Seminole Trails Elementary School

2014-15 School Improvement Plan

Seminole Trails Elementary School

4075 WILLOW POND RD, West Palm Beach, FL 33417

www.edline.net/pages/seminole_trails_es

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	83%

Alternative/ESE Center	Charter School	Minority
No	No	93%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	C	C

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Seminole Trails Elementary School is to provide a safe, nurturing environment where diversity is celebrated, mutual respect among adults and children is practiced, and parents and caregivers are seen as valued partners in establishing the foundations of academics and life-long learning.

Provide the school's vision statement

The staff, parents and community of Seminole Trails Elementary School strive to create an environment supportive of and committed to helping all children achieve the highest levels of academic excellence through challenging intellectual, creative and physical opportunities, enabling them to function as global citizens that can take responsibility for their own learning, make informed choices and solve problems.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The personnel at Seminole Trails Elementary learn about student's cultures and build relationships between teachers and students in numerous ways. These ways include, but are not limited to, on going professional development opportunities, collaboration and consultation with parents utilizing Community Language Facilitators, school-based activities for students and families, individual conferences with students, and the Buddy Class/Mentor Teacher program.
Additionally, the school infuses the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels. Content includes, but is not limited to:
* *History of Holocaust
* *History of Africans and African Americans
* *Hispanic Contributions
* *Womens' Contributions
* *Sacrifices of Veterans

Describe how the school creates an environment where students feel safe and respected before, during and after school

During the school day, students are able to connect and build relationships through the Buddy Class and Mentor Teacher program. The Buddy Class/Mentor Teacher program is an initiative designed to ensure that all students have more than one teacher interested in students' academic and social/emotional success. Buddy Classes meet and the Mentor Teachers co-teach lessons or activities that build positive relationships and promote academic engagement. Buddy Classes are typically primary classes paired with intermediate classes so students have the opportunity to develop mentor relationships with older or younger children and another adult/teacher on campus.
Through the Fine Arts rotation, students receive direct instruction/support from the Guidance Counselor. The Guidance Counselor utilizes a variety of instructional programs and/or strategies for supporting students in feeling safe and respected in school. The Possible Selves Strategy (Hock, Schumaker & Deshler, 2003) will be one component of instruction during FY15. This strategy is designed to increase student motivation by having students consider their futures and think about goals that are important to them. With the assistance of the Guidance Counselor, students will set

their own goals, create plans for achievement, and work toward meeting them.
Additionally, students are given multiple opportunities to join after school clubs and activities. One opportunity is Kreative Kids, a federally funded learning program designed to provide academic enrichment activities that assist students in meeting state and local achievement standards, while building relationships with the teachers that supervise the students. Girls on the Run is another after school program available at Seminole Trails. The club sponsors incorporate running and training for a 5K while teaching our third through fifth grade girls to develop life skills and build relationships with each other and their sponsors.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Seminole Trails is a School Wide Positive Behavior Support Tier II school. Positive Behavior Support is a research-based proactive approach for handling classroom and school campus behaviors. This approach is proven to increase academic achievement and attendance and provides a more effective learning environment designed to keep each student actively engaged. At Seminole Trails Elementary School, students are encouraged to be Safe, Respectful Learners. A matrix detailing behavior expectations across all school settings has been developed by a team of teachers, parents and administrators. All teachers post the matrix in their classrooms and introduce the desired behaviors to all students. Teachers develop routines and individual procedures that support the Seminole Trails Elementary School Expectations Matrix. Teachers also provide students with specific information about attitudes, traits, and behaviors that will help them succeed in school and throughout their lives. Teachers repeatedly teach, review, and reinforce the expected behaviors and positively reward compliance through the use of classroom rewards and school-wide initiatives such as "Pawsitive Panther Tickets" and "Pawsitive Panther parties." The SwPBS at Seminole Trails strives to provide a safe and positive learning environment for all students.

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

The Administration of Seminole Trails Elementary School consistently monitors and ensures that the social-emotional needs of all students are being met. Several mechanisms are in place to facilitate this process. These mechanisms include, but are not limited to:
*Guidance Counselor access for all students is provided via the Fine Arts Rotation Wheel.
*The school has a formalized Suicide Prevention Plan included in the formal Management Plan of the school.
*The Multi Tier System of Supports/Response to Intervention (MTSS/RtI) School Base Team meets regularly to discuss student progress and social-emotional needs.
*The school has a Safety Committee that meets regularly to review any safety concerns.
*The school serves as a site for Primary Project (one-to-one early intervention for students in kindergarten and first grade).
*All students have a teacher who serves as a mentor teacher. The mentor teacher supports academic and social-emotional growth throughout the academic year.
*Students identified as being at-risk are given the opportunity (with parent/guardian permission) to participate in the Listen to Children Program.
*English as a Second Language services are provided at the school. Additionally, the school employs Community Language Facilitators so that communication is enhanced with students/families who do not speak English as their first language.
*An array of exceptional student education programs and services are provided at Seminole Trails Elementary.
*The school utilizes SwPBS for all students and develops supplemental individualized behavior support plans for students in need.

*Our school integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, mentoring and implementation of SwPBS programs.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Seminole Trails Elementary Early Warning System monitors student attendance through the MTSS/RtI School Base Team Subcommittee for Attendance. The Subcommittee meets monthly to discuss student attendance patterns (tardiness, absences and/or truancy) and mechanisms necessary to support parents in getting their children to school on time and for providing necessary documentation to excuse student absences. The Subcommittee follows District and State guidelines for enforcing rules/regulations as they pertain to attendance/truancy for elementary-age students.
The Assistant Principal monitors student suspensions. He works collaboratively with teachers and members of the SwPBS Committee and the MTSS/RtI School Base Team to support student behavior and to develop individualized behavior support plans for students.
School Administration and teachers work collaboratively to monitor student performance in all subject areas. Student data/performance are reviewed weekly throughout the academic year. If and when students experience difficulty in learning and/or demonstrating mastery of content, teachers develop Progress Monitoring Plans and initiate the MTSS/RtI process.
Students earning a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics are referred to the MTSS/RtI School Base Team for support. The Team works collaboratively with classroom teachers to develop individualized research-based interventions and progress monitoring plans to support student learning and performance.
The MTSS/RtI School Base Team is comprised of the following members: Principal, Assistant Principal, ELL teacher, school psychologist, SAI teacher, classroom teacher(s), reading coach/learning team facilitator, school nurse, speech/language pathologist, and guidance counselor, and the ESE Contact/MTSS/RtI Meeting Facilitator.
The principal provides a common vision for the use of data-based decision-making to ensure: a sound, effective academic program is in place; a process to address and monitor subsequent needs is created; the MTSS School Base Team is implementing RtI processes; assessment of RtI skills of school staff is conducted; fidelity of implementation of intervention support is documented; adequate professional development to support RtI implementation is provided; and, effective communication with parents regarding school-based MTSS/RtI plans and activities occur. With the principal's leadership, the MTSS School Base Team provides direct support/participation in the development, implementation and monitoring of the SIP.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	10	4	11	6	7	5	43
One or more suspensions	4	1	0	2	0	0	7
Course failure in ELA or Math	7	2	0	19	0	0	28
Level 1 on statewide assessment	0	0	0	32	30	20	82

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	K	3	4	5	
Students exhibiting two or more indicators	2	21	5	2	30

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

To improve the attendance of students identified by the early warning system, Seminole Trails Elementary School utilizes a reward-based motivational system in which classes at each grade level compete to have the lowest number of unexcused absences each month. Another strategy is the MTSS/RtI School Base Team Subcommittee for Attendance. The Subcommittee meets monthly to discuss student attendance patterns (tardiness, absences and/or truancy), mechanisms necessary to support parents in getting their children to school on time, and for providing necessary documentation to excuse student absences. The Subcommittee follows District and State guidelines for enforcing rules/regulations as they pertain to attendance/truancy for elementary-age students.
Seminole Trails Elementary implements a SwPBS program focusing on teaching expectations and recognizing students for positive behavior to reduce referrals, suspension and loss of academic instruction time. Beyond these strategies, students are also supported through teachers and other staff members developing targeted behavior plans through the MTSS/RtI School Base Team. Teachers refer students who are struggling with their behavior to the team to get assistance with interventions. Seminole Trails also collaborates with Area and District Behavior Resource Teachers for students in general education classrooms and students in ESE programs.
There are a variety of strategies to support students with academic needs at Seminole Trails. Each student who is below grade level in reading receives an additional 30 minutes a day via the Intensive Individualized Instruction (iii) system. Students who have been identified through the RTI process and are in Tier 3 receive additional support beyond the iii schedule. The SAI teacher utilizes the Leveled Literacy Intervention (LLI) program to focus on remedial support for second and third grade students in reading. An emphasis is also placed on supporting students who were retained last school year. In both reading and mathematics, Seminole Trails receives weekly support from Area specialists who work with struggling students in small groups. Struggling students are also invited to participate in after-school tutorial programs developed with the funds from Title I. Additionally, Internet-based computer programs are utilized at Seminole Trails to support students in both reading and mathematics. Examples are V-Math Live, Reading A-Z Kids, and iStation.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/194493.

Description
A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school sends informational brochures and letters to local businesses and parents in an effort to build and sustain partnerships with the community to support the school and student achievement. The school utilizes social media (Facebook, Twitter) as a platform for communication with school stakeholders. We invite business partners to School Advisory Committee Meetings and abide by the Sunshine Laws.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

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

Name	Title
South, Rachel	Teacher, K-12
Judge, Katie	Teacher, K-12
Cavallo, Lori-Ann	Teacher, K-12
Ondo, Victoria	Teacher, K-12
Shenberg, Kristin	Teacher, K-12
Bland, Ana	Teacher, K-12
Kanel, Robin	Teacher, PreK
Norton, Holly	Teacher, ESE
Pellecer, Kristin	Guidance Counselor
Seymour, Lisa	Instructional Media
Saulter, Bruce	Assistant Principal
Garrard, Judith	Principal
Lo, Jenifer	Instructional Coach
Provost, Mary	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Each member of the School Leadership Team serves as the leader of his/her individual grade level or special program at Seminole Trails Elementary School. Members work with colleagues, administration, and the Learning Team Facilitator each week during School Teams Achieving Results for Students (STARS) meetings that focus on instructional practices driven by student achievement data. Grade level teams also meet frequently to plan lessons together, and these sessions are led by team leaders. Members of the School Leadership Team also collaborate with administration to make important decisions to improve student achievement. Each member receives input from his/her team then shares the input with the School Leadership Team. This shared decision making process is used throughout the year. One specific example of the shared decision making process includes, the system used for eliciting input and feedback from each grade level and special program concerning how Title I funds should be spent yearly.

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

Each school year the School Leadership Team meets to decide how to spend Title I funds to meet the needs of all students and reach School Improvement Plan goals. The first step in this process is for each member of the team to get input from his/her colleagues in the grade level or special program. The School Leadership Team then submits ideas to Ms. Judith Garrard, Principal, and she creates a frequency chart with all of the ideas. The team then meets and analyzes the frequency chart to compare it with student needs and School Improvement Plan goals. Once the final items are established, Ms. Garrard and Dr. Mary Provost, Co-Chair of the School Advisory Council (SAC), present the items to the SAC for input and approval. Throughout the school year different members of the faculty/staff are in charge of maintaining an inventory of resources utilized with Title I funds depending on the function of the resources.

Along with the use of Title I funds, school leadership also works together to develop a master schedule that best utilizes instructional personnel to support student achievement. The Exceptional Student Education (ESE) Contact, Dr. Mary Provost, and her colleagues creates student groupings that allow for ESE teachers to best provide support and accommodations. The Reading Coach, Ms. Jen Lo, works with school leadership to develop schedules for Intensive Individualized Instruction (iii) for Reading, Tier 3 interventions, SAI, and Reading resource classes. School leadership also develops the schedule for English Language Learners (ELL) and identifies students for tutorial programs according to resources available and instructional personnel.

Title I, Part A

Title I funding is used at the school to purchase a part-time reading coach, a part-time learning team facilitator, and a primary resource teacher. Professional development activities and materials are supported through this funding. Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school.

The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

Funds are used at the district level as needed for the schools.

Title I, Part D

District Migrant Liaison provides services and support to our few qualifying students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title II

Funds are used at the district level as needed for the schools to assist with coaching needs and professional development.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for retained grade 3 Level 1 readers. Seminole Trails has a teacher funded through SAI funds who provides supplemental reading instruction to struggling students in the intermediate grades.

Violence Prevention Programs

The school promotes respect for oneself and others as the foundation for a safe school environment. In addition to positive, character building lessons, the school sends anti-bullying messages. Measures are in place to investigate bullying, counsel victims and instigators, and to deliver consequences as

appropriate. Support and resources are provided by the Department of Safety and Learning Environment. Additionally, Seminole Trails implements a School-wide Positive Behavior Support Program.

Nutrition Programs

Seminole Trails' students benefit from access to the 100% Accessible Breakfast program. Families may apply for free or reduced lunch eligibility.

Housing Programs N/A

Head Start N/A

Adult Education N/A

Career and Technical Education

Career education is integrated into the core curriculum via guidance classes and supported by core classroom teachers. During Student Success Week community speakers share information about careers, students dress up for future careers, and intermediate students set goals and write resumes.

Job Training N/A

Other

Required Instruction Listed in FL Statute 1003.42(2), as applicable to appropriate grade levels.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Judith Garrard	Principal
Ana Armbrister Bland	Teacher
Mary Provost	Teacher
Gillian Gayle	Teacher
Eduardo Nunez	Education Support Employee
Crystal Barletta	Business/Community
Stephen Berman	Business/Community
Susan D. Van Martin	Business/Community
Melvin Bojorquez	Parent
Latoria Hillard	Parent
Katreece McKellop	Parent
Paula Reyes	Parent
William Novembre	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC's involvement in reviewing and evaluating last year's school improvement plan (SIP) included discussion of the goals and strategies targeted in FY14. The Committee reviewed academic gains and student performance on the FCAT as well as student performance in achieving the Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards (CCSS) in grades Kindergarten through five. Additionally, student behavior patterns as they related to Early

Warning Systems and the School-Wide Positive Behavior Supports were discussed. Finally, the SAC reviewed the use of Title I funds budgeted to support the plan for FY14.

Development of this school improvement plan

The SAC provided input and feedback for the development of goals, identification of resources (including, but not limited to, budget), and strategies that facilitate successful implementation and achievement of the school improvement plan.

Preparation of the school's annual budget and plan

The SAC provided input and feedback on the school's annual budget and plan as it related to supporting the goals, resources (including, but not limited to, personnel/salaries, instructional materials, supplies, etc.), and strategies (staff development, tutoring, parent involvement, etc.) that facilitate successful implementation and achievement of the school improvement plan.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

If School Improvement funds are received during FY15, the school will purchase materials (books) for the Media Center. The projected total of funds is: $3,500.00.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Garrard, Judith	Principal
Lo, Jenifer	Instructional Coach
Bare, Elizabeth	Teacher, K-12
Bunn, Barbara	Teacher, ESE
Bush, Bristol	Teacher, K-12
Maltby, Jennifer	Teacher, K-12
Langelier, Judy	Teacher, K-12
Thompson, Kayla	Teacher, K-12
Seymour, Lisa	Instructional Media
Cavallo, Lori-Ann	Teacher, K-12
Green, Robin	Teacher, K-12
Schur, Amber	Teacher, K-12
Greene, Allison	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT supports teachers, students and families in the implementation of the School District of Palm Beach County's Balanced Literacy Framework and the Language Arts Florida State Standards. Additionally, the LLT incorporates a problem solving approach designed to facilitate the school improvement planning process while at the same time increasing students' independent and consistent achievement in English Language Arts. The team discusses, researches, and plans implementation of research-based strategies and curriculum to develop a continuum of learning expectations across grade levels. The team also works towards strengthening the partnership with families in promoting literacy by sharing strategies and tips for parents at Building Better Readers and Writers Night. The LLT promotes Love for Literacy in planning school-wide events, for example Celebrate Literacy Week and the Summer Reading Campaign.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

1. Each instructional team meets weekly with a learning team facilitator for School Teams Achieving Results for Students (STARS) Meetings. Through collaboration and reflection, each team analyzes data to make instructional decisions and unit planning. The teams also research and discuss research-based instructional strategies and plan for implementation.
2. Teachers may also request coverage to observe a colleague or request a coaching cycle with literacy coach.
3. Collaborative Planning sessions will be scheduled for teams during PD days to complete unit planning.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Regular meetings of new teachers with Principal; individual responsible: Principal.
2. Regular Educator Support Team meetings with new teachers and preservice teachers. The school enhanced the district sponsored program to include all 12 Accomplished Educator Practices; individual responsible: Assistant Principal.
3. Regular meetings of new teachers with Beginning Teacher Assistance Program in addition to the district sponsored Educator Support Program; individual responsible: Assistant Principal.
4. Partnering new teachers with veteran staff (mentoring); individual responsible: Assistant Principal.
5. New teachers will regularly assess data and plan with veteran teachers; individual responsible: Principal.
6. Soliciting referrals from current employees; individual responsible: Principal.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Seminole Trails Elementary School supports new teachers through its Beginning Teacher Assistance Program (BTAP). Veteran teachers provide consistent assistance to new teachers in topics ranging from lesson planning to curriculum to resources to classroom routines and procedures to classroom and behavior management strategies to working with families, etc. New teachers receive constructive feedback in all aspects of teaching throughout their first year experience. Additionally, new teachers are provided with professional development opportunities to maximize their success.
1. New Teacher: Mrs. Rebecca Bowman , Second Grade; Mentor: Ms. Katie Judge, First Grade; Rationale: Ms. Judge is a Clinical Educator and her experience teaching primary students will benefit Mrs. Bowman in her development as an educator in her first full year of teaching at Seminole Trails.
2. New Teacher: Ms. Rowe, First Grade; Mentor: Ms. Schur, Reading Resource Teacher; Rationale: Ms. Schur is a Clinical Educator, a Reading Reading Resource Teacher. She has valuable experience as a

primary reading resource teacher, and her expertise will support Ms. Rowe in her first year of teaching.
3. New Speech Language Pathologist: Ms. Brandie Torres, Speech Language Pathologist; Mentor: Mrs. Robin Kanel, Speech Language Pathologist; Rationale: Mrs. Kanel is a Speech Language Pathologist. Her experience with Pre-K students with speech and language disabilities will provide support for Ms. Torres in her first full year of providing speech and language therapy at Seminole Trails.
4. New Teacher: Mr. Jeffrey Shone, Pre-K ASD Mentor: Mrs. Robin Kanel, Speech Language Pathologist; Rationale: Mrs. Kanel is a Speech Language Pathologist. Her experience in with Pre-K students with speech and language disabilities and ASD will provide support for Mr. Shone in his first full year of teaching at Seminole Trails.
5. Teacher: Ms. Jacqueline Wood, Teacher for Students with Autism; Mentor: Christine Montgomery, Teacher for Students with Varying Exceptionalities; Rationale: Ms. Montgomery is a Clinical Educator and has experience in teaching students with Autism. Her expertise will support Ms. Wood in her second year of teaching at Seminole Trails.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

1. School teams unpack the Florida Standards in Learning Team Meetings (STARS Meetings) to ensure that all parts of a standard are aligned with selection of instructional materials and planning.
2. School teams will utilize Learning Village to access suggested scope and sequence and resources and materials aligned with Florida Standards for subject areas.
3. School teams will utilize Area Support and Common Planning Materials.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The Administration and teachers at Seminole Trails Elementary School (STES) meet regularly to review student data and plan quality instruction to address the diverse learning needs of our population. One of the structures used at STES is called School Teams Achieving Results for Students (STARS). Kindergarten to Fifth grade-level STARS teams meet weekly with the Learning Team Facilitator/Reading Coach. Through collaboration and reflection, the teams consistently analyze data for informing instructional decisions. Teachers research, discuss, share, and reflect on research based instructional strategies that can be used to increase student achievement.
Another structure used at STES is the MTSS/RtI School Base Team. This Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team collaborates with the school-based Professional Development Team to identify professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team identifies students who are not meeting identified academic targets. The identified students are referred to the MTSS/RtI School Base Team.
The MTSS/RtI School Base Team uses a Problem Solving Model (The Problem Solving & Response to Intervention Project, 2008) to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team ensures the necessary resources are available and the intervention is implemented with

fidelity. Each case is assigned a case liaison to support the interventionist (e.g., teacher, guidance counselor) and report back on all data collected for further discussion at future meetings.

The four steps of the Problem Solving Model are:

• Problem Identification entails identifying the problem and the desired behavior for the student.

• Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

• Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

• Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

Other examples of differentiated instruction include, but are not limited to, iii, tutoring, computer-assisted instruction, and small group instruction provided by district and area support personal, etc.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,160

Seminole Trails Elementary School will host a Girls on the Run after school program for eighteen girls. According to Girls on the Run of Palm Beach County brochure, the program "uses the power of running to prepare girls for a lifetime of self-respect and healthy living. The curriculum creatively incorporates training for a 5k with lessons that encourage third through eighth grade girls to develop essential life skills. ... During the 12-week program, girls are empowered with a greater sense of self-awareness, a foundation in team building and a sense of achievement."
For more information on this program, please see: www.girlsontherunPBC.org.

Strategy Rationale

Research shows that children need to develop patterns of healthy living (exercise, eating right, etc.) and self-esteem/self-respect early in life in order to be successful in school and as future adults. Research from the Palm Beach County branch of Girls on the Run shows that their program increases female students feelings about themselves and leads them to living a more healthy life style (exercise, self-discipline, etc.).

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Backman, Sandra, sandra.backman@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected in a pre/posttest format. Data will be analyzed via formative and summative methods. Data will include: Attendance, physical performance (goal to walk and/or run 5k), and pre/post measure of self-awareness on a paper/pencil assessment.

Strategy: Extended School Day

Minutes added to school year: 1,500

SECME (Science, Engineering, Communications, Mathematics and Enrichment) group/club: Twenty students will participate in the SECME club. The club will meet after school three times each month. The focus of the club is hands on learning with a focus on science, technology, engineering and mathematics (STEM) education, resulting in creating global citizens who are college and career ready. The culminating activity for students who will participating in the club will be SECME District Competition held in February.

Strategy Rationale

Enrichment activities in the STEM curriculum help engage and motivate students and provide a well-rounded education.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Schwalm, Dan, dan.schwalm@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Monitor diagnostic and FSA scores for math and FCAT science

Strategy: Extended School Day

Minutes added to school year: 2,160

The Flying Classroom is an interactive program based on the STEM curriculum sponsored by National Geographic. This program is a digital learning tool designed to help students excel in math, science, reading, and other core subject areas and is aligned with core academic benchmarks in grades K-8. The Flying classroom is aligned to national Common Core Standards and the Next Generation Science standards. Please visit theflyingclassroom.com for more information

Strategy Rationale

The Flying Classroom is an extremely motivating and engaging hands on curriculum designed to enrich and expose kids to new and emerging technologies and careers across all subject areas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Bort, Mariela, mariela.bort@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Pre and Post data via Student Survey

Strategy: After School Program

Minutes added to school year: 33,210

The 21st Century Community Learning Centers (21st CCLC) initiative, Kreative Kidz Program, is a federally funded learning program offered at Seminole Trails Elementary School. This after school program is designed to provide academic enrichment activities that assist students in meeting state and local achievement standards. The program provides a range of services designed to reinforce and complement the general curriculum as well as support families in literacy and other educationally related topics (project-based learning, physical activities, and technology).

Strategy Rationale

Students, parents and families served by Seminole Trails Elementary School need to have the opportunity to participate in after school enrichment activities designed to increase achievement and support families.
Gillian Gayle (gillian.gayle@palmbeachschools.org) Co-Director

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Rodriguez, John, john.rodriguez.1@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Pre and post test data are gathered for each unit. Student and parent feedback are collected and analyzed. Permanent products (work samples)/projects are also evaluated.

Strategy: After School Program

Minutes added to school year: 1,440

Selected students will participate in the after school Chorus Club. The club will meet two times per month for 1.5 hours each session (from October to May). Club members will explore music history, gain an appreciation of several types of music, and sing/perform. The club is designed to support and motivate students in participating in activities that support enjoyment of school-based activities.

Strategy Rationale

Research has found that learning music facilitates learning other subjects and enhances skills that children inevitably use in other areas. "A music-rich experience for children of singing, listening and moving is really bringing a very serious benefit to children as they progress into more formal learning," says Mary Luehrisen, executive director of the National Association of Music Merchants (NAMM) Foundation, a not-for-profit association that promotes the benefits of making music. [source: http://www.pbs.org/parents/education/music-arts/the-benefits-of-music-education/]
Alexis Lewissohn (alexis.lewissohn@palmbeachschools.org) Co-Sponsor

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Rodriguez, John, john.rodriguez.1@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Observations, student feedback

Strategy: After School Program

Minutes added to school year: 2,160

Battle of the Books is an online contest to test knowledge and comprehension of the Florida Sunshine State Youth Reader Award (SSYRA) winning books. Participants will read and discuss all 11 SSYRA books.

Strategy Rationale

The goals of the program are to:
•encourage students who enjoy reading
•recognize students who demonstrate knowledge and comprehension of books
•broaden reading interests by exposing students to a variety of genre
•promote collaboration and team work
•promote recreational reading
•promote creative thinking and problem solving
•promote healthy competition based on mutual respect
•promote academic excellence and the highest student achievement
•promote the Sunshine State Young Readers Awards Books and the Florida Teens Read Books

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Seymour, Lisa, lisa.seymour@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Online contest, Reading Counts quizzes, EdModo -- online chat group for discussion

Strategy: Extended School Day

Minutes added to school year: 24,600

After school tutorial in core academic subjects

Strategy Rationale

Students need opportunities to participate in supplemental instruction and/or enrichment activities to be successful in school. Some students require extensive academic instruction to master targeted academic content.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Saulter, Bruce, bruce.saulter@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data are collected via progress monitoring of student academic performance in the areas targeted for instruction.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

A Kindergarten Round-Up is held each April where parents are informed of readiness skills and given a tour of the school and an opportunity to visit classrooms. The program is advertised at local preschool programs, and information about readiness for kindergarten is shared by teachers.
In addition, Seminole Trails Elementary School hosts several pre-kindergarten special education programs. Individual transitional meetings from these programs to kindergarten are held to plan to meet the needs of students. Vertical articulation meetings are held between pre-kindergarten and kindergarten teachers regarding grade level expectations.
All incoming kindergarten students are assessed upon entering kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. The Florida Kindergarten Readiness Screener (FLKRS) is administered to assess the readiness of each child for kindergarten. The FLKRS assessment includes the Work Sampling System (WSS) which is a developmental authentic performance assessment designed to help teachers optimize the use of daily classroom experiences and activities to document and evaluate children's skills, knowledge, and behavior. It provides indicators on Personal and Social Development; Language and Literacy; Mathematical Thinking; Scientific Thinking; and Physical Development, Health and Safety. These performance indicators are closely aligned with the end of the year expectations in the Florida Early Learning and Development Standards for Four-Year-Olds, and they are typically addressed and observed within the first 30 days of Kindergarten. The Oral Language Assessment (OLA) will be used to ascertain oral language skills of incoming students.

In addition to academic/school readiness assessments, all incoming kindergarten students will be assessed in the area of social/emotional development. Specifically, the Teacher-Child Rating Scale (TCRS) will be completed for each incoming kindergarten student by the classroom teacher. The TCRS measures children's development in 4 areas: Assertiveness, Behavioral Control, Peer Social and Task Orientation. In addition, the Scale for Assessing Emotional Disturbance (SAED 2) will be used as a screening tool. It has 10 questions related to children's social/emotional and behavioral development. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding prosocial behavior, self-regulation, self-concept, and self-efficacy.

Screening data will be collected and aggregated. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. A trained and supervised child associate will provide individual social skills instruction weekly for 30-40 minutes for one semester to targeted students through Primary Project.

Academic screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

College and Career Readiness

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

This year Seminole Trails is an AVID (Advancement Via Individual Determination) Elementary School. The AVID program uses research-based strategies and curriculum to begin elementary students on the college preparedness path. The philosophy of AVID is grounded in the idea that the growth mindset can be taught to students, and it is through the growth mindset that AVID students succeed in following their dreams and fulfilling their aspirations. The AVID System provides activities and instruction that develops students' critical thinking, literacy, and math skills across all content areas. AVID teaches skills and behaviors for academic success, provides intensive support through strong student/teacher relationships, and develops a sense of hope for personal achievement gained through hard work and determination. The "best practices" of AVID are designed to be embedded into the daily instruction across all subjects. The AVID College Readiness System provides a comprehensive model of success for all students, from elementary through higher education. AVID Elementary is informed by Robert Marzano's findings on best teaching practices and Albert Bandura's social cognitive theory which focuses on positive classroom environments and supports. Learning to Think and Thinking to Learn are both key concepts of AVID Elementary, addressing the demands of more rigorous standards and assessment. Seminole Trails has partnered with Keiser University to support our efforts in AVID and provide students with opportunities to hear about college and how to make their plans for their future college lives. Students at Seminole Trails will be participating in Student Success Week, a week long initiative to bring awareness to colleges and universities, the programs and degrees these schools offer, and the careers they prepare students for. Guest speakers from the community and other activities such as "Dress for Success" day will be infused throughout the week long celebration. Other business partners include The Rotary Club of West Palm Beach, Palm Beach Sailing Club, Anne and Sam Kline Jewish Coalition for Literacy, Big Brothers Big Sisters, Girls on the Run, and Palm Beach Village High School Teacher Academy.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Not Applicable for Elementary

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students at Seminole Trails will be participating in AVID Student Success Week, a week long initiative to bring awareness to colleges and universities, the programs and degrees these schools offer, and the careers they prepare students for. Guest speakers from the community and other activities such as "Dress for Success" day will be infused throughout the week- long celebration. Guest speakers will focus on the importance of college education and highlight various career choices. Students will have the opportunity to see and learn about different colleges and universities on the Morning Announcements as they are highlighted throughout the week.
Seminole Trails Elementary supports the STEM (Science, Technology, Electronics, and Math) initiative. Throughout the year we provide students with opportunities to explore these subjects and careers in those fields. One such opportunity is STEM Night where students and families are invited to the school to take part in a variety of activities. Teachers in K-2 display classroom Science Fair Projects for students and families to explore, while individual students in grade 3-5 also display their Science Fair Projects. Winning 3-5 projects are then entered in the SDPBC Science Fair. Then students and their families are invited to visit the onsite STEM Lab provided by the South Florida Science Center, where students and their families get the opportunity to interact with 20 exciting STEM related experiments, activities, and discussions.
In addition, intermediate students have an opportunity to participate in SECME after school. Afterschool Program students participate in The Flying Classroom STEM curriculum as an academic initiative.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Not Applicable for Elementary

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. By working collaboratively with parents, community members/partners to increase student achievement and successful participation in school related activities, positive ratings on the School Effectiveness Questionnaire will average 80% or above.

G2. By consistently participating in a balanced literacy program, 48% of students will demonstrate minimum proficiency in English Language Arts (reading, writing, listening, and speaking).

G3. By consistently participating in a rigorous curriculum that is differentiated to meet their needs and interests, 58% of students will demonstrate minimum proficiency or above in math and science.

G4. Students will participate in academic instruction that is well planned, based on individual student needs, and relevant to increasing achievement in all subject areas while concurrently reducing behavioral issues, discipline referrals, and suspensions as shown by less than 10% of students exhibiting behavior requiring formal disciplinary action.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. By working collaboratively with parents, community members/partners to increase student achievement and successful participation in school related activities, positive ratings on the School Effectiveness Questionnaire will average 80% or above. 1a

🔍 G058385

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	67.0

Resources Available to Support the Goal 2

- Teachers, parents, families, volunteers, community members and community partnerships

- School-based Organizations and Meetings: Parent Teacher Organization (PTO), the School Advisory Council (SAC), Title I Meetings, Parent Leadership Council Meetings

- A variety of school-based activities designed to increase home-school partnerships and increase student achievement. These activities include, but are not limited to: Building Better Readers and Writers Night; Math, Science, and Science Technology Engineering and Math (STEM) Night; Meet the Teacher; Curriculum Night; Dr. Seuss Night; the Pumpkin Bash; Kindergarten Roundup; Vocabulary Parade; Book Fairs; Field Day; Fine Arts Gala; Talent Show; Panther Passport; grade level performances and events; family breakfast for new families each trimester; etc.

- Parent Involvement Plan and Family/School Compact

- Title I funding to support parent involvement

Targeted Barriers to Achieving the Goal 3

- Some parents/families may not have knowledge of instructional strategies or access to academic materials and resources.

- Parents may have limited ability, due to competing demands on time, to attend school-based activities.

- Parents who speak English as a second language may be reluctant to participate in school-based activities.

Plan to Monitor Progress Toward G1. 8

Analyze student acheivement data, participation in school related activities, and parent/family involvement

Person Responsible
Bruce Saulter

Schedule
Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Student performance data, communication logs, School Effectiveness Questionnaire ratings, and attendance records

G2. By consistently participating in a balanced literacy program, 48% of students will demonstrate minimum proficiency in English Language Arts (reading, writing, listening, and speaking). 1a

🔍 G058386

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	48.0

Resources Available to Support the Goal 2

- Personnel (in addition to homeroom: Fine Arts teachers, the Guidance Counselor, Exceptional Student Education/Varying Exceptionality teachers, Speech Language Pathologists, the English as Second Language [ESOL/ELL] teacher, Community Language Facilitators (CLFs); Part-time reading coach/part-time learning team facilitator, primary resource teacher, part-time resource teacher, and supplemental academic instruction [SAI] teacher

- Parents

- Volunteers

- Staff developers, Area 4 Instructional Specialists, and District Office Personnel

- School-based Committees: School Advisory Council [SAC], the Parent Leadership Committee [PLC], the Parent Teacher Organization [PTO], the Literacy Leadership Team [LLT], the Multi-Tier System of Supports/Response to Intervention [MTSS/RtI] School Base Team, etc.

- Ongoing professional development opportunities and coaching cycles for faculty; and, training opportunities for parents

- Title I funds, as allocated, to support academic performance in the area of reading/literacy.

- English Language Arts resources/materials/programs: Books, instructional materials, online resources, technology, immediation intensive intervention (iii), SAI, tutoring, enrichment opportunities, etc.

- Administrative support via the development and implementation of a master schedule, provision of common planning time for teachers, and exemplary school leadership.

- After School Program

Targeted Barriers to Achieving the Goal 3

- Faculty may experience challenges while implementing the Palm Beach County Balanced Literacy Framework. Teachers will require ongoing professional development and modeling in order to build proficiency in literacy instruction.

- Without proper pacing, all grade level benchmarks/standards may not be addressed.

- Some students may not master content and skills at expected rates and/or respond to core instruction thereby requiring additional time and/or instructional methods to master content and skills.

- Some students may not demonstrate targeted academic writing skills (i.e., spelling, punctuation, capitalization, mechanics/grammar, vocabulary, keyboarding skills) and/or expressive language skills necessary for successful performance on writing assessments.

- Some students may not reach their potential without enrichment activities and extended opportunities to think critically.

- Faculty may experience challenges while transitioning to the Florida State Standards and the new item specs on the Florida Standards Assessment.

Plan to Monitor Progress Toward G2. `8`

Student performance data, Data Chats, Pupil Progression information, attendance records

Person Responsible
Judith Garrard

Schedule
Daily, from 8/12/2014 to 6/4/2015

Evidence of Completion
Time task calendar, review of progress monitoring assessment data and FSA scores, conference notes, attendance records.

G3. By consistently participating in a rigorous curriculum that is differentiated to meet their needs and interests, 58% of students will demonstrate minimum proficiency or above in math and science. `1a`

🔑 G058387

Targets Supported `1b`

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	58.0

Resources Available to Support the Goal `2`

- Personnel (in addition to homeroom: Fine Arts teachers, the Guidance Counselor, Exceptional Student Education/Varying Exceptionality teachers, Speech Language Pathologists, the English as Second Language [ESOL/ELL] teacher, Community Language Facilitators (CLFs), part-time reading coach/part-time learning team facilitator.

- Parents

- Volunteers

- Staff developers, Area 4 Instructional Specialists/Resource Teachers, and District Office Personnel

- School-based Committees: School Advisory Council [SAC], the Parent Leadership Committee [PLC], the Parent Teacher Organization [PTO], the Literacy Leadership Team [LLT], the Multi-Tier System of Supports/Response to Intervention [MTSS/RtI] School Base Team, etc.

- The South Florida Science Center will provide activities, with teacher assistance, to facilitate and promote participation in science, technology, engineering, and math [STEM].

- Professional development opportunities for faculty and training opportunities for parents

- Title I funds, as allocated, to support academic performance in the areas of math, science, writing, and technology.

- Math, Science, and Technology resources/materials/programs: Books, instructional materials, blended curriculum resources from school district and area, online resources, technology [computers, iPads, Mobis, etc.], tutoring, enrichment opportunities and events for families, etc.

- Administrative support via the development and implementation of a master schedule, provision of common planning time for teachers, and exemplary school leadership.

- After School Program

Targeted Barriers to Achieving the Goal `3`

- Without proper pacing, all grade level standards may not be addressed.

- Some students may not master content and skills at expected rates and/or respond to core instruction thereby requiring additional time and/or instructional methods to master content and skills. Additionally, some students may not have the necessary reading and/or writing skills to demonstrate proficiency with math and science content. Furthermore, some students may lack foundational skills in reading, writing, and math, as well as lack content area knowledge in science and technology.

- Some students may not reach their potential without enrichment activities and extended opportunities to think critically.

Plan to Monitor Progress Toward G3. `8`

Student performance data, Data Chats, Pupil Progression information, attendance records

Person Responsible

Judith Garrard

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Time task calendar, review of progress monitoring assessment data and FSA scores, conference notes, attendance records.

G4. Students will participate in academic instruction that is well planned, based on individual student needs, and relevant to increasing achievement in all subject areas while concurrently reducing behavioral issues, discipline referrals, and suspensions as shown by less than 10% of students exhibiting behavior requiring formal disciplinary action. 1a

G058388

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	10.0

Resources Available to Support the Goal 2

- Personnel (Exceptional Student Education teachers, paraprofessional staff, Speech Language Pathologists, Crisis Intervention Teacher, general education teachers, Guidance Counselor, related service personnel (e.g., Occupational Therapist, Physical Therapist, etc.), Data Processor, Attendance Clerk, School-based Administration, District Office Support Personnel, etc.)

- Parents

- Volunteers

- Staff developers, Area 4 Instructional Specialists/Resource Teachers and District Office Personnel

- School-based Committees: School Advisory Council [SAC], the Parent Leadership Committee [PLC], the Parent Teacher Organization [PTO], the Literacy Leadership Team [LLT], the Multi-Tier System of Supports/Response to Intervention [MTSS/RtI] School Base Team, School-wide Positive Behavior Supports (SwPBS) Team, etc.

- Professional development opportunities

- Planning time with support personnel

- Instructional resources and materials (e.g., Touch Math, SRA Reading Mastery, PCI Reading Program, manipulatives, assistive technology, computer software such as Boardmaker, Unique Learning Systems, etc.)

Targeted Barriers to Achieving the Goal 3

- Competing demands on teacher time may make instructional planning and collaboration challenging

- Some students may exhibit behavior that disrupts academic instruction and decreases their opportunity for academic success

- Some students may not be able to demonstrate their knowledge and skills due to their disabilities and/or impaired communication

- Some students may experience inconsistent home-school routines, which may result in a lack of consistent communication between all parties involved, thereby influencing homework completion, attendance, and parental participation.

Plan to Monitor Progress Toward G4. `8`

Students will increase academic engagement time as shown by decreasing disruptive behavior, increasing attendance and demonstrating learning gains while participating in instruction that is based on their individual needs

Person Responsible

Bruce Saulter

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student performance data, lesson plans, discipline data, attendance data

Palm Beach - 1711 - Seminole Trails Elem. School - 2014-15 SIP

Seminole Trails Elementary School

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔍 S123456 = Quick Key

G1. By working collaboratively with parents, community members/partners to increase student achievement and successful participation in school related activities, positive ratings on the School Effectiveness Questionnaire will average 80% or above. `1`

🔍 G058385

G1.B1 Some parents/families may not have knowledge of instructional strategies or access to academic materials and resources. `2`

🔍 B148619

G1.B1.S1 The school will provide parents with instructional resources, strategies, and tools by offering multiple opportunities to attend events and trainings hosted on different days and times. Furthermore, school personnel will consistently update the school event calendar on Edline, as well as using newsletters, flyers, announcements via Facebook and Twitter, and phone-calls to communicate information about events. `4`

🔍 S160401

Strategy Rationale

Student achievement increases when parents are active and involved in their child's education.

Action Step 1 `5`

Plan events to support academic content and order/create tools and/or resources for parents/families.

Person Responsible

Bruce Saulter

Schedule

Monthly, from 8/12/2014 to 6/4/2015

Evidence of Completion

School event calendar, event flyers, event planning notes, the parent link on Edline and public notice via the school marquee

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Parent attendance and participation will be monitored through sign in sheets and Panther Passports.

Person Responsible

Bruce Saulter

Schedule

Monthly, from 8/15/2014 to 6/4/2015

Evidence of Completion

Sign in sheets and Panther Passports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Monitor attendance rates and patterns per event to assess effectiveness of day/time of offering

Person Responsible

Bruce Saulter

Schedule

Monthly, from 8/15/2014 to 6/4/2015

Evidence of Completion

Data chart to show the name of event, time, day of week, and the number of attendees

G1.B2 Parents may have limited ability, due to competing demands on time, to attend school-based activities. 2

🔑 B148620

G1.B2.S1 The school will host events for parents on a variety of days and times throughout the academic year. Additionally, the school will communicate with parents/families via telephone, email, newsletters, student agendas, school/family communication folders, the U.S. mail, home visits, Facebook, Twitter, and Edline (school website). 4

🔑 S160402

Strategy Rationale

Student achievement increases when parents are active and involved in their child's education.

Action Step 1 5

Develop event calendar and generate communication medium for individual parents/families

Person Responsible

Bruce Saulter

Schedule

Monthly, from 8/12/2014 to 6/4/2015

Evidence of Completion

Event calendar, communication logs, attendance records

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Home/school communication and family involvement via participation

Person Responsible

Bruce Saulter

Schedule

Monthly, from 8/15/2014 to 6/4/2015

Evidence of Completion

Communication logs, attendance records

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Parent/family involvement via attendance and/or communication

Person Responsible

Bruce Saulter

Schedule

Monthly, from 8/15/2014 to 6/4/2015

Evidence of Completion

Communication logs, attendance records, data summaries

G1.B3 Parents who speak English as a second language may be reluctant to participate in school-based activities. 2

B148621

G1.B3.S1 The school will provide parents/families with access to community language facilitators and bilingual teachers to translate information at parent meetings, trainings and school events. 4

S160403

Strategy Rationale

Parents will feel more comfortable and participate with increased frequency if the language barrier is lessened or removed.

Action Step 1 5

Determine parental/family need for first language communication

Person Responsible

Judy Langelier

Schedule

Annually, from 8/12/2014 to 6/4/2015

Evidence of Completion

Student registration forms, Education Data Warehouse (EDW) reports

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Parent/family access to translation

Person Responsible

Judy Langelier

Schedule

Daily, from 8/12/2014 to 6/4/2015

Evidence of Completion

Communication logs, attendance records, Panther Passports

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Provision of Community Language Facilitators and access to bilingual teachers increase parent participation

Person Responsible

Judith Garrard

Schedule

Annually, from 8/12/2014 to 6/4/2015

Evidence of Completion

Communication logs, attendance records

Palm Beach - 1711 - Seminole Trails Elem. School - 2014-15 SIP

Seminole Trails Elementary School

G2. By consistently participating in a balanced literacy program, 48% of students will demonstrate minimum proficiency in English Language Arts (reading, writing, listening, and speaking). 1

🔑 G058386

G2.B1 Faculty may experience challenges while implementing the Palm Beach County Balanced Literacy Framework. Teachers will require ongoing professional development and modeling in order to build proficiency in literacy instruction. 2

🔑 B148622

G2.B1.S1 Support teachers via ongoing professional development meetings while implementing the Balanced Literacy Framework (i.e., staff developers provide onsite development and host monthly cohort meetings with lead teachers; the Reading Coach/Learning Team Facilitator provides coaching meetings; teachers have common planning time; off-site literacy program trainings and content specific trainings are available). 4

🔑 S160404

Strategy Rationale

As teachers become more proficient in literacy instruction, students will increase proficiency on the ELA portion of FSA.

Action Step 1 5

Using the Balanced Literacy Framework Rollout Implementation Cycle, provide teachers with time to participate in professional development, collaborate, plan and implement the Framework.

Person Responsible

Jenifer Lo

Schedule

Weekly, from 9/3/2014 to 6/4/2015

Evidence of Completion

Professional development logs and cohort schedule, lesson plans, notes from meetings, data and non-evaluative classroom visits as well as list of TDEs [temporary duty elsewhere]

Action Step 2 `5`

Teachers will be provided with Coaching Cycles designed to support instructional methods in English Language Arts.

Person Responsible

Jenifer Lo

Schedule

Weekly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Coaching Log, notes from non-evaluative classroom visits

Action Step 3 `5`

The school will acquire instructional resources and materials essential for student achievement/ learning. Teachers will participate in professional development in use of resources/materials (to include AVID).

Person Responsible

Bruce Saulter

Schedule

Quarterly, from 8/12/2014 to 6/4/2015

Evidence of Completion

Invoices, attendance rosters from professional development and STARS meetings as well as list of TDEs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Classroom observations/walkthroughs monitoring implementation and student performance/ response

Person Responsible

Judith Garrard

Schedule

Daily, from 8/12/2014 to 6/4/2015

Evidence of Completion

Implementation checklists, observation feedback, and student performance data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Lesson plans, observations, student performance data, teacher feedback

Person Responsible

Judith Garrard

Schedule

Daily, from 8/12/2014 to 6/4/2015

Evidence of Completion

Student data and assessments; professional development feedback from teachers

G2.B2 Without proper pacing, all grade level benchmarks/standards may not be addressed. `2`

B148623

G2.B2.S1 Teachers will utilize the instructional focus calendar and Literacy Units provided by Curriculum Departments. `4`

S160405

Strategy Rationale

The instructional focus calendar will ensure proper pacing and coverage of the standards.

Action Step 1 `5`

Use the Literacy Units for planning and instruction

Person Responsible

Jenifer Lo

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Lesson plans correspond to instructional units

Person Responsible

Judith Garrard

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans and instructional focus calendar

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Student performance on informal and formal assessments

Person Responsible

Jenifer Lo

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student assessment data

G2.B3 Some students may not master content and skills at expected rates and/or respond to core instruction thereby requiring additional time and/or instructional methods to master content and skills. 2

🔑 B148624

G2.B3.S1 Teachers will monitor student progress through informal and formal assessments (formative assessments, diagnostic, FAIR, LAS, and Common Unit Assessments) and adjust instruction/ interventions based on individual student data. 4

🔑 S160406

Strategy Rationale

Progress monitoring of data will assist teachers in selecting students in need of remediation or enrichment.

Action Step 1 5

Collect student performance data and make instructional decisions

Person Responsible

Jenifer Lo

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student data and lesson plans

Action Step 2 5

Students will be provided with access to online resources designed to support academic performance in English Language Arts and the content areas. Programs include, but are not limited to: Tumblebooks, sirs Discoverer, Starfall, Gale Library, Pebble Go, Newspapers and Magazines, Florida Kids, eLibrary, Sweet Search, Brain Pop Jr., Brain Pop, Destination Reading, Raz-Kids, iStation, etc.

Person Responsible

Bruce Saulter

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom schedules, attendance rosters

Action Step 3 `5`

Students in need will receive supplemental reading instruction

Person Responsible

Judith Garrard

Schedule

Daily, from 8/12/2014 to 6/5/2015

Evidence of Completion

Performance data

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Comparision of performance data to instructional plans

Person Responsible

Judith Garrard

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Minutes of meetings, student data, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Student performance/learning gains

Person Responsible

Judith Garrard

Schedule

Every 6 Weeks, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student performance data, report cards, pupil progression

G2.B3.S2 Provide afterschool tutoring for targeted students. 4

S160407

Strategy Rationale

Increased instructional time on targeted skills improves student learning.

Action Step 1 5

Identify students in need of after school tutoring (Reading and/or Writing).

Person Responsible

Bruce Saulter

Schedule

Biweekly, from 8/18/2014 to 5/1/2015

Evidence of Completion

Lists of students targeted for instruction

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Impact of afterschool tutoring on student academic performance

Person Responsible

Bruce Saulter

Schedule

Weekly, from 10/27/2014 to 5/1/2015

Evidence of Completion

Student pretest and posttest performance data (may include, but not be limited to, state standardized assessments,district diagnostic tests, and school-based unit assessments)

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Students who participate in after school tutoring will make learning gains

Person Responsible

Bruce Saulter

Schedule

Weekly, from 10/27/2014 to 6/4/2015

Evidence of Completion

Student performance data

G2.B3.S3 The MTSS/RtI School Base Team will support teachers in completing the 4-step problem solving model process designed to integrate academic and behavioral instruction and intervention to enhance student success in the general curriculum. 4

S160408

Strategy Rationale

The 4-step problem solving model process is supported by the research literature and the State of Florida.

Action Step 1 5

Provide Tier 2 and Tier 3 instruction and enrichment for students

Person Responsible

Mary Provost

Schedule

Weekly, from 9/9/2014 to 6/2/2015

Evidence of Completion

Diagnostic data

Plan to Monitor Fidelity of Implementation of G2.B3.S3 `6`

Tier 2 and Tier 3 Interventions

Person Responsible

Mary Provost

Schedule

Every 6 Weeks, from 9/9/2014 to 6/2/2015

Evidence of Completion

Attendance logs, performance data, conference notes, MTSS/RtI attendance logs

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 `7`

Student response to intervention

Person Responsible

Mary Provost

Schedule

Every 6 Weeks, from 9/9/2014 to 6/2/2015

Evidence of Completion

Student performance data

G2.B4 Some students may not demonstrate targeted academic writing skills (i.e., spelling, punctuation, capitalization, mechanics/grammar, vocabulary, keyboarding skills) and/or expressive language skills necessary for successful performance on writing assessments. 2

🔍 B148625

G2.B4.S1 Teachers will provide students with differentiated instructional techniques designed to support written language skills and share these techniques with parents/families so that they may be supported in the home. 4

🔍 S160409

Strategy Rationale

Research shows that differentiated instruction combined with parent/family involvement increases student achievement.

Action Step 1 5

Teachers will participate in professional development designed to support student academic achievement/performance in writing.

Person Responsible

Jenifer Lo

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Inservice attendance rosters, attendance records STARS meetings

Action Step 2 5

Teachers will identify students in need of differentiated instructional techniques designed to support written language skills.

Person Responsible

Jenifer Lo

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student assessment data

Action Step 3 5

The school will develop and host an informational session for parents/families that will assist their children with targeted academic writing skills.

Person Responsible

Bruce Saulter

Schedule

On 10/14/2014

Evidence of Completion

Building Better Readers and Writers Night Agenda

Action Step 4 5

Teachers will hold individual conferences with students to discuss writing performance.

Person Responsible

Jenifer Lo

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Lesson plans, conference logs, teacher checklists, and/or attendance sheets

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Observation of instruction and parent/family feedback

Person Responsible

Judith Garrard

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Observational notes and parent surveys/evaluations

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Student performance on writing assessments

Person Responsible

Jenifer Lo

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Student performance data

G2.B5 Some students may not reach their potential without enrichment activities and extended opportunities to think critically. `2`

🔑 B148626

G2.B5.S1 The school and teachers will provide students with opportunities for enrichment and extend opportunities to think critically by offering before and afterschool activities, clubs, field trips, and differentiating instruction. `4`

🔑 S160410

Strategy Rationale

Research shows that students who participate in enrichment activities and extended learning opportunities are more successful academically.

Action Step 1 `5`

School administration and teachers will identify and plan enrichment opportunities for students.

Person Responsible

Judith Garrard

Schedule

Monthly, from 8/12/2014 to 6/4/2015

Evidence of Completion

Lists and/or descriptions of opportunities with corresponding dates/times

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Observation of activities, clubs, field trips and differentiated instruction

Person Responsible

Judith Garrard

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance records, observations, student feedback

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Impact of student participation in enrichment opportunities and/or differentiated instruction on academic performance

Person Responsible

Judith Garrard

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student performance data

G2.B6 Faculty may experience challenges while transitioning to the Florida State Standards and the new item specs on the Florida Standards Assessment. 2

🔑 B148627

G2.B6.S1 Instructional teams will meet to unpack standards and align instruction to meet the new item specs for FSA. 4

🔑 S160411

Strategy Rationale

By unpacking the new standards and aligning instruction to meet the new item specs, teachers will meet the demand for increased rigor and provide students with opportunities to practice critical thinking skills daily.

Action Step 1 5

Weekly STARS meeting for unpacking current content standards and item specs

Person Responsible

Jenifer Lo

Schedule

On 6/4/2015

Evidence of Completion

STARS meeting notes and student performance data

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Walk-throughs, lesson plans, data chats, student performance data

Person Responsible

Judith Garrard

Schedule

On 6/4/2015

Evidence of Completion

Student performance data and lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 `7`

Teachers will demonstrate knowledge of standards and student performance data will increase

Person Responsible

Jenifer Lo

Schedule

Weekly, from 8/26/2014 to 6/4/2015

Evidence of Completion

Student performance data

G3. By consistently participating in a rigorous curriculum that is differentiated to meet their needs and interests, 58% of students will demonstrate minimum proficiency or above in math and science. `1`

🔍 G058387

G3.B1 Without proper pacing, all grade level standards may not be addressed. `2`

🔍 B148628

G3.B1.S1 The School-based Leadership Team will institute an instructional focus calendar to facilitate pacing of instruction. `4`

🔍 S160412

Strategy Rationale

Proper pacing of content area instruction is critically necessary to student learning and academic achievement.

Action Step 1 `5`

Follow instructional focus calendar

Person Responsible

Jenifer Lo

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Completed instructional focus calendar

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Lesson plans correspond to instructional focus calendar

Person Responsible

Judith Garrard

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans and instructional focus calendar

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Student performance on informal and formal assessments

Person Responsible

Jenifer Lo

Schedule

Weekly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Student assessment data

G3.B2 Some students may not master content and skills at expected rates and/or respond to core instruction thereby requiring additional time and/or instructional methods to master content and skills. Additionally, some students may not have the necessary reading and/or writing skills to demonstrate proficiency with math and science content. Furthermore, some students may lack foundational skills in reading, writing, and math, as well as lack content area knowledge in science and technology. 2

🔧 B148629

G3.B2.S1 Teachers will monitor student progress through informal and formal assessments (diagnostic tests, Performance Matters, and Think Central assessments) and adjust instruction/interventions based on individual student data. 4

🔧 S160413

Strategy Rationale

Data is used for informing teachers on instructional decisions for planning thereby directly impacts student achievement.

Action Step 1 5

Collect student performance data and make instructional decisions using a variety of means (informal and formal assessments, computer-based assessments, etc.)

Person Responsible

Jenifer Lo

Schedule

Weekly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Student data and lesson plans

Action Step 2 5

Purchase necessary supplies/materials to support math and science (afterschool tutorial program)

Person Responsible

Judith Garrard

Schedule

Monthly, from 8/12/2014 to 3/31/2015

Evidence of Completion

Invoices

Action Step 3 `5`

Provide students with access to online resources designed to support/promote achievement in math and/or science (e.g. FCAT Explorer, Destination/Riverdeep, Gizmos, World Book, Pebble Go, PBS Kids, Kids Info Bits, Early World of Learning, National Geographic 4 Kids, Brain Pop Jr., Brain Pop, Think Central, netTrekker, iStation, and V-Math Live, etc.)

Person Responsible

Bruce Saulter

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom-based computer access schedules, before and afterschool schedules

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Comparision of performance data to instructional plans

Person Responsible

Jenifer Lo

Schedule

Weekly, from 8/19/2014 to 6/4/2015

Evidence of Completion

Minutes of meetings, student data, lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Student performance/learning gains

Person Responsible

Jenifer Lo

Schedule

Weekly, from 8/19/2014 to 6/4/2015

Evidence of Completion

Student performance data, report cards, pupil progression

G3.B2.S2 Provide afterschool tutoring for targeted students. 4

Strategy Rationale

S160414

Afterschool tutoring provides additional support for students outside the regular school day.

Action Step 1 5

Identify students in need of afterschool tutoring (math and/or science)

Person Responsible

Bruce Saulter

Schedule

Biweekly, from 10/7/2014 to 3/31/2015

Evidence of Completion

Lists of students targeted for instruction

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Impact of afterschool tutoring on student academic performance

Person Responsible

Bruce Saulter

Schedule

Weekly, from 10/27/2014 to 6/4/2015

Evidence of Completion

Student performance data

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Students who participate in afterschool tutoring will make learning gains

Person Responsible

Judith Garrard

Schedule

Weekly, from 10/27/2014 to 6/4/2015

Evidence of Completion

Student performance data

G3.B2.S3 The MTSS/RtI School Base Team will support teachers in using the 4-step problem solving model process designed to integrate academic and behavioral instruction and intervention to enhance student success in the general curriculum. [4]

S160415

Strategy Rationale

The 4-step problem solving model process is supported by the research literature and the State of Florida.

Action Step 1 [5]

Teachers will receive professional development and support in using the 4-step problem solving model (math and/or science)

Person Responsible

Mary Provost

Schedule

Weekly, from 9/9/2014 to 6/2/2015

Evidence of Completion

Professional development logs, attendance records

Plan to Monitor Fidelity of Implementation of G3.B2.S3 [6]

Tier 2 and Tier 3 Interventions

Person Responsible

Mary Provost

Schedule

Every 6 Weeks, from 9/9/2014 to 6/2/2015

Evidence of Completion

Attendance logs, performance data, notes

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 7

Student response to intervention

> **Person Responsible**
>
> Mary Provost
>
> **Schedule**
>
> Every 6 Weeks, from 9/9/2014 to 6/4/2015
>
> ***Evidence of Completion***
>
> Student performance data

G3.B3 Some students may not reach their potential without enrichment activities and extended opportunities to think critically. 2

B148630

G3.B3.S1 The school and teachers will provide students with opportunities for enrichment and extend opportunities to think critically by offering before and afterschool activities, clubs, field trips, and differentiating instruction. 4

S160416

Strategy Rationale

Research shows that students who participate in enrichment activities and extended learning opportunities are more successful academically.

Action Step 1 5

School administrators and teachers will identify and plan enrichment opportunities

> **Person Responsible**
>
> Judith Garrard
>
> **Schedule**
>
> Monthly, from 8/12/2014 to 6/4/2015
>
> ***Evidence of Completion***
>
> Lists and/or descriptions of opportunities with corresponding dates/times

Plan to Monitor Fidelity of Implementation of G3.B3.S1 `6`

Observation of activities, clubs, field trips and differentiated instruction

Person Responsible

Judith Garrard

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance records, observations, student feedback

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Impact of student participation in enrichment opportunities and/or differentiated instruction on academic performance

Person Responsible

Judith Garrard

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student performance data

Palm Beach - 1711 - Seminole Trails Elem. School - 2014-15 SIP

Seminole Trails Elementary School

G4. Students will participate in academic instruction that is well planned, based on individual student needs, and relevant to increasing achievement in all subject areas while concurrently reducing behavioral issues, discipline referrals, and suspensions as shown by less than 10% of students exhibiting behavior requiring formal disciplinary action. 1

🔍 G058388

G4.B1 Competing demands on teacher time may make instructional planning and collaboration challenging 2

🔍 B148631

G4.B1.S1 School Administration will provide teachers with instructional planning time, resources, and opportunities for collaboration 4

🔍 S160417

Strategy Rationale

Planning and collaboration between teachers provides opportunities for ideas and best practices to be shared and implemented thereby increasing student achievement.

Action Step 1 5

Provide instructional planning time for faculty

Person Responsible

Judith Garrard

Schedule

Daily, from 8/12/2014 to 6/4/2015

Evidence of Completion

Master schedule and teacher schedules

Action Step 2 5

Identify educational technology required for supporting and/or enhancing instruction as well as supporting professional development for teachers, parents/families, and support personnel

Person Responsible

Bruce Saulter

Schedule

Monthly, from 8/12/2014 to 6/4/2015

Evidence of Completion

Instructional technology inventory, teacher surveys

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Instructional planning and collaboration

Person Responsible

Jenifer Lo

Schedule

Weekly, from 8/19/2014 to 6/4/2015

Evidence of Completion

Team meeting notes, lesson plans

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Teacher planning and instructional procedures will meet student needs

Person Responsible

Judith Garrard

Schedule

Daily, from 8/19/2014 to 6/4/2015

Evidence of Completion

Lesson plans, student performance data

G4.B2 Some students may exhibit behavior that disrupts academic instruction and decreases their opportunity for academic success 2

🔑 B148632

G4.B2.S1 Teachers will use a Tier 1 School-wide Positive Behavior Support (SwPBS) system, as well as develop Tier 2 and 3 individual behavior plans (may include social stories, peer mentoring, small group social skills instruction, token economies, etc.) for students who disrupt and/or miss instruction due to behavior. 4

🔑 S160418

Strategy Rationale

Instruction is more efficient and has a greater impact when student behaviors are managed through proactive interventions and strategies so disruptions are kept at a minimum.

Action Step 1 5

Teachers will be informed of SwPBS systems and supported in developing individual behavior plans

Person Responsible

Bruce Saulter

Schedule

Monthly, from 8/12/2014 to 6/4/2015

Evidence of Completion

Meeting agendas, behavior plans

Action Step 2 5

Incentives will be provided for appropriate student behavior

Person Responsible

Bruce Saulter

Schedule

Weekly, from 8/22/2014 to 6/4/2015

Evidence of Completion

Behavior data, meeting minutes

Plan to Monitor Fidelity of Implementation of G4.B2.S1 `6`

Observation of student behavior across school settings and classroom behavior systems

Person Responsible

Bruce Saulter

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student discipline data

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Instructional and behavior systems will be reviewed to determine impact on student behavior and academic performance

Person Responsible

Bruce Saulter

Schedule

Monthly, from 8/21/2014 to 6/4/2015

Evidence of Completion

Student performance data, student discipline data, attendance/suspension data

G4.B2.S2 Students in Exceptional Student Education (ESE) programs will be provided with accommodations and/or modifications based on their Individualized Education Program (IEP) plans. 4

S160419

Strategy Rationale

When the individual needs of a student are met they are able to progress through their IEP.

Action Step 1 5

Necessary accommodations and/or modifications will be provided for students served by ESE programs

Person Responsible

Mary Provost

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Accommodations spreadsheet, IEPs

Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

Students receive accommodations and/or modifications as outlined on IEPs

Person Responsible

Mary Provost

Schedule

Every 6 Weeks, from 8/18/2014 to 6/4/2015

Evidence of Completion

Conference staffing notes, informal observations

Palm Beach - 1711 - Seminole Trails Elem. School - 2014-15 SIP

Seminole Trails Elementary School

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 `7`

Students will increase time spent engaged in instruction and reduce disruptive behavior

Person Responsible

Bruce Saulter

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student achievement and behavior data

G4.B2.S3 The MTSS/RtI Leadership Team will support teachers in using the 4-step problem solving model designed to integrate academic and behavioral instruction and intervention to enhance student success in the general curriculum. `4`

`S160420`

Strategy Rationale

The 4-step problem solving model process is supported by the research literature and the State of Florida.

Action Step 1 `5`

Teachers will receive professional development and support in using the 4-step problem solving model (to support behavior)

Person Responsible

Mary Provost

Schedule

Weekly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Professional development logs, attendance records

Plan to Monitor Fidelity of Implementation of G4.B2.S3 `6`

Tier 2 and Tier 3 Interventions

Person Responsible

Mary Provost

Schedule

Every 6 Weeks, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance logs, performance data, notes

Plan to Monitor Effectiveness of Implementation of G4.B2.S3 `7`

Student response to intervention

Person Responsible

Mary Provost

Schedule

Every 6 Weeks, from 9/9/2014 to 6/4/2015

Evidence of Completion

Student performance data

Palm Beach - 1711 - Seminole Trails Elem. School - 2014-15 SIP

Seminole Trails Elementary School

G4.B3 Some students may not be able to demonstrate their knowledge and skills due to their disabilities and/or impaired communication 2

🔑 B148633

G4.B3.S1 ESE teachers, related service providers, and support personnel will incorporate research-based strategies and instructional techniques specifically designed to meet the needs of students with significant disabilities so that they may demonstrate academic gains with respect to Access Points and the General Curriculum. 4

🔑 S160421

Strategy Rationale

When students have individualized instruction based on their needs they are able to make academic gains in meeting Access Points and the General Curriculum.

Action Step 1 5

Identify and implement strategies/techniques designed to meet the needs of students with significant disabilities

Person Responsible

Mary Provost

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, IEPs

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Students will receive instruction that is supported by research and that corresponds to their individual needs

Person Responsible

Judith Garrard

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Observations, progress reports

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 `7`

Students will demonstrate academic gains with respect to Access Points and the General Curriculum

Person Responsible

Mary Provost

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Progress reports, IEP goal data

G4.B4 Some students may experience inconsistent home-school routines, which may result in a lack of consistent communication between all parties involved, thereby influencing homework completion, attendance, and parental participation. `2`

🔍 B148634

G4.B4.S1 Teachers will establish and use consistent routines/methods for relaying information to parents/families about school related information (academic and behavioral). `4`

🔍 S160422

Strategy Rationale

Communication and active, consistent problem solving between all stakeholders helps improve student achievement and behavior.

Action Step 1 `5`

Employ methods of communication and transfer of information between school/home via Edline, notes in agendas, communication folders, color system, emails, letters, phone calls, newsletters, conferences, progress reports

Person Responsible

Bruce Saulter

Schedule

Daily, from 8/15/2014 to 6/4/2015

Evidence of Completion

Parent signature, conference notes, data, meeting notes

Action Step 2 5

The school will use reward systems designed to increase student on-time arrival and attendance in school

Person Responsible

Bruce Saulter

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance records, data records of classroom winners

Plan to Monitor Fidelity of Implementation of G4.B4.S1 6

Fidelity checks of routines/methods/use of communication via home/school

Person Responsible

Bruce Saulter

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Conference notes, minutes from meetings

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

Increase in consistent communication between school and home

Person Responsible

Bruce Saulter

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Communication data, behavioral data and academic performance data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Plan events to support academic content and order/create tools and/or resources for parents/families.	Saulter, Bruce	8/12/2014	School event calendar, event flyers, event planning notes, the parent link on Edline and public notice via the school marquee	6/4/2015 monthly
G1.B2.S1.A1	Develop event calendar and generate communication medium for individual parents/families	Saulter, Bruce	8/12/2014	Event calendar, communication logs, attendance records	6/4/2015 monthly
G1.B3.S1.A1	Determine parental/family need for first language communication	Langelier, Judy	8/12/2014	Student registration forms, Education Data Warehouse (EDW) reports	6/4/2015 annually
G2.B1.S1.A1	Using the Balanced Literacy Framework Rollout Implementation Cycle, provide teachers with time to participate in professional development, collaborate, plan and implement the Framework.	Lo, Jenifer	9/3/2014	Professional development logs and cohort schedule, lesson plans, notes from meetings, data and non-evaluative classroom visits as well as list of TDEs [temporary duty elsewhere]	6/4/2015 weekly
G2.B2.S1.A1	Use the Literacy Units for planning and instruction	Lo, Jenifer	8/18/2014	Lesson Plans	6/4/2015 daily
G2.B3.S1.A1	Collect student performance data and make instructional decisions	Lo, Jenifer	8/18/2014	Student data and lesson plans	6/4/2015 daily
G2.B3.S2.A1	Identify students in need of after school tutoring (Reading and/or Writing).	Saulter, Bruce	8/18/2014	Lists of students targeted for instruction	5/1/2015 biweekly
G2.B3.S3.A1	Provide Tier 2 and Tier 3 instruction and enrichment for students	Provost, Mary	9/9/2014	Diagnostic data	6/2/2015 weekly
G2.B4.S1.A1	Teachers will participate in professional development designed to support student academic achievement/ performance in writing.	Lo, Jenifer	9/2/2014	Inservice attendance rosters, attendance records STARS meetings	5/29/2015 monthly
G2.B5.S1.A1	School administration and teachers will identify and plan enrichment opportunities for students.	Garrard, Judith	8/12/2014	Lists and/or descriptions of opportunities with corresponding dates/ times	6/4/2015 monthly
G2.B6.S1.A1	Weekly STARS meeting for unpacking current content standards and item specs	Lo, Jenifer	8/19/2014	STARS meeting notes and student performance data	6/4/2015 one-time
G3.B1.S1.A1	Follow instructional focus calendar	Lo, Jenifer	8/18/2014	Completed instructional focus calendar	6/4/2015 daily
G3.B2.S1.A1	Collect student performance data and make instructional decisions using a variety of means (informal and formal assessments, computer-based assessments, etc.)	Lo, Jenifer	9/8/2014	Student data and lesson plans	6/4/2015 weekly
G3.B2.S2.A1	Identify students in need of afterschool tutoring (math and/or science)	Saulter, Bruce	10/7/2014	Lists of students targeted for instruction	3/31/2015 biweekly
G3.B2.S3.A1	Teachers will receive professional development and support in using the 4-step problem solving model (math and/or science)	Provost, Mary	9/9/2014	Professional development logs, attendance records	6/2/2015 weekly
G3.B3.S1.A1	School administrators and teachers will identify and plan enrichment opportunities	Garrard, Judith	8/12/2014	Lists and/or descriptions of opportunities with corresponding dates/ times	6/4/2015 monthly
G4.B1.S1.A1	Provide instructional planning time for faculty	Garrard, Judith	8/12/2014	Master schedule and teacher schedules	6/4/2015 daily
G4.B2.S1.A1	Teachers will be informed of SwPBS systems and supported in developing individual behavior plans	Saulter, Bruce	8/12/2014	Meeting agendas, behavior plans	6/4/2015 monthly
G4.B2.S2.A1	Necessary accommodations and/or modifications will be provided for students served by ESE programs	Provost, Mary	8/18/2014	Accommodations spreadsheet, IEPs	6/4/2015 daily
G4.B2.S3.A1	Teachers will receive professional development and support in using the	Provost, Mary	9/9/2014	Professional development logs, attendance records	6/4/2015 weekly

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Seminole Trails Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	4-step problem solving model (to support behavior)				
G4.B3.S1.A1	Identify and implement strategies/ techniques designed to meet the needs of students with significant disabilities	Provost, Mary	8/18/2014	Lesson plans, IEPs	6/4/2015 daily
G4.B4.S1.A1	Employ methods of communication and transfer of information between school/ home via Edline, notes in agendas, communication folders, color system, emails, letters, phone calls, newsletters, conferences, progress reports	Saulter, Bruce	8/15/2014	Parent signature, conference notes, data, meeting notes	6/4/2015 daily
G2.B1.S1.A2	Teachers will be provided with Coaching Cycles designed to support instructional methods in English Language Arts.	Lo, Jenifer	9/8/2014	Coaching Log, notes from non-evaluative classroom visits	6/4/2015 weekly
G2.B3.S1.A2	Students will be provided with access to online resources designed to support academic performance in English Language Arts and the content areas. Programs include, but are not limited to: Tumblebooks, sirs Discoverer, Starfall, Gale Library, Pebble Go, Newspapers and Magazines, Florida Kids, eLibrary, Sweet Search, Brain Pop Jr., Brain Pop, Destination Reading, Raz-Kids, iStation, etc.	Saulter, Bruce	8/18/2014	Classroom schedules, attendance rosters	6/4/2015 daily
G2.B4.S1.A2	Teachers will identify students in need of differentiated instructional techniques designed to support written language skills.	Lo, Jenifer	8/18/2014	Student assessment data	6/4/2015 weekly
G3.B2.S1.A2	Purchase necessary supplies/materials to support math and science (afterschool tutorial program)	Garrard, Judith	8/12/2014	Invoices	3/31/2015 monthly
G4.B1.S1.A2	Identify educational technology required for supporting and/or enhancing instruction as well as supporting professional development for teachers, parents/families, and support personnel	Saulter, Bruce	8/12/2014	Instructional technology inventory, teacher surveys	6/4/2015 monthly
G4.B2.S1.A2	Incentives will be provided for appropriate student behavior	Saulter, Bruce	8/22/2014	Behavior data, meeting minutes	6/4/2015 weekly
G4.B4.S1.A2	The school will use reward systems designed to increase student on-time arrival and attendance in school	Saulter, Bruce	8/18/2014	Attendance records, data records of classroom winners	6/4/2015 daily
G2.B1.S1.A3	The school will acquire instructional resources and materials essential for student achievement/learning. Teachers will participate in professional development in use of resources/ materials (to include AVID).	Saulter, Bruce	8/12/2014	Invoices, attendance rosters from professional development and STARS meetings as well as list of TDEs	6/4/2015 quarterly
G2.B3.S1.A3	Students in need will receive supplemental reading instruction	Garrard, Judith	8/12/2014	Performance data	6/5/2015 daily
G2.B4.S1.A3	The school will develop and host an informational session for parents/ families that will assist their children with targeted academic writing skills.	Saulter, Bruce	10/14/2014	Building Better Readers and Writers Night Agenda	10/14/2014 one-time
G3.B2.S1.A3	Provide students with access to online resources designed to support/promote achievement in math and/or science (e.g. FCAT Explorer, Destination/	Saulter, Bruce	8/18/2014	Classroom-based computer access schedules, before and afterschool schedules	6/4/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Riverdeep, Gizmos, World Book, Pebble Go, PBS Kids, Kids Info Bits, Early World of Learning, National Geographic 4 Kids, Brain Pop Jr., Brain Pop, Think Central, netTrekker, iStation, and V-Math Live, etc.)				
G2.B4.S1.A4	Teachers will hold individual conferences with students to discuss writing performance.	Lo, Jenifer	9/8/2014	Lesson plans, conference logs, teacher checklists, and/or attendance sheets	5/29/2015 weekly
G1.MA1	Analyze student acheivement data, participation in school related activities, and parent/family involvement	Saulter, Bruce	8/18/2014	Student performance data, communication logs, School Effectiveness Questionnaire ratings, and attendance records	6/4/2015 monthly
G1.B1.S1.MA1	Monitor attendance rates and patterns per event to assess effectiveness of day/time of offering	Saulter, Bruce	8/15/2014	Data chart to show the name of event, time, day of week, and the number of attendees	6/4/2015 monthly
G1.B1.S1.MA1	Parent attendance and participation will be monitored through sign in sheets and Panther Passports.	Saulter, Bruce	8/15/2014	Sign in sheets and Panther Passports	6/4/2015 monthly
G1.B2.S1.MA1	Parent/family involvement via attendance and/or communication	Saulter, Bruce	8/15/2014	Communication logs, attendance records, data summaries	6/4/2015 monthly
G1.B2.S1.MA1	Home/school communication and family involvement via participation	Saulter, Bruce	8/15/2014	Communication logs, attendance records	6/4/2015 monthly
G1.B3.S1.MA1	Provision of Community Language Facilitators and access to bilingual teachers increase parent participation	Garrard, Judith	8/12/2014	Communication logs, attendance records	6/4/2015 annually
G1.B3.S1.MA1	Parent/family access to translation	Langelier, Judy	8/12/2014	Communication logs, attendance records, Panther Passports	6/4/2015 daily
G2.MA1	Student performance data, Data Chats, Pupil Progression information, attendance records	Garrard, Judith	8/12/2014	Time task calendar, review of progress monitoring assessment data and FSA scores, conference notes, attendance records.	6/4/2015 daily
G2.B1.S1.MA1	Lesson plans, observations, student performance data, teacher feedback	Garrard, Judith	8/12/2014	Student data and assessments; professional development feedback from teachers	6/4/2015 daily
G2.B1.S1.MA1	Classroom observations/walkthroughs monitoring implementation and student performance/response	Garrard, Judith	8/12/2014	Implementation checklists, observation feedback, and student performance data	6/4/2015 daily
G2.B2.S1.MA1	Student performance on informal and formal assessments	Lo, Jenifer	8/18/2014	Student assessment data	6/4/2015 weekly
G2.B2.S1.MA1	Lesson plans correspond to instructional units	Garrard, Judith	8/18/2014	Lesson plans and instructional focus calendar	6/4/2015 weekly
G2.B3.S1.MA1	Student performance/learning gains	Garrard, Judith	8/18/2014	Student performance data, report cards, pupil progression	6/4/2015 every-6-weeks
G2.B3.S1.MA1	Comparision of performance data to instructional plans	Garrard, Judith	8/18/2014	Minutes of meetings, student data, lesson plans	6/4/2015 weekly
G2.B4.S1.MA1	Student performance on writing assessments	Lo, Jenifer	9/15/2014	Student performance data	5/29/2015 monthly
G2.B4.S1.MA1	Observation of instruction and parent/family feedback	Garrard, Judith	8/18/2014	Observational notes and parent surveys/evaluations	6/4/2015 weekly
G2.B5.S1.MA1	Impact of student participation in enrichment opportunities and/or differentiated instruction on academic performance	Garrard, Judith	8/18/2014	Student performance data	6/4/2015 weekly
G2.B5.S1.MA1	Observation of activities, clubs, field trips and differentiated instruction	Garrard, Judith	8/18/2014	Attendance records, observations, student feedback	6/4/2015 monthly
G2.B6.S1.MA1	Teachers will demonstrate knowledge of standards and student performance data will increase	Lo, Jenifer	8/26/2014	Student performance data	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B6.S1.MA1	Walk-throughs, lesson plans, data chats, student performance data	Garrard, Judith	8/18/2014	Student performance data and lesson plans	6/4/2015 one-time
G2.B3.S2.MA1	Students who participate in after school tutoring will make learning gains	Saulter, Bruce	10/27/2014	Student performance data	6/4/2015 weekly
G2.B3.S2.MA1	Impact of afterschool tutoring on student academic performance	Saulter, Bruce	10/27/2014	Student pretest and posttest performance data (may include, but not be limited to, state standardized assessments,district diagnostic tests, and school-based unit assessments)	5/1/2015 weekly
G2.B3.S3.MA1	Student response to intervention	Provost, Mary	9/9/2014	Student performance data	6/2/2015 every-6-weeks
G2.B3.S3.MA1	Tier 2 and Tier 3 Interventions	Provost, Mary	9/9/2014	Attendance logs, performance data, conference notes, MTSS/RtI attendance logs	6/2/2015 every-6-weeks
G3.MA1	Student performance data, Data Chats, Pupil Progression information, attendance records	Garrard, Judith	8/18/2014	Time task calendar, review of progress monitoring assessment data and FSA scores, conference notes, attendance records.	6/4/2015 daily
G3.B1.S1.MA1	Student performance on informal and formal assessments	Lo, Jenifer	9/8/2014	Student assessment data	6/4/2015 weekly
G3.B1.S1.MA1	Lesson plans correspond to instructional focus calendar	Garrard, Judith	8/18/2014	Lesson plans and instructional focus calendar	6/4/2015 weekly
G3.B2.S1.MA1	Student performance/learning gains	Lo, Jenifer	8/19/2014	Student performance data, report cards, pupil progression	6/4/2015 weekly
G3.B2.S1.MA1	Comparision of performance data to instructional plans	Lo, Jenifer	8/19/2014	Minutes of meetings, student data, lesson plans	6/4/2015 weekly
G3.B3.S1.MA1	Impact of student participation in enrichment opportunities and/or differentiated instruction on academic performance	Garrard, Judith	8/18/2014	Student performance data	6/4/2015 weekly
G3.B3.S1.MA1	Observation of activities, clubs, field trips and differentiated instruction	Garrard, Judith	8/18/2014	Attendance records, observations, student feedback	6/4/2015 monthly
G3.B2.S2.MA1	Students who participate in afterschool tutoring will make learning gains	Garrard, Judith	10/27/2014	Student performance data	6/4/2015 weekly
G3.B2.S2.MA1	Impact of afterschool tutoring on student academic performance	Saulter, Bruce	10/27/2014	Student performance data	6/4/2015 weekly
G3.B2.S3.MA1	Student response to intervention	Provost, Mary	9/9/2014	Student performance data	6/4/2015 every-6-weeks
G3.B2.S3.MA1	Tier 2 and Tier 3 Interventions	Provost, Mary	9/9/2014	Attendance logs, performance data, notes	6/2/2015 every-6-weeks
G4.MA1	Students will increase academic engagement time as shown by decreasing disruptive behavior, increasing attendance and demonstrating learning gains while participating in instruction that is based on their individual needs	Saulter, Bruce	8/18/2014	Student performance data, lesson plans, discipline data, attendance data	6/4/2015 daily
G4.B1.S1.MA1	Teacher planning and instructional procedures will meet student needs	Garrard, Judith	8/19/2014	Lesson plans, student performance data	6/4/2015 daily
G4.B1.S1.MA1	Instructional planning and collaboration	Lo, Jenifer	8/19/2014	Team meeting notes, lesson plans	6/4/2015 weekly
G4.B2.S1.MA1	Instructional and behavior systems will be reviewed to determine impact on student behavior and academic performance	Saulter, Bruce	8/21/2014	Student performance data, student discipline data, attendance/suspension data	6/4/2015 monthly
G4.B2.S1.MA1	Observation of student behavior across school settings and classroom behavior systems	Saulter, Bruce	8/18/2014	Student discipline data	6/4/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B3.S1.MA1	Students will demonstrate academic gains with respect to Access Points and the General Curriculum	Provost, Mary	8/18/2014	Progress reports, IEP goal data	6/4/2015 daily
G4.B3.S1.MA1	Students will receive instruction that is supported by research and that corresponds to their individual needs	Garrard, Judith	8/18/2014	Observations, progress reports	6/4/2015 daily
G4.B4.S1.MA1	Increase in consistent communication between school and home	Saulter, Bruce	8/18/2014	Communication data, behavioral data and academic performance data	6/4/2015 daily
G4.B4.S1.MA1	Fidelity checks of routines/methods/use of communication via home/school	Saulter, Bruce	8/18/2014	Conference notes, minutes from meetings	6/4/2015 monthly
G4.B2.S2.MA1	Students will increase time spent engaged in instruction and reduce disruptive behavior	Saulter, Bruce	8/18/2014	Student achievement and behavior data	6/4/2015 weekly
G4.B2.S2.MA1	Students receive accommodations and/or modifications as outlined on IEPs	Provost, Mary	8/18/2014	Conference staffing notes, informal observations	6/4/2015 every-6-weeks
G4.B2.S3.MA1	Student response to intervention	Provost, Mary	9/9/2014	Student performance data	6/4/2015 every-6-weeks
G4.B2.S3.MA1	Tier 2 and Tier 3 Interventions	Provost, Mary	8/18/2014	Attendance logs, performance data, notes	6/4/2015 every-6-weeks

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. By consistently participating in a balanced literacy program, 48% of students will demonstrate minimum proficiency in English Language Arts (reading, writing, listening, and speaking).

G2.B1 Faculty may experience challenges while implementing the Palm Beach County Balanced Literacy Framework. Teachers will require ongoing professional development and modeling in order to build proficiency in literacy instruction.

G2.B1.S1 Support teachers via ongoing professional development meetings while implementing the Balanced Literacy Framework (i.e., staff developers provide onsite development and host monthly cohort meetings with lead teachers; the Reading Coach/Learning Team Facilitator provides coaching meetings; teachers have common planning time; off-site literacy program trainings and content specific trainings are available).

PD Opportunity 1

Using the Balanced Literacy Framework Rollout Implementation Cycle, provide teachers with time to participate in professional development, collaborate, plan and implement the Framework.

Facilitator

Curriculum Staff Developers, Reading Coach/Learning Team Facilitator, Area Instructional Specialist and/or Resource Teachers

Participants

Teachers

Schedule

Weekly, from 9/3/2014 to 6/4/2015

PD Opportunity 2

Teachers will be provided with Coaching Cycles designed to support instructional methods in English Language Arts.

Facilitator

Reading Coach/Learning Team Facilitator

Participants

Teachers

Schedule

Weekly, from 9/8/2014 to 6/4/2015

PD Opportunity 3

The school will acquire instructional resources and materials essential for student achievement/ learning. Teachers will participate in professional development in use of resources/materials (to include AVID).

Facilitator

District Support Personnel, the Reading Coach/Learning Team Facilitator, Expert Teachers

Participants

Teachers

Schedule

Quarterly, from 8/12/2014 to 6/4/2015

G2.B4 Some students may not demonstrate targeted academic writing skills (i.e., spelling, punctuation, capitalization, mechanics/grammar, vocabulary, keyboarding skills) and/or expressive language skills necessary for successful performance on writing assessments.

G2.B4.S1 Teachers will provide students with differentiated instructional techniques designed to support written language skills and share these techniques with parents/families so that they may be supported in the home.

PD Opportunity 1

Teachers will participate in professional development designed to support student academic achievement/performance in writing.

Facilitator

District Resource Teachers/Professional Development Personnel

Participants

Teachers

Schedule

Monthly, from 9/2/2014 to 5/29/2015

G3. By consistently participating in a rigorous curriculum that is differentiated to meet their needs and interests, 58% of students will demonstrate minimum proficiency or above in math and science.

G3.B2 Some students may not master content and skills at expected rates and/or respond to core instruction thereby requiring additional time and/or instructional methods to master content and skills. Additionally, some students may not have the necessary reading and/or writing skills to demonstrate proficiency with math and science content. Furthermore, some students may lack foundational skills in reading, writing, and math, as well as lack content area knowledge in science and technology.

G3.B2.S2 Provide afterschool tutoring for targeted students.

PD Opportunity 1

Identify students in need of afterschool tutoring (math and/or science)

Facilitator

Mr. Saulter

Participants

Classroom teachers

Schedule

Biweekly, from 10/7/2014 to 3/31/2015

G3.B2.S3 The MTSS/RtI School Base Team will support teachers in using the 4-step problem solving model process designed to integrate academic and behavioral instruction and intervention to enhance student success in the general curriculum.

PD Opportunity 1

Teachers will receive professional development and support in using the 4-step problem solving model (math and/or science)

Facilitator

School-based MTSS/RtI Leadership Team, District Support Personnel, Adminstration

Participants

Teachers

Schedule

Weekly, from 9/9/2014 to 6/2/2015

G4. Students will participate in academic instruction that is well planned, based on individual student needs, and relevant to increasing achievement in all subject areas while concurrently reducing behavioral issues, discipline referrals, and suspensions as shown by less than 10% of students exhibiting behavior requiring formal disciplinary action.

G4.B1 Competing demands on teacher time may make instructional planning and collaboration challenging

G4.B1.S1 School Administration will provide teachers with instructional planning time, resources, and opportunities for collaboration

PD Opportunity 1

Identify educational technology required for supporting and/or enhancing instruction as well as supporting professional development for teachers, parents/families, and support personnel

Facilitator

ITSA, teachers, Administration, District Support Personnel

Participants

Teachers, parents/families, support personnel

Schedule

Monthly, from 8/12/2014 to 6/4/2015

G4.B2 Some students may exhibit behavior that disrupts academic instruction and decreases their opportunity for academic success

G4.B2.S1 Teachers will use a Tier 1 School-wide Positive Behavior Support (SwPBS) system, as well as develop Tier 2 and 3 individual behavior plans (may include social stories, peer mentoring, small group social skills instruction, token economies, etc.) for students who disrupt and/or miss instruction due to behavior.

PD Opportunity 1

Teachers will be informed of SwPBS systems and supported in developing individual behavior plans

Facilitator

Adminstration and the SwPBS Team Members

Participants

Teachers and support personnel

Schedule

Monthly, from 8/12/2014 to 6/4/2015

G4.B2.S2 Students in Exceptional Student Education (ESE) programs will be provided with accommodations and/or modifications based on their Individualized Education Program (IEP) plans.

PD Opportunity 1

Necessary accommodations and/or modifications will be provided for students served by ESE programs

Facilitator

ESE Contact, ESE teachers, Administration

Participants

Teachers and support personnel

Schedule

Daily, from 8/18/2014 to 6/4/2015

G4.B2.S3 The MTSS/RtI Leadership Team will support teachers in using the 4-step problem solving model designed to integrate academic and behavioral instruction and intervention to enhance student success in the general curriculum.

PD Opportunity 1

Teachers will receive professional development and support in using the 4-step problem solving model (to support behavior)

Facilitator

School-based MTSS/RtI Leadership Team, District Support Personnel, Administration

Participants

Teachers

Schedule

Weekly, from 9/9/2014 to 6/4/2015

G4.B3 Some students may not be able to demonstrate their knowledge and skills due to their disabilities and/or impaired communication

G4.B3.S1 ESE teachers, related service providers, and support personnel will incorporate research-based strategies and instructional techniques specifically designed to meet the needs of students with significant disabilities so that they may demonstrate academic gains with respect to Access Points and the General Curriculum.

PD Opportunity 1

Identify and implement strategies/techniques designed to meet the needs of students with significant disabilities

Facilitator

ESE Teachers, Area Resource Teachers, Staff Developers

Participants

ESE Teachers and support personnel

Schedule

Daily, from 8/18/2014 to 6/4/2015

G4.B4 Some students may experience inconsistent home-school routines, which may result in a lack of consistent communication between all parties involved, thereby influencing homework completion, attendance, and parental participation.

G4.B4.S1 Teachers will establish and use consistent routines/methods for relaying information to parents/families about school related information (academic and behavioral).

PD Opportunity 1

Employ methods of communication and transfer of information between school/home via Edline, notes in agendas, communication folders, color system, emails, letters, phone calls, newsletters, conferences, progress reports

Facilitator

Administration

Participants

Administration, teachers, parents, support staff, guidance counselor, CLFs, team members

Schedule

Daily, from 8/15/2014 to 6/4/2015

Budget Rollup

Summary	
Description	**Total**
Goal 1: By working collaboratively with parents, community members/partners to increase student achievement and successful participation in school related activities, positive ratings on the School Effectiveness Questionnaire will average 80% or above.	3,488
Goal 2: By consistently participating in a balanced literacy program, 48% of students will demonstrate minimum proficiency in English Language Arts (reading, writing, listening, and speaking).	160,463
Goal 3: By consistently participating in a rigorous curriculum that is differentiated to meet their needs and interests, 58% of students will demonstrate minimum proficiency or above in math and science.	15,722
Grand Total	**179,673**

Goal 1: By working collaboratively with parents, community members/partners to increase student achievement and successful participation in school related activities, positive ratings on the School Effectiveness Questionnaire will average 80% or above.		
Description	**Source**	**Total**
B1.S1.A1 - Online subscription software rental license - Reading Connection Newsletter	Title I Part A	200
B1.S1.A1 - Printing services outside vendor - passport cards	Title I Part A	200
B1.S1.A1 - Supplies - refreshments, books, copy paper, pencils, paper products and journals (ink)	Title I Part A	3,088
Total Goal 1		**3,488**

Goal 2: By consistently participating in a balanced literacy program, 48% of students will demonstrate minimum proficiency in English Language Arts (reading, writing, listening, and speaking).		
Description	**Source**	**Total**
B1.S1.A1 - 0.5 LTF/0.5 Reading Coach	Title I Part A	65,878
B1.S1.A3 - AVID Summer Institute - travel out of county	Title I Part A	6,940
B1.S1.A3 - Substitutes for Professional Development	Title I Part A	4,963
B1.S1.A3 - AVID site license fee	Title I Part A	2,920
B1.S1.A3 - AVID Library & Supplies (ink, chart paper, markers, post its and books)	Title I Part A	1,500
B3.S1.A2 - Online subscription to Raz-Kids	Title I Part A	760
B3.S1.A3 - 1.0 Reading Resource Teacher	Title I Part A	65,879

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Goal 2: By consistently participating in a balanced literacy program, 48% of students will demonstrate minimum proficiency in English Language Arts (reading, writing, listening, and speaking).		
Description	**Source**	**Total**
B3.S2.A1 - After school tutorial reading/writing	Title I Part A	6,968
B3.S3.A1 - Supplies - privacy screens, copy paper, pencils, sharpeners, chart paper, post it and ink	Title I Part A	4,655
Total Goal 2		**160,463**

Goal 3: By consistently participating in a rigorous curriculum that is differentiated to meet their needs and interests, 58% of students will demonstrate minimum proficiency or above in math and science.		
Description	**Source**	**Total**
B2.S1.A2 - Supplies - privacy screens, paper, pencils, pencil sharpeners, chart paper, composition notebooks, and binders	Title I Part A	4,504
B2.S1.A3 - Online subscription/software rental/license	Title I Part A	3,500
B2.S2.A1 - Tutoring math/science	Title I Part A	6,968
B2.S2.A1 - Professional development for tutoring math/science	Title I Part A	750
Total Goal 3		**15,722**