	0	0	0	0	0	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	4	5	2	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
48

Date this data was collected or last updated
Friday 8/9/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	7	10	8	4	6	7	0	0	0	0	0	0	0	42
One or more suspensions	0	0	1	0	1	2	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	4	11	21	0	0	0	0	0	0	0	36

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	2	4	0	0	0	0	0	0	0	6

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	7	10	8	4	6	7	0	0	0	0	0	0	0	42
One or more suspensions	0	0	1	0	1	2	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	4	11	21	0	0	0	0	0	0	0	36

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	2	4	0	0	0	0	0	0	0	6

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	61%	60%	57%	55%	56%	55%
ELA Learning Gains	52%	59%	58%	61%	62%	57%
ELA Lowest 25th Percentile	44%	51%	53%	45%	57%	52%
Math Achievement	69%	68%	63%	68%	67%	61%
Math Learning Gains	53%	64%	62%	69%	67%	61%
Math Lowest 25th Percentile	50%	55%	51%	48%	58%	51%
Science Achievement	58%	59%	53%	46%	54%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	99 (0)	82 (0)	99 (0)	96 (0)	100 (0)	114 (0)	590 (0)
Attendance below 90 percent	7 (7)	8 (10)	6 (8)	6 (4)	4 (6)	4 (7)	35 (42)
One or more suspensions	0 (0)	0 (0)	0 (1)	0 (0)	0 (1)	0 (2)	0 (4)
Course failure in ELA or Math	1 (0)	1 (0)	1 (0)	0 (0)	0 (0)	0 (0)	3 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	2 (4)	6 (11)	23 (21)	31 (36)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	72%	61%	11%	58%	14%
	2018	61%	59%	2%	57%	4%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	55%	58%	-3%	58%	-3%
	2018	57%	60%	-3%	56%	1%
Same Grade Comparison		-2%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		-6%				
05	2019	54%	60%	-6%	56%	-2%
	2018	66%	59%	7%	55%	11%
Same Grade Comparison		-12%				
Cohort Comparison		-3%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	76%	68%	8%	62%	14%
	2018	76%	67%	9%	62%	14%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	69%	65%	4%	64%	5%
	2018	74%	67%	7%	62%	12%
Same Grade Comparison		-5%				
Cohort Comparison		-7%				
05	2019	63%	67%	-4%	60%	3%
	2018	66%	68%	-2%	61%	5%
Same Grade Comparison		-3%				
Cohort Comparison		-11%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	59%	56%	3%	53%	6%
	2018	67%	58%	9%	55%	12%
Same Grade Comparison		-8%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
SWD	40	47	33	48	68	60	7				
ELL	42	43	48	55	50	38	47				
HSP	51	48	40	62	54	48	44				
MUL	90			90							
WHT	82	63		82	55		83				
FRL	55	48	41	65	52	48	53				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	28	44	36	40	47	42	35				
ELL	47	63	69	67	57	48	29				
HSP	55	60	55	65	58	43	57				
WHT	75	66		83	74		79				
FRL	57	60	53	69	62	44	58				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	20	37	30	48	58	44	19				
ELL	31	39	37	56	65	55	16				
HSP	45	53	39	63	66	49	36				
WHT	72	71		77	78		70				
FRL	47	56	43	63	68	48	37				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	455
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	90
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO

Economically Disadvantaged Students	
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Our 4th and 5th grade ELA and Math scores were disappointing. ELA scores remained fairly stagnant and Math took a more noticeable hit. We are anxious to begin to engage them in the same efforts that made our 3rd grade team so strong.

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

Our 4th and 5th grade ELA and Math scores were disappointing. ELA scores remained fairly stagnant and Math took a more noticeable hit. We are anxious to begin to engage them in the same efforts that made our 3rd grade team so strong.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our 4th and 5th grade ELA and Math scores were disappointing. ELA scores remained fairly stagnant and Math took a more noticeable hit. We are anxious to begin to engage them in the same efforts that made our 3rd grade team so strong.

Which data component showed the most improvement? What new actions did your school take in this area?

Our third grade team really exemplified that belief and lived it to the fullest. Through the instructional choices they made, based on real-time student data, they were able to increase overall reading proficiency from 61% in 2018 to 72% in 2019 while continuing to keep a high math proficiency as well. . Our teachers made a concerted effort to continue to reinforce our students progress through continuous monitoring and immediate strategic intervention.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

We have concern about the number of students in fourth and fifth grades with level 1 on state exams. 21.9% of our fourth and fifth grade students are performing at level 1 on a state assessment.

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

1. Overall Math Gains
2. Overall ELA Gains
3. Science Achievement

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Overall Math Gains
Rationale	Our Math Gains in grade 4 had a significant drop. There was an 18% decrease in Overall gains from FY17 to FY18. They went from 85% making gains in FY17 to 70% in FY18. In FY19 Benchmark data students projected to make gains has continued to decline. In order to address this concern, we dismantled departmentalization and added an additional resource teacher to co-teach in the ESE clustered classroom. Additional progress monitoring is occurring to ensure that strong differentiation is occurring.
State the measureable outcome the school plans to achieve	Increase the percent of students making gains in Math by 3%
Person responsible for monitoring outcome	Jessica Davis (davisj21@collierschools.com)
Evidence-based Strategy	Students will be consistently engaged with grade-level math standards as evidenced by effective instructional strategies incorporated into teacher lesson plans and student assessment data analysis.
Rationale for Evidence-based Strategy	All of these strategies are research-based in order to increase overall student achievement. We will monitor via formative assessments, district benchmark data, lesson plans, classroom observations, observations during teacher-student data chats, FSA reports, teacher deliberate practice plans, student work samples.

Action Step

Description	1. Provide staff professional development on Math standards based instruction with rigor. 2. Provide coaching and modeling support throughout the math block. 3. Provide actionable and focused feedback to teachers through observations conducted by administration, academic coaches, and peers. 4. Support collaborative planning of lessons based on real-time student data analysis. 5. Provide additional time outside of the school day to provide supplemental instruction for identified students.
Person Responsible	Jessica Davis (davisj21@collierschools.com)

#2	
Title	Overall ELA Gains
Rationale	We continue to show strong proficiency scores in ELA but our gains and improvement is not commensurate with what our proficiency demonstrates. Our teachers are strong when teaching the curriculum but struggle with the differentiation needed with our lower-scoring students and our higher-scoring students. All gains with ELA were minimal. Since FY14 we have not gained in gains more than 2%, hovering around 60%.In order to address this concern, we identified a schoolwide Intervention/Enrichment time to address the individual needs of students whether high or low and have added additional instructional and non-instructional to assist with support and management.

State the measureable outcome the school plans to achieve	Increase the percent of students making gains in ELA by 3%
Person responsible for monitoring outcome	Jessica Davis (davisj21@collierschools.com)
Evidence-based Strategy	Students will be consistently engaged with grade-level ELA standards as evidenced by effective instructional strategies incorporated into teacher lesson plans and student assessment data analysis.
Rationale for Evidence-based Strategy	All of these strategies are research-based in order to increase overall student achievement. We will monitor via formative assessments, district benchmark data, lesson plans, classroom observations, observations during teacher-student data chats, FSA reports, teacher deliberate practice plans, student work samples.
Action Step	
Description	1. Provide staff professional development on ELA standards based instruction with rigor. 2. Provide coaching and modeling support throughout the Core, Writing, and Guided Reading block. 3. Provide actionable and focused feedback to teachers through observations conducted by administration, academic coaches, and peers. 4. Support collaborative planning of lessons based on real-time student data analysis. 5. Provide additional time outside of the school day to provide supplemental instruction for identified students.
Person Responsible	Jessica Davis (davisj21@collierschools.com)

#3	
Title	Science Achievement
Rationale	We are continuing to work to build and increase our Science Proficiency levels. We have been progressively working to improve our Science scores to what they were 6 years ago. This became a strong focus when we dropped to 39% in FY14. We have been slowly building our program and reviving the structures and strategies of Science.

State the measureable outcome the school plans to achieve	Increase the percent of students proficient in Science by 3%
Person responsible for monitoring outcome	Amity Wyss (wyssa@collierschools.com)
Evidence-based Strategy	All of these strategies are research-based in order to increase overall student achievement. We will monitor via formative assessments, district benchmark data, lesson plans, classroom observations, observations during teacher-student data chats, FSA reports, teacher deliberate practice plans, student work samples.
Rationale for Evidence-based Strategy	All of these strategies are research based in order to increase overall student achievement. We will monitor via formative assessments, district benchmark data, lesson plans, classroom observations, observations during teacher student data chats, FSA reports, teacher deliberate practice plans.

Action Step	
Description	1. Provide staff professional development on Science standards based instruction with rigor. 2. Provide coaching and modeling support throughout the science lesson. 3. Provide actionable and focused feedback to teachers through observations conducted by administration, academic coaches, and peers. 4. Support collaborative planning of lessons ensuring use of student data and standard content limits and item specifications are referred to and followed. 5. Provide additional time outside of the school day to provide supplemental instruction for identified students.
Person Responsible	Amity Wyss (wyssa@collierschools.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

It is through continuous efforts to enable the families and surrounding community involvement in ensuring all learners are achieving academic and personal success Poinciana Elementary School works towards fulfilling its mission. Efforts include Parent Institutes hosted at the school, multiple outreach events bringing organizations who provide services such as a food bank to the community where some of our most needy families live, student-led conferences, an annual family literacy night, an annual family STEAM night, book fairs surrounding evening on-campus events to allow for family participation, celebration of Dads Take Your Kids to School day, seasonal family events hosted on campus such as Pancake Breakfast, Cookies with Santa, and Movie Night, grade level musical performances, positive student referrals receiving similar administrative response to discipline referrals, weekly phone and email dialers from administration highlighting upcoming events at the school.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Poinciana ensures that the social-emotional needs are met by the following services that are provided by the school counselor and with the support of the Leadership Team and School Psychologist. Services include: individual counseling, group counseling, kindness rock garden, and classroom guidance. We also provide services for Handle with Care, Homeless and students who are working with outside agencies. The counselor has a note system set up that children can leave a note anonymously if they have a problem. We are starting the Buddy Bench and the 30/60 program. Ambassador students are identified from upper-grade levels and assist in guiding new students. Panorama student surveys are done bi-annually to assess current trends at the school level.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

New Kindergarten students participate in a roundup in the spring to talk about Kinder readiness expectations, routines and procedures, and the district's centralized registration process. Students new to Poinciana Elementary School in higher grade levels are immediately introduced to the guidance counselor who conducts an onboarding tour and then a 30 and 60 day check-in. New students who are learning the English language meet with the ELL contact for initial testing and family contact. Our outgoing 5th grade students visit the middle schools each spring and our ELL contact, guidance counselor, and ESE program specialist also visit the middle schools and discuss student needs.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Collier County Schools provide a systematic and strategic approach to providing services through the District Strategic Plan and the K-12 Comprehensive Reading Plan. Goals and objectives of each program and department are aligned with these overarching district plans.

Title I Parts A, C, D, SIG 1003g, UniSIG, Title II, Part A and Title IV are managed out of the same department. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently coordinated. Informal communications and monthly administrative meetings are held to discuss program needs, issues and coordinate efforts.

Leadership staff of the Title I Parts A, C, D, Title II, Title III, Title IV, Head Start/VPK and Title IX programs meet monthly to coordinate efforts and receive joint staff development for improving their services.

Curriculum and Instruction (C&I) department meetings include program coordinators, including IDEA, Perkins, Head Start, and Career and Technical education.

Title IX, LEA, Title I Parts A and C coordinate services to identify and assist homeless children, assist with registration and provide support services. Title I and District jointly fund the Homeless Liaison to support homeless students in all schools.

Title I Parts A and C and Title III funds are coordinated to provide at risk students with supplemental instructional support and resources.

Title I and C&I coordinators collaborate in providing workshops to build the capacity of parents and foster strong home/school connections.

Title I, Parts A and C and Title II, Part A funds are coordinated to provide customized staff development that ensures students receive high quality, differentiated instruction.

Title I, Part A funds are used in collaboration with Title II Part A and Reading Categorical to fund Reading Coaches to support lowest performing schools.

Title II, Part A and IDEA fund exam reimbursements to ensure staff meet certification requirements.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

PES hosts an annual Career Day where volunteers from business partners and community groups share their current professions and the academic routes they took to get there. All students K-5 participate in career day. STEAM lessons have embedded career explorations covered through standards in science, mathematics, and instructional resources classes. Field trips to visit and participate in various field settings such as Waste Management, Artis Naples, Rookery Bay, and more. Multiple grade levels also participate in field trips to both Florida Gulf Coast University and Florida South Western University. Classes receive presentations from local organizations such as Collier Pollution Control, Collier Mosquito Control, and the National Shell Museum. Students participate in virtual field trips to the Zoo which feature a career follow up.

Part V: Budget

1	III.A.	**Areas of Focus: Overall Math Gains**				**$135,452.54**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	0221 - Poinciana Elementary School	Title, I Part A		$75,688.67
			Notes: TSA, Math/Science Coach			
	5100	130-Other Certified Instructional Personnel	0221 - Poinciana Elementary School	Title, I Part A		$59,763.87
			Notes: Resource Teacher			
2	III.A.	**Areas of Focus: Overall ELA Gains**				**$119,150.39**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	0221 - Poinciana Elementary School	Title, I Part A		$90,568.62
			Notes: Reading Coach			
	6150	510-Supplies	0221 - Poinciana Elementary School	Title, I Part A		$1,797.42
			Notes: Supplies to include, but not be limited to, materials used for parent trainings, Thursday Envelopes, parent letters, parent compacts and surveys, computer ink and paper, refreshments, curriculum materials for families, etc.			
	5100	510-Supplies	0221 - Poinciana Elementary School	Title, I Part A		$3,827.78
			Notes: School supplies will be purchased for utilization by students and teachers to facilitate the basic educational program: paper, binders, dividers, composition books, lamination, LLI Kits, 100 Book Challenge, Classroom Magazines, Guided Reading Book Sets, Math manipulatives, math extension activities, math resources, ELL Academic Vocabulary Sheets, Edmark Reading Program School supplies will be purchased for utilization by students and teachers to facilitate the basic educational program: paper, binders, dividers, composition books, LLI Kits, 100 Book Challenge, Classroom Magazines, Guided Reading Book Sets School supplies will be purchased for utilization by students and teachers to facilitate the basic educational program: paper, binders, dividers, composition books, LLI Kits, 100 Book Challenge, Classroom Magazines, Guided Reading Book Sets			
	5900	130-Other Certified Instructional Personnel	0221 - Poinciana Elementary School	Title, I Part A		$4,451.85
			Notes: Saturday Program: Starting Mid-February, 5 Saturdays, 9 teachers, 1 lead teacher, Grades 3-5, for additional intervention and enrichment opportunities. Starting after Christmas Break, 10 weeks, 2 days per week, 7 teachers, Grades 3-5, for additional intervention and enrichment opportunities. Starting after Christmas Break, 10 weeks, 2 days per week, 7 teachers, Grades 3-5, for additional intervention and enrichment opportunities.			
	6300	130-Other Certified Instructional Personnel	0221 - Poinciana Elementary School	Title, I Part A		$699.72
			Notes: Curriculum Writing for the Saturday Program. (2 teachers 15 hours)			
	7900	390-Other Purchased Services	0221 - Poinciana Elementary School	Title, I Part A		$713.00
			Notes: Custodian Services for Saturday programs			
	7800	790-Miscellaneous Expenses	0221 - Poinciana Elementary School	Title, I Part A		$880.00

			Notes: Transportation for Saturday Program for 5 weeks			
	6400	750-Other Personal Services	0221 - Poinciana Elementary School	Title, I Part A		$3,500.00
			Notes: Guest Teachers for Staff Development			
	6400	310-Professional and Technical Services	0221 - Poinciana Elementary School	Title, I Part A		$5,000.00
			Notes: Staff Development Consultant			
	6400	510-Supplies	0221 - Poinciana Elementary School	Title, I Part A		$500.00
			Notes: Staff Development Supplies			
	7730	330-Travel	0221 - Poinciana Elementary School	Title, I Part A		$2,404.00
			Notes: Staff Development Travel - Administrative			
	6400	330-Travel	0221 - Poinciana Elementary School	Title, I Part A		$4,808.00
			Notes: Staff Development Travel - Instructional			
3	III.A.	**Areas of Focus: Science Achievement**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6150	790-Miscellaneous Expenses	0221 - Poinciana Elementary School	Title, I Part A		$500.00
			Notes: Transportation for parents and students to attend and participate in evening events such as Literacy Night and/or STEAM Night. (2 buses x 3 hours x 2 events x $22/hr)			
					Total:	**$255,102.93**