Seminole Trails Elementary School

2015-16 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	2014-15 Title I School	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	Yes	81%

Alternative/ESE Center	Charter School	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	92%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	C

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

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.

Table of Contents

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 students' 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.
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.
Seminole Trails Elementary school has been awarded a grant by Teamwork USA to foster student leadership. The Elementary Scholarship Program will mentor five selected intermediate students to

take on various leadership roles on our campus.

The School Wide Positive Behavior Support System (SwPBS) team facilitates "Panther Peers" designed to assist and teach students to cope and solve problems. Role models are selected to participate in groups to mentor their peers. Group lessons include problem-solving strategies for selected students with interactive learning opportunities. Lessons are designed to promote acceptance of all students with and without disabilities. Additionally, the school guidance counselor meets with small groups of students to provide specific social and emotional support ranging from grief, divorce, anger management, and bullying solutions. The school has a collaborative partnership with the Parent Child Center and Boys Town to provide wrap around services for targeted students.

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, Advancement Via Individual Determination (AVID) 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 students is provided upon recommendation of the teacher, administration, or Multi Tiered System of Support/Response to Intervention (MTSS/RtI) School Based Team.
*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).
*The school has a formalized Suicide Prevention Plan included in the formal Management Plan of the school.
*MTSS/RtI School Base Team meets regularly to discuss student progress and social-emotional needs.
*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 and best practices for inclusive education 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 scoring in the lowest quintile on the statewide, standardized assessments in English Language Arts or mathematics or are at risk according to the district Pupil Progression Plan 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/MTSS/RtI Meeting Facilitator, classroom teacher(s), reading coach/learning team facilitator, school nurse, speech/language pathologist, reading resource teacher, guidance counselor, ESE Pre-K teacher, and the ESE Contact .
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 is recognized by the Florida Positive Behavior Project as a Bronze Level Model School. The SwPBS program focuses 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, third grade, and fourth grade students in reading. An emphasis is also placed on supporting students who were retained last school year. In both reading and mathematics. 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 Reading A-Z Kids, iStation, and TenMarks.

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 AVID Awareness Day while abiding 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:

Name	Title
Green, Robin	Teacher, K-12
Cavallo, Lori-Ann	Teacher, K-12
Ondo, Victoria	Teacher, K-12
Bland, Ana	Teacher, K-12
Kanel, Robin	Teacher, PreK
Seymour, Lisa	Instructional Media
Saulter, Bruce	Assistant Principal
Garrard, Judith	Principal
Lo, Jenifer	Instructional Coach
Provost, Mary	Teacher, ESE
Gayle, Gillian	Teacher, K-12
Vaccaro, Jennifer	Teacher, K-12
Shone, Jeffrey	Teacher, PreK
Wood, Jacqueline	Teacher, ESE
Langelier, Judy	Teacher, K-12
Maltby, Jennifer	Teacher, K-12

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 create 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, a full-time primary resource teacher, and a half-time 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

An Instructional Music Program Grant from TeamWork USA supports music and cultural education through instruction by artists in residence and the purchase of musical instruments.

The Elementary Scholarship Program Grant from TeamWork USA supports a student leadership club and provides funding to offset the expense of college for selected recipients.

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

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Judith Garrard	Principal
Ana Armbrister Bland	Teacher
Mary Provost	Teacher
Crystal Barletta	Business/Community
Stephen Berman	Business/Community
Susan D. Van Martin	Business/Community
Katreece McKellop	Parent
Lindsey Saucier	Teacher
Yecy Acosta	Parent
Martina Brand	Parent
Tyera Evans	Education Support Employee

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 FY15. The Committee reviewed academic gains and student performance on the Florida Comprehensive Achievement Test (FCAT) conducted in FY 14. The Committee reviewed assessment data, as they were made available, for students tested in FY 15. 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 FY15.

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

School Improvement funds were used to purchase books to be used for the Media Center. The total funds were: $4,010.00.

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:	
Name	**Title**
Garrard, Judith	Principal
Lo, Jenifer	Instructional Coach
Bush, Bristol	Teacher, K-12
Cavallo, Lori-Ann	Teacher, K-12
Green, Robin	Teacher, K-12
Greene, Allison	Teacher, K-12
Gayle, Gillian	Teacher, K-12
Saulter, Bruce	Assistant Principal
Agnes, Sarah	Teacher, K-12
Medici, Jennifer	Teacher, K-12
Joseph, Geniel	Teacher, K-12
Warren, Crystal	Teacher, K-12
Vaccaro, Jennifer	Teacher, K-12
Gambardella, Jenna	Teacher, K-12
Winne, Katherine	Teacher, K-12
Doherty, Kelly	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 Florida State Standards for Language Arts. Additionally, the LLT implements instructional rounds. Instructional rounds are designed to facilitate and support the school improvement planning process while at the same time increasing students independent and consistent achievement in Language Arts. During this process, the team will collaboratively identify a problem of practice which serves as the focus for improvement in literacy school-wide. The team will observe instruction with the identified focus across the campus to identify trends in practice. Through debriefing, the team will develop a common understanding of effective instruction that leads to student impact. Based on the teams findings, the literacy leadership team will develop an action plan that will guide professional development and instructional support for teachers. 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. 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. The Reading Coach will provide coaching cycles and opportunities for professional development to assist in the development and retention of effective teachers; individual responsible: Reading Coach

7. Soliciting referrals from current employees; individual responsible: Principal.

8. The Department of Recruitment and Retention ensures that core content area teachers are highly qualified as specified by the State of Florida prior to a written offer of employment.

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: Sarah Agnes, First Grade Mentor: Tara Beam, Second Grade; Rationale: Ms. Beam's teaching experience with primary students will benefit Ms. Agnes in her development as an educator in her first year of teaching at Seminole Trails.

2. New Teacher: Courtney Coleman, Kindergarten Teacher; Mentor: Gillian Gayle; Rationale: Ms. Gayle has valuable experience as a kindergarten teacher and her expertise will support Miss Coleman in her first full year of teaching.

3. New Teacher: Alyson Gunn, ESE Teacher (ASD); Mentor: Christine Montgomery, ESE Teacher; Rationale: Ms. Montgomery is a Clinical Educator. She has vast experience as an ESE teacher in working with students with ASD which will support Ms. Gunn in her first year of teaching at Seminole Trails.

4. New Teacher: Kristine Mappala, Pre-K Teacher; Mentor: Jeffrey Shone, Pre-K Teacher; Rationale: Mr. Shone is an experienced ESE teacher and private school administrator. His experience with Pre-K students will provide support for Ms. Mappala in her first full year of teaching at Seminole Trails.

5. Teacher: Christopher McIntyre, ASD Teacher; Mentor: Christine Montgomery, ESE Teacher; Rationale: Ms. Montgomery is a Clinical Educator. She has extensive experience as an ESE teacher in teaching students with ASD. Her expertise will support Mr. McIntyre in his first year of teaching at Seminole Trails.

6. New Teacher: Sara Mitrovich, Pre-K Teacher; Mentor: Jeffrey Shone, Pre-K Teacher; Rationale: Mr. Shone is an experienced ESE teacher and private school administrator. His experience with Pre-K students will provide support for Ms. Mitrovich in her first year of teaching at Seminole Trails.

7. New Teacher: Melissa Nagle, ESE Teacher (ASD); Mentor: Christine Montgomery, ESE Teacher; Rationale: Ms. Montgomery is a Clinical Educator. She has vast experience as an ESE teacher in working with students with ASD which will support Ms. Nagle in her first full year of teaching at Seminole Trails.

8. New Speech Language Pathologist: Jamie Robitaille, Speech Language Pathologist; Mentor: Robin Kanel, Speech Language Pathologist; Rationale: Mrs. Kanel is a Speech Language Pathologist. Her experience with students with speech and language disabilities will provide support for Ms. Robitaille in her first year of providing speech and language therapy at Seminole Trails.

9. New Teacher: Chelsea Sousa, Kindergarten Teacher; Mentor: Jen Lo, Reading Coach/Learning Team Facilitator; Rationale: Ms. Lo has extensive experience as a elementary school teacher. Her expertise will support Ms. Sousa in her first year of teaching at Seminole Trails.

10. New Teacher: Sara Strenk, ESE Teacher (ASD); Mentor: Barbara Bunn, ESE Teacher; Rationale: Ms. Bunn has experience as an ESE teacher in working with students with an array of disabilities which will support Ms. Strenk in her first full year of teaching at Seminole Trails.

11. New Teacher: Jessica Vergara, Third Grade; Mentor: Victoria Ondo, Third Grade; Rationale: Ms. Ondo has valuable experience as an intermediate grade teacher. Her expertise will support Ms. Vergara in her first year of teaching at Seminole Trails.

12. New Teacher: Judith Vincent, Fifth Grade; Mentor: Katie Judge, Second Grade; Rationale: Ms. Judge is a Clinical Educator and has extensive experience as a primary grades teacher. Her expertise will support Ms. Vincent in her first year of teaching at Seminole Trails.

13. New Teacher: Sarah Whitaker, Fourth Grade; Mentor: Robin Green, Fourth Grade; Rationale: Ms. Green has experience as a primary and intermediate grades teacher. Her expertise will support Ms. Whitaker in her first year of teaching at Seminole Trails.

14. Teacher: Kathryn Nicosia Wike, ESE Teacher; Mentor: Elizabeth Bare, SAI Teacher; Rationale: Ms. Bare is a Clinical Educator and has experience in teaching students with and without disabilities. Her expertise will support Ms Wike in her first full year of teaching at Seminole Trails.

15. New Speech Language Pathologist: Estefania Bereicua, Speech Language Pathologist; Mentor: 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. Bereicua in her first year of providing speech and language therapy 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. Teachers have access to the unpacked Florida State Standards resource created by the district curriculum departments to assist with instructional planning.
2. School teams will utilize Blender to access suggested scope and sequence and resources and materials aligned with Florida Standards for subject areas.

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. Teachers utilize differentiated instruction and universal design for learning to provide students with the opportunity to demonstrate advanced critical thinking and extend above grade-level performance. 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, universal design for learning, 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: 1,680

Seminole Trails Elementary School will develop and implement a leadership club to assist in school wide initiatives while following the bylaws of the grant providers (Teamwork USA). Five students a year will be granted a $1,000 scholarship to any Florida University or Technical College.

Strategy Rationale

This program is designed to provide financial assistance, confidence, and motivation to students in need. It further supports the development of leadership skills through the development of student-based school-wide initiatives.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

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

Students will complete a self-assessment and these data will be analyzed to determine the effectiveness of the strategy.

Strategy: After School Program

Minutes added to school year: 24,600

Special Olympics: Students with disabilities (autism spectrum disorder (ASD), intellectual impairments (InD), etc.) will be instructed in teamwork strategies through participation in the Special Olympics. Instruction will focus on social skills used within sports teams (taking turns, supporting other members of the team, competing, winning and accepting loss) as well as training in individual sports (bowling, basketball skills, track, throwing, etc.).

Strategy Rationale

Students with ASD, InD, and associated disabilities may have difficulty with social skills and basic human interaction. By working with students in a sporting atmosphere, students not only learn the social interaction skills needed to be a part of a team, but also the athletic skills necessary in a variety of sports. Students may also increase opportunities for social interaction while concurrently learning sportsmanship.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Bunn, Barbara, barbara.bergerbunn@palmbeachschools.org

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

Data will be in the form of teacher/coach observations and anecdotal records of students' attendance at practice and sporting events, interaction with coaches and other athletes, motivation and understanding of competition as well as social skills.

Strategy: After School Program

Minutes added to school year: 6,480

STEAM (Science, Technology, Engineering, Arts, Math) is an afterschool academic initiative offered via the Seminole Trails Afterschool Program for students in grades 3 to 5. Participants receive supplemental instruction and/or enrichment in STEAM.

Strategy Rationale

To capture students' interest in the fields of science, technology, engineering, art and math by engaging students in an inquiry-based, hands-on curriculum that emphasizes successful experiences rather than proficiency and bridging the learning gap experienced by females and minorities.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

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

Data will be collected via student journals, observations, and general record keeping.

Strategy: After School Program

Minutes added to school year: 6,480

Explore Literacy K-2 is an afterschool academic initiative offered via the Seminole Trails Afterschool Program. Participants receive supplemental instruction and/or enrichment in literacy-based lessons. These lessons are aligned with targeted standards for reading/literacy.

Strategy Rationale

The Explore Literacy Initiative is a successfully demonstrated model that combines both professional development and enriching program content in support of its mission. Explore Literacy's professional development trainings strengthen child/youth engagement, group facilitation and participatory learning in existing District Afterschool programs.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

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

Afterschool counselors will monitor participant performance via observations and documentation of reading fluency rate.

Strategy: After School Program

Minutes added to school year: 3,600

Vocabulary Parade: Each student will select a vocabulary word, learn the definition, provide word usage and a meaningful sentence, and create a physical representation (costume) of their word. Students will wear their costume to school and participate in the school-wide parade.

Strategy Rationale

Research shows that knowledge of vocabulary is directly linked to academic performance in reading, writing, mathematics and the content areas.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Bush, Bristol, bristol.bush@palmbeachschools.org

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

After the parade, each student will demonstrate knowledge of three new vocabulary words learned through the activity via a paper and pencil task in which they choose how to represent the words.

Strategy: Extended School Day

Minutes added to school year: 1,650

Students will participate in the Instructional Music Program grant ["Pulse"]. The grant is designed to develop a group of young musicians through the exploration of drumming styles and technique. Students will have the opportunity to perform a varied repertoire of music solo and as a group. Through music, students will gain knowledge of world histories, cultures, and languages while concurrently sharpening their skills in mathematics, science, language, and literacy.

Strategy Rationale

Music exploration is supported by the research literature. This activity will provide students with a safe, creative outlet, to express themselves musically. Additionally, they will have the opportunity to develop leadership skills and academic performance.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

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

Data will be collected through assessment of performance and oral responses and then analyzed to determine effectiveness of the strategy.

Strategy: Extended School Day

Minutes added to school year: 2,160

The 21st Century Community Learning Centers (21st CCLC) initiative, Kreative Kidz Program, is a federally 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. Heather Tucker (heather.tucker@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 data via Student Survey

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 vocal styles and techniques. They will gain knowledge/appreciation of world histories, cultures, and languages while sharpening their skills in mathematics, science, language and literacy. The club is designed to support and motivate students in participating in activities that support enjoyment of school-based activities while concurrently giving them the opportunity to sing alone and together a varied repertoire of music.

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 to view samples of student work that illustrates grade level expectations. 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

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 collaborates with Florida Atlantic University and Palm Beach State College to provide students with opportunities to hear about college and how to make plans for their future college lives. Students at Seminole Trails will continue to participate 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 are 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, Simon Orthodontics, 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 participate 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 are infused throughout the week- long celebration. Guest speakers focus on the importance of college education and highlight various career choices. Students 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. Afterschool Program students participate in 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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.   If high expectations for academically demanding and engaging instruction are supported and implemented to ensure achievement of grade level standards, then by June 2016, increases will be demonstrated resulting in at least the 50th percentile in reading performance ranking, the 30th percentile for ranking reading gains, and the 37th percentile for lowest performing quartile (LPQ) performance ranking percentile.

G2.   If high expectations for academically demanding and engaging instruction are supported and implemented to ensure achievement of grade level standards, then by June 2016, the math performance ranking percentile will increase to 50 and the math lowest performing quartile (LPQ) performance ranking percentile will increase to the 33rd percentile.

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. If high expectations for academically demanding and engaging instruction are supported and implemented to ensure achievement of grade level standards, then by June 2016, increases will be demonstrated resulting in at least the 50th percentile in reading performance ranking, the 30th percentile for ranking reading gains, and the 37th percentile for lowest performing quartile (LPQ) performance ranking percentile. 1a

🔍 G069708

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0

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, English as Second Language [ESOL/ELL] teachers, Community Language Facilitators (CLFs); half-time reading coach/half-time learning team facilitator, primary resource teacher, half-time (0.5) resource teacher, and supplemental academic instruction [SAI] teacher

- Parents/families

- Volunteers

- Staff developers and District Office Personnel

- School-based Committees/Organizations and Meetings: the School Advisory Council [SAC], the Parent Leadership Council [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, Title I meetings, 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 including Leveled Literacy Intervention (LLI), online resources, technology, immediate 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

- Community members and community partnerships

- Parent Involvement Plan and Family/School Compact

- Title I funding to support parent involvement

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.

- New teachers may be unfamiliar with the Palm Beach County Balanced Literacy Framework due to teaching out of county or state or because of varying levels of experience and understanding of literacy instruction.

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

- Although a scope and sequence is planned, some classes with varying student needs may require additional time for instruction to reach mastery of concepts and may fall behind in the scope and sequence.

- 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.

- Some parents and families may not have knowledge of instructional strategies or access to academic materials and resources for supporting their child's/children's academic success. Additionally, some 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

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

Person Responsible
Judith Garrard

Schedule
Daily, from 8/17/2015 to 6/2/2016

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

G2. If high expectations for academically demanding and engaging instruction are supported and implemented to ensure achievement of grade level standards, then by June 2016, the math performance ranking percentile will increase to 50 and the math lowest performing quartile (LPQ) performance ranking percentile will increase to the 33rd percentile. 1a

🔍 G069709

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	50.0

Resources Available to Support the Goal 2

- Personnel (in addition to homeroom: Fine Arts teachers, the Guidance Counselor, Exceptional Student Education teachers, Crisis Intervention teacher, Speech Language Pathologists, Behavioral/Physical Needs Assistants I and II, related service personnel (e.g., Occupational Therapist, Physical Therapist, etc.), English as Second Language [ESOL/ELL] teachers, Community Language Facilitators (CLFs), half-time reading coach/half-time learning team facilitator, Data Processor, Attendance Clerk, School-based Administration, 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.

- 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, staff 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

- Planning time with support personnel

- Specially designed instructional resources and materials for students with disabilities (e.g., Touch Math, Attainment, 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

- 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.

- Teachers may have limited access to resources to provide adequate differentiation of content or a balance of informational instruction in math and science.

- 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 completion of home learning assignments, attendance, and parental participation.

Plan to Monitor Progress Toward G2. 8

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

Person Responsible
Judith Garrard

Schedule
Daily, from 8/17/2015 to 6/2/2016

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

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. If high expectations for academically demanding and engaging instruction are supported and implemented to ensure achievement of grade level standards, then by June 2016, increases will be demonstrated resulting in at least the 50th percentile in reading performance ranking, the 30th percentile for ranking reading gains, and the 37th percentile for lowest performing quartile (LPQ) performance ranking percentile. 1

🔑 G069708

G1.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

🔑 B181327

G1.B1.S1 Continue to support teachers via ongoing professional development meetings while implementing the Balanced Literacy Framework (i.e., staff developers provide onsite development; 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

🔑 S192819

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, provide teachers with time to participate in professional development, collaborate, plan and implement the Framework.

Person Responsible

Jenifer Lo

Schedule

Weekly, from 9/8/2015 to 6/2/2016

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 9/8/2015 to 6/2/2016

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 (to include AVID) and teachers will participate in professional development activities designed to support Best Practices in Inclusive Education.

Person Responsible

Bruce Saulter

Schedule

Quarterly, from 8/11/2015 to 6/2/2016

Evidence of Completion

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

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

Classroom observations/walkthroughs monitoring implementation and student performance/ response

Person Responsible

Judith Garrard

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Implementation checklists, observation feedback, and student performance data

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

Lesson plans, observations, student performance data, teacher feedback

Person Responsible

Judith Garrard

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Student data and assessments; professional development feedback from teachers

G1.B2 New teachers may be unfamiliar with the Palm Beach County Balanced Literacy Framework due to teaching out of county or state or because of varying levels of experience and understanding of literacy instruction. 2

🔑 B181328

G1.B2.S1 Support new teachers via ongoing professional development meetings while implementing the Balanced Literacy Framework (i.e., staff developers provide onsite development; 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

🔑 S192820

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, provide teachers with time to participate in professional development, collaborate, plan and implement the Framework.

Person Responsible

Jenifer Lo

Schedule

Weekly, from 9/8/2015 to 6/2/2016

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 9/8/2015 to 6/2/2016

Evidence of Completion

Coaching Log, notes from non-evaluative classroom visits

Action Step 3 `5`

The school will access 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 8/11/2015 to 6/2/2016

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 G1.B2.S1 `6`

Classroom observations/walkthroughs monitoring implementation and student performance/ response

Person Responsible

Judith Garrard

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Implementation checklists, observation feedback, and student performance data

Palm Beach - 1711 - Seminole Trails Elem. School - 2015-16 SIP

Seminole Trails Elementary School

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

Lesson plans, observations, student performance data, teacher feedback

Person Responsible

Judith Garrard

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Student data and assessments; professional development feedback from teachers

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G1.B3 Without proper pacing, all grade level benchmarks/standards may not be addressed. `2`

🔧 B181329

G1.B3.S1 Teachers will utilize the instructional focus calendar and Literacy Units provided by Curriculum Departments. `4`

🔧 S192821

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 8/17/2015 to 6/2/2016

Evidence of Completion

Lesson Plans

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

Lesson plans correspond to instructional units

Person Responsible

Judith Garrard

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Lesson plans and instructional focus calendar

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

Student performance on informal and formal assessments

Person Responsible

Jenifer Lo

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Student assessment data

G1.B4 Although a scope and sequence is planned, some classes with varying student needs may require additional time for instruction to reach mastery of concepts and may fall behind in the scope and sequence. 2

🔍 B181330

G1.B4.S1 Grade level instructional teams will build "flex" time into lesson plans to provide an opportunity for extended remediation and reteaching of skills so that students have a chance to achieve mastery of concepts without falling behind. 4

🔍 S192822

Strategy Rationale

Not all students achieve mastery of skills and content at the same rate so differentiated instruction is necessary.

Action Step 1 5

Teachers will incorporate "flex" time into their lesson plans to allow for extended remediation and reteaching of content/skills to mastery.

Person Responsible

Judith Garrard

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Lesson plans, student performance data

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Lesson plan checks, formal and informal observations

Person Responsible

Judith Garrard

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Lesson plans, student performance data, meeting minutes (STARS)

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Student performance data will be monitored daily and discussed weekly

Person Responsible

Jenifer Lo

Schedule

Weekly, from 9/8/2015 to 6/2/2016

Evidence of Completion

Student performance data, grade books, corresponding lesson plans

G1.B5 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`

🔑 B181331

G1.B5.S1 Teachers will monitor student progress through informal and formal assessments (formative assessments, diagnostic, LAS, Florida Standards Quizzes (FSQ) and Unit Standards Assessments (USA)) and adjust instruction/interventions based on individual student data. `4`

🔑 S192823

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 8/17/2015 to 6/2/2016

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 8/17/2015 to 6/2/2016

Evidence of Completion

Classroom schedules, attendance rosters

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Comparison of performance data to instructional plans

Person Responsible

Judith Garrard

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Minutes of meetings, student data, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Student performance/learning gains

Person Responsible

Judith Garrard

Schedule

Every 6 Weeks, from 8/17/2015 to 6/2/2016

Evidence of Completion

Student performance data, report cards, pupil progression

G1.B5.S2 After identifying students in need of afterschool tutoring, highly qualified teachers will provide supplemental afterschool tutoring for reading remediation and acceleration. 4

🔑 S192824

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) and then provide instruction from highly qualified teachers.

Person Responsible

Bruce Saulter

Schedule

Biweekly, from 8/17/2015 to 4/29/2016

Evidence of Completion

Lists of students targeted for instruction, attendance rosters, lesson plans, teacher sign in sheets, etc.

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Impact of afterschool tutoring on student academic performance

Person Responsible

Bruce Saulter

Schedule

Weekly, from 10/26/2015 to 4/29/2016

Evidence of Completion

Student pretest and posttest performance data (may include, but not be limited to, state standardized assessments, district diagnostic test, and USAs)

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 `7`

Students who participate in after school tutoring will make learning gains

Person Responsible

Bruce Saulter

Schedule

Weekly, from 10/26/2015 to 6/2/2016

Evidence of Completion

Student performance data

G1.B5.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`

`S192825`

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

Elizabeth Bare

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Diagnostic data

Plan to Monitor Fidelity of Implementation of G1.B5.S3 `6`

Tier 2 and Tier 3 Interventions

Person Responsible

Elizabeth Bare

Schedule

Every 6 Weeks, from 8/24/2015 to 6/2/2016

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B5.S3 `7`

Student response to intervention

Person Responsible

Elizabeth Bare

Schedule

Every 6 Weeks, from 8/24/2015 to 6/2/2016

Evidence of Completion

Student performance data

G1.B5.S4 Teachers will provide instruction designed to improve reading proficiency and fluency to support comprehension of literature and informational grade level text that reflects critical thinking and which is communicated effectively in both oral/written expression. 4

S192826

Strategy Rationale

Reading proficiency and fluency are directed related to student achievement in all content areas.

Action Step 1 5

The Reading Coach/Learning Team Facilitator will provide support to teachers in the disaggregation of student data and the development of rigorous and relevant instruction to improve decoding, comprehension and writing.

Person Responsible

Jenifer Lo

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

STARS meeting minutes (to include sign in sheets), student performance data, lesson plans, etc.

Action Step 2 5

Reading Resource Teachers will provide iii and/or supplemental reading intervention in small groups and/or individually to targeted students in need of additional support.

Person Responsible

Amber Schur

Schedule

Daily, from 8/24/2015 to 6/2/2016

Evidence of Completion

Attendance records, lesson plans, work samples, progress monitoring data

Action Step 3 `5`

A Reading Resource Teacher will provide iii in small groups or individually to targeted students.

Person Responsible

Andrea Shapiro

Schedule

Daily, from 8/24/2015 to 6/2/2016

Evidence of Completion

Attendance records, lesson plans, work samples, progress monitoring data

Action Step 4 `5`

Teachers will participate in professional development activities

Person Responsible

Judith Garrard

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

TDE, agendas and PowerPoint presentations, meeting materials, evidence of implementation

Plan to Monitor Fidelity of Implementation of G1.B5.S4 `6`

Informal and formal observations, coaching cycles

Person Responsible

Judith Garrard

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Teachers will collaboratively plan differentiated lessons, debrief and continuously review impact of instruction on student performance data

Plan to Monitor Effectiveness of Implementation of G1.B5.S4 `7`

Informal and formal assessments -- consistent review and discussion of student performance data

Person Responsible

Jenifer Lo

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

LAS data, Palm Beach Performance Assessment, District Assessments, permanent products

G1.B6 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`

🔍 B181332

G1.B6.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`

🔍 S192827

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 8/24/2015 to 5/27/2016

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 8/17/2015 to 6/2/2016

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 10/15/2015

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 9/8/2015 to 5/27/2016

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Observation of instruction and parent/family feedback

Person Responsible

Judith Garrard

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Observational notes and parent surveys/evaluations

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Student performance on writing assessments

Person Responsible

Jenifer Lo

Schedule

Monthly, from 9/15/2015 to 5/27/2016

Evidence of Completion

Student performance data

G1.B7 Some students may not reach their potential without enrichment activities and extended opportunities to think critically. 2

🔑 B181333

G1.B7.S1 The school and teachers will provide students with opportunties for enrichment and extend opportunities to think critically by offering before and afterschool activities, clubs, field trips, and differentiating instruction. 4

🔑 S192828

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 opportunties for students.

Person Responsible

Judith Garrard

Schedule

Monthly, from 8/11/2015 to 6/2/2016

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Observation of activities, clubs, field trips and differentiated instruction

Person Responsible

Judith Garrard

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Attendance records, observations, student feedback

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

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

Person Responsible

Judith Garrard

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Student performance data

G1.B8 Some parents and families may not have knowledge of instructional strategies or access to academic materials and resources for supporting their child's/children's academic success. Additionally, some parents may have limited ability, due to competing demands on time, to attend school-based activities. 2

B181334

G1.B8.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

S192829

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Bruce Saulter

Schedule

Monthly, from 8/11/2015 to 6/2/2016

Evidence of Completion

School event calendar, event flyers, event planning notes, copies of Reading Connection Newsletter, the parent link on Edline, sign in sheets, agendas, and public notice via the school marquee

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

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

Person Responsible

Bruce Saulter

Schedule

Monthly, from 8/11/2015 to 6/2/2016

Evidence of Completion

Sign in sheets and Panther Passports

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

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

Person Responsible

Bruce Saulter

Schedule

Monthly, from 8/11/2015 to 6/2/2016

Evidence of Completion

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

G1.B9 Parents who speak English as a second language may be reluctant to participate in school-based activities. [2]

G1.B9.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]

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

Every 6 Weeks, from 8/11/2015 to 6/2/2016

Evidence of Completion

Student registration forms, Education Data Warehouse (EDW) reports

Plan to Monitor Fidelity of Implementation of G1.B9.S1 [6]

Parent/family access to translation and interpreting services

Person Responsible

Judy Langelier

Schedule

Daily, from 8/11/2015 to 6/2/2016

Evidence of Completion

Communication logs, attendance records, Panther Passports

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 `7`

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

Person Responsible

Judith Garrard

Schedule

Annually, from 8/11/2015 to 6/2/2016

Evidence of Completion

Communication logs, attendance records

G2. If high expectations for academically demanding and engaging instruction are supported and implemented to ensure achievement of grade level standards, then by June 2016, the math performance ranking percentile will increase to 50 and the math lowest performing quartile (LPQ) performance ranking percentile will increase to the 33rd percentile. `1`

🔑 G069709

G2.B1 Without proper pacing, all grade level standards may not be addressed. `2`

🔑 B181336

G2.B1.S1 The School-based Leadership Team will institute an instructional focus calendar to facilitate pacing of instruction. `4`

🔑 S192831

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 8/17/2015 to 6/2/2016

Evidence of Completion

Completed instructional focus calendar

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

Lesson plans correspond to instructional focus calendar

Person Responsible

Judith Garrard

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Lesson plans and instructional focus calendar

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

Student performance on informal and formal assessments

Person Responsible

Jenifer Lo

Schedule

Weekly, from 9/8/2015 to 6/2/2016

Evidence of Completion

Student assessment data

Palm Beach - 1711 - Seminole Trails Elem. School - 2015-16 SIP

Seminole Trails Elementary School

G2.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

B181337

G2.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. The Learning Team Facilitator will provide support to teachers in the disaggregation of data and the development of relevant and rigorous instruction. 4

S192832

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 9/8/2015 to 6/2/2016

Evidence of Completion

Student data and lesson plans

Action Step 2 5

Provide students with necessary supplies/materials to support math and science (afterschool tutorial program)

Person Responsible

Judith Garrard

Schedule

Monthly, from 8/17/2015 to 3/31/2016

Evidence of Completion

Invoices, requisitions, Purchase Card evidence

Action Step 3 `5`

Provide students with access to online resources designed to support/promote achievement in math and/or science (e.g. 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, TenMarks, etc.)

Person Responsible

Bruce Saulter

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Classroom-based computer access schedules, before and afterschool schedules, performance data

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

Comparison of performance data to instructional plans

Person Responsible

Jenifer Lo

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Minutes of meetings, student data, lesson plans

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

Student performance/learning gains

Person Responsible

Jenifer Lo

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Student performance data, report cards, pupil progression

G2.B2.S2 Teachers will guide students in building mathematical fluency and understanding of mathematical practices to solve multi-step and real-world math problems accurately using various methods. This instruction will occur within the "regular" school day and as a supplemental service via afterschool tutoring. 4

S192833

Strategy Rationale

Research shows a direct relationship between an individual's mathematical knowledge/comprehension/skills and fluency and their subsequent ability to solve multi-step and real-world math problems accurately using various methods.

Action Step 1 5

After identifying students in need of afterschool tutoring (math and/or science), highly qualified teachers will provide supplemental afterschool tutoring for remediation and acceleration of targeted skills.

Person Responsible

Bruce Saulter

Schedule

Biweekly, from 10/6/2015 to 3/31/2016

Evidence of Completion

Lists of students targeted for instruction, attendance records, lesson plans, teacher sign in sheets, student performance data

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Impact of afterschool tutoring on student academic performance

Person Responsible

Bruce Saulter

Schedule

Weekly, from 10/27/2015 to 6/2/2016

Evidence of Completion

Student performance data

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Students who participate in afterschool tutoring will make learning gains

Person Responsible

Judith Garrard

Schedule

Weekly, from 10/27/2015 to 6/2/2016

Evidence of Completion

Student performance data

G2.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`

S192834

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

Elizabeth Bare

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Professional development logs, attendance records

Plan to Monitor Fidelity of Implementation of G2.B2.S3 `6`

Tier 2 and Tier 3 Interventions

Person Responsible

Elizabeth Bare

Schedule

Every 6 Weeks, from 8/24/2015 to 6/2/2016

Evidence of Completion

Attendance logs, performance data, notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 `7`

Student response to intervention

Person Responsible

Elizabeth Bare

Schedule

Every 6 Weeks, from 8/24/2015 to 6/2/2016

Evidence of Completion

Student performance data

G2.B3 Some students may not reach their potential without enrichment activities and extended opportunities to think critically. 2

B181338

G2.B3.S1 The school and teachers will provide students with opportunties for enrichment and extend opportunities to think critically by offering before and afterschool activities, clubs, field trips, and differentiating instruction. 4

S192835

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 8/11/2015 to 6/2/2016

Evidence of Completion

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

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

Observation of activities, clubs, field trips and differentiated instruction

Person Responsible

Judith Garrard

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Attendance records, observations, student feedback

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

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

Person Responsible

Judith Garrard

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Student performance data

G2.B4 Teachers may have limited access to resources to provide adequate differentiation of content or a balance of informational instruction in math and science. `2`

🔧 B181339

G2.B4.S1 Teachers will participate in professional development activities designed to assist them in using an Universal Design for Learning (UDL) and differentiating instruction based on individual student needs. `4`

🔧 S192836

Strategy Rationale

Research shows that UDL and differentiated instruction is effective for meeting the needs of students with and without disabilities. They are also proven as best practice in inclusive education.

Action Step 1 `5`

Identify resources necessary for delivery of differentiated instruction within a UDL framework that will meet content requirements.

Person Responsible

Jenifer Lo

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

STARS meeting minutes,

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

Teachers will apply information from professional development to their design/delivery of instructional content

Person Responsible

Judith Garrard

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Student performance data will be analyzed (teacher observations, student interviews, lesson plans, etc.)

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

Student performance data will be reviewed as well as feedback from teachers concerning the process

Person Responsible

Jenifer Lo

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Student performance data, lesson plans

G2.B5 Competing demands on teacher time may make instructional planning and collaboration challenging. 2

B181340

G2.B5.S1 School Administration will provide teachers with instructional planning time, resources, and opportunities for collaboration 4

S192837

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 8/11/2015 to 6/2/2016

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 8/11/2015 to 6/2/2016

Evidence of Completion

Instructional technology inventory, teacher surveys

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

Instructional planning and collaboration

Person Responsible

Jenifer Lo

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Team meeting notes, lesson plans

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

Teacher planning and instructional procedures will meet student needs

Person Responsible

Judith Garrard

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Lesson plans, student performance data

G2.B6 Some students may exhibit behavior that disrupts academic instruction and decreases their opportunity for academic success. 2

B181341

G2.B6.S1 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

S192838

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

Elizabeth Bare

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Professional development logs, attendance records

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

Tier 2 and Tier 3 Interventions

Person Responsible

Elizabeth Bare

Schedule

Every 6 Weeks, from 8/24/2015 to 6/2/2016

Evidence of Completion

Attendance logs, performance data, notes

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

Student response to intervention

Person Responsible

Elizabeth Bare

Schedule

Every 6 Weeks, from 8/24/2015 to 6/2/2016

Evidence of Completion

Student performance data

G2.B6.S2 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`

🔑 S192839

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 G2.B6.S2 `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 G2.B6.S2 `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

G2.B6.S3 Students in Exceptional Student Education (ESE) programs will be provided with accommodations and/or modifications based on their Individualized Education Program (IEP) plans. Best Practices in Inclusive Education will be considered when making decisions for students. 4

S192840

Strategy Rationale

When the individual needs of a student are met they are able to progress through their IEP and be served in the least restrictive environment.

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 8/17/2015 to 6/2/2016

Evidence of Completion

Accommodations spreadsheet, IEPs

Plan to Monitor Fidelity of Implementation of G2.B6.S3 6

Students receive accommodations and/or modifications as outlined on IEPs

Person Responsible

Mary Provost

Schedule

Every 6 Weeks, from 8/17/2015 to 6/2/2016

Evidence of Completion

Conference staffing notes, informal observations

Plan to Monitor Effectiveness of Implementation of G2.B6.S3 `7`

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

Person Responsible

Bruce Saulter

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Student achievement and behavior data

G2.B7 Some students may not be able to demonstrate their knowledge and skills due to their disabilities and/or impaired communication. `2`

`B181342`

G2.B7.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 while at the same time considering Best Practices in Inclusive Education. `4`

`S192841`

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. Individualized instruction is supported by Best Practices in Inclusive Education and allows students with disabilities to be served in the least restrictive environment.

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 8/17/2015 to 6/2/2016

Evidence of Completion

Lesson plans, IEPs

Plan to Monitor Fidelity of Implementation of G2.B7.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 8/17/2015 to 6/2/2016

Evidence of Completion

Observations, progress reports

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 `7`

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

Person Responsible

Mary Provost

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Progress reports, IEP goal data

G2.B8 Some students may experience inconsistent home-school routines, which may result in a lack of consistent communication between all parties involved, thereby influencing completion of home learning assignments, attendance, and parental participation. 2

🔍 B181343

G2.B8.S1 Teachers will establish and use consistent routines/methods for relaying information to parents/families about school related information (academic and behavioral). 4

🔍 S192842

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 8/11/2015 to 6/2/2016

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 8/17/2015 to 6/2/2016

Evidence of Completion

Attendance records, data records of classroom winners

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

Person Responsible

Bruce Saulter

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Conference notes, minutes from meetings

Increase in consistent communication between school and home

Person Responsible

Bruce Saulter

Schedule

Daily, from 8/17/2015 to 6/2/2016

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	Using the Balanced Literacy Framework, provide teachers with time to participate in professional development, collaborate, plan and implement the Framework.	Lo, Jenifer	9/8/2015	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]	6/2/2016 weekly
G1.B2.S1.A1	Using the Balanced Literacy Framework, provide teachers with time to participate in professional development, collaborate, plan and implement the Framework.	Lo, Jenifer	9/8/2015	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]	6/2/2016 weekly
G1.B3.S1.A1	Use the Literacy Units for planning and instruction	Lo, Jenifer	8/17/2015	Lesson Plans	6/2/2016 daily
G1.B4.S1.A1	Teachers will incorporate "flex" time into their lesson plans to allow for extended remediation and reteaching of content/skills to mastery.	Garrard, Judith	8/17/2015	Lesson plans, student performance data	6/2/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S1.A1	Collect student performance data and make instructional decisions	Lo, Jenifer	8/17/2015	Student data and lesson plans	6/2/2016 daily
G1.B5.S2.A1	Identify students in need of after school tutoring (Reading and/or Writing) and then provide instruction from highly qualified teachers.	Saulter, Bruce	8/17/2015	Lists of students targeted for instruction, attendance rosters, lesson plans, teacher sign in sheets, etc.	4/29/2016 biweekly
G1.B5.S3.A1	Provide Tier 2 and Tier 3 instruction and enrichment for students	Bare, Elizabeth	8/24/2015	Diagnostic data	6/2/2016 weekly
G1.B5.S4.A1	The Reading Coach/Learning Team Facilitator will provide support to teachers in the disaggregation of student data and the development of rigorous and relevant instruction to improve decoding, comprehension and writing.	Lo, Jenifer	8/24/2015	STARS meeting minutes (to include sign in sheets), student performance data, lesson plans, etc.	6/2/2016 weekly
G1.B6.S1.A1	Teachers will participate in professional development designed to support student academic achievement/ performance in writing.	Lo, Jenifer	8/24/2015	Inservice attendance rosters, attendance records, STARS meetings	5/27/2016 monthly
G1.B7.S1.A1	School administration and teachers will identify and plan enrichment opportunities for students.	Garrard, Judith	8/11/2015	Lists and/or descriptions of opportunities with corresponding dates/ times	6/2/2016 monthly
G1.B8.S1.A1	Provide events to support academic content and order/create tools and/or resources for parents/families.	Saulter, Bruce	8/11/2015	School event calendar, event flyers, event planning notes, copies of Reading Connection Newsletter, the parent link on Edline, sign in sheets, agendas, and public notice via the school marquee	6/2/2016 monthly
G1.B9.S1.A1	Determine parental/family need for first language communication	Langelier, Judy	8/11/2015	Student registration forms, Education Data Warehouse (EDW) reports	6/2/2016 every-6-weeks
G2.B1.S1.A1	Follow instructional focus calendar	Lo, Jenifer	8/17/2015	Completed instructional focus calendar	6/2/2016 daily
G2.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	9/8/2015	Student data and lesson plans	6/2/2016 weekly
G2.B2.S2.A1	After identifying students in need of afterschool tutoring (math and/or science), highly qualified teachers will provide supplemental afterschool tutoring for remediation and acceleration of targeted skills.	Saulter, Bruce	10/6/2015	Lists of students targeted for instruction, attendance records, lesson plans, teacher sign in sheets, student performance data	3/31/2016 biweekly
G2.B2.S3.A1	Teachers will receive professional development and support in using the 4-step problem solving model (math and/or science)	Bare, Elizabeth	8/24/2015	Professional development logs, attendance records	6/2/2016 weekly
G2.B3.S1.A1	School administrators and teachers will identify and plan enrichment opportunities	Garrard, Judith	8/11/2015	Lists and/or descriptions of opportunities with corresponding dates/ times	6/2/2016 monthly
G2.B4.S1.A1	Identify resources necessary for delivery of differentiated instruction within a UDL framework that will meet content requirements.	Lo, Jenifer	8/24/2015	STARS meeting minutes,	6/2/2016 weekly
G2.B5.S1.A1	Provide instructional planning time for faculty	Garrard, Judith	8/11/2015	Master schedule and teacher schedules	6/2/2016 daily
G2.B6.S1.A1	Teachers will receive professional development and support in using the 4-step problem solving model (to support behavior)	Bare, Elizabeth	8/24/2015	Professional development logs, attendance records	6/2/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B6.S2.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
G2.B6.S3.A1	Necessary accommodations and/or modifications will be provided for students served by ESE programs	Provost, Mary	8/17/2015	Accommodations spreadsheet, IEPs	6/2/2016 daily
G2.B7.S1.A1	Identify and implement strategies/ techniques designed to meet the needs of students with significant disabilities	Provost, Mary	8/17/2015	Lesson plans, IEPs	6/2/2016 daily
G2.B8.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	8/11/2015	Parent signature, conference notes, data, meeting notes	6/2/2016 daily
G1.B1.S1.A2	Teachers will be provided with Coaching Cycles designed to support instructional methods in English Language Arts.	Lo, Jenifer	9/8/2015	Coaching Log, notes from non-evaluative classroom visits	6/2/2016 weekly
G1.B2.S1.A2	Teachers will be provided with Coaching Cycles designed to support instructional methods in English Language Arts.	Lo, Jenifer	9/8/2015	Coaching Log, notes from non-evaluative classroom visits	6/2/2016 weekly
G1.B5.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	8/17/2015	Classroom schedules, attendance rosters	6/2/2016 daily
G1.B5.S4.A2	Reading Resource Teachers will provide iii and/or supplemental reading intervention in small groups and/or individually to targeted students in need of additional support.	Schur, Amber	8/24/2015	Attendance records, lesson plans, work samples, progress monitoring data	6/2/2016 daily
G1.B6.S1.A2	Teachers will identify students in need of differentiated instructional techniques designed to support written language skills.	Lo, Jenifer	8/17/2015	Student assessment data	6/2/2016 weekly
G2.B2.S1.A2	Provide students with necessary supplies/materials to support math and science (afterschool tutorial program)	Garrard, Judith	8/17/2015	Invoices, requisitions, Purchase Card evidence	3/31/2016 monthly
G2.B5.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	8/11/2015	Instructional technology inventory, teacher surveys	6/2/2016 monthly
G2.B6.S2.A2	Incentives will be provided for appropriate student behavior	Saulter, Bruce	8/22/2014	Behavior data, meeting minutes	6/4/2015 weekly
G2.B8.S1.A2	The school will use reward systems designed to increase student on-time arrival and attendance in school	Saulter, Bruce	8/17/2015	Attendance records, data records of classroom winners	6/2/2016 daily
G1.B1.S1.A3	The school will acquire instructional resources and materials essential for student achievement/learning (to	Saulter, Bruce	8/11/2015	Invoices, attendance rosters for professional development, and STARS meetings as well as list of TDEs	6/2/2016 quarterly

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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
	include AVID) and teachers will participate in professional development activities designed to support Best Practices in Inclusive Education.				
G1.B2.S1.A3	The school will access 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	8/11/2015	Invoices, attendance rosters from professional development and STARS meetings as well as list of TDEs	6/2/2016 quarterly
G1.B5.S4.A3	A Reading Resource Teacher will provide iii in small groups or individually to targeted students.	Shapiro, Andrea	8/24/2015	Attendance records, lesson plans, work samples, progress monitoring data	6/2/2016 daily
G1.B6.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	10/15/2015	Building Better Readers and Writers Night Agenda	10/15/2015 one-time
G2.B2.S1.A3	Provide students with access to online resources designed to support/promote achievement in math and/or science (e.g. 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, TenMarks, etc.)	Saulter, Bruce	8/17/2015	Classroom-based computer access schedules, before and afterschool schedules, performance data	6/2/2016 daily
G1.B5.S4.A4	Teachers will participate in professional development activities	Garrard, Judith	8/17/2015	TDE, agendas and PowerPoint presentations, meeting materials, evidence of implementation	6/2/2016 monthly
G1.B6.S1.A4	Teachers will hold individual conferences with students to discuss writing performance.	Lo, Jenifer	9/8/2015	Lesson plans, conference logs, teacher checklists, and/or attendance sheets	5/27/2016 weekly
G1.MA1	Student performance data, Data Chats, Pupil Progression information, attendance records	Garrard, Judith	8/17/2015	Time task calendar, review of progress monitoring assessment data and diagnostic scores, conference notes, attendance records.	6/2/2016 daily
G1.B1.S1.MA1	Lesson plans, observations, student performance data, teacher feedback	Garrard, Judith	8/17/2015	Student data and assessments; professional development feedback from teachers	6/2/2016 daily
G1.B1.S1.MA1	Classroom observations/walkthroughs monitoring implementation and student performance/response	Garrard, Judith	8/17/2015	Implementation checklists, observation feedback, and student performance data	6/2/2016 daily
G1.B2.S1.MA1	Lesson plans, observations, student performance data, teacher feedback	Garrard, Judith	8/17/2015	Student data and assessments; professional development feedback from teachers	6/2/2016 daily
G1.B2.S1.MA1	Classroom observations/walkthroughs monitoring implementation and student performance/response	Garrard, Judith	8/17/2015	Implementation checklists, observation feedback, and student performance data	6/2/2016 daily
G1.B3.S1.MA1	Student performance on informal and formal assessments	Lo, Jenifer	8/17/2015	Student assessment data	6/2/2016 weekly
G1.B3.S1.MA1	Lesson plans correspond to instructional units	Garrard, Judith	8/17/2015	Lesson plans and instructional focus calendar	6/2/2016 weekly
G1.B4.S1.MA1	Student performance data will be monitored daily and discussed weekly	Lo, Jenifer	9/8/2015	Student performance data, grade books, corresponding lesson plans	6/2/2016 weekly
G1.B4.S1.MA1	Lesson plan checks, formal and informal observations	Garrard, Judith	8/17/2015	Lesson plans, student performance data, meeting minutes (STARS)	6/2/2016 weekly
G1.B5.S1.MA1	Student performance/learning gains	Garrard, Judith	8/17/2015	Student performance data, report cards, pupil progression	6/2/2016 every-6-weeks
G1.B5.S1.MA1	Comparison of performance data to instructional plans	Garrard, Judith	8/17/2015	Minutes of meetings, student data, lesson plans	6/2/2016 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B6.S1.MA1	Student performance on writing assessments	Lo, Jenifer	9/15/2015	Student performance data	5/27/2016 monthly
G1.B6.S1.MA1	Observation of instruction and parent/family feedback	Garrard, Judith	8/17/2015	Observational notes and parent surveys/evaluations	6/2/2016 weekly
G1.B7.S1.MA1	Impact of student participation in enrichment opportunities and/or differentiated instruction on academic performance	Garrard, Judith	8/17/2015	Student performance data	6/2/2016 weekly
G1.B7.S1.MA1	Observation of activities, clubs, field trips and differentiated instruction	Garrard, Judith	8/17/2015	Attendance records, observations, student feedback	6/2/2016 monthly
G1.B8.S1.MA1	Monitor attendance rates and patterns per event to assess effectiveness of day/time of offering.	Saulter, Bruce	8/11/2015	Data chart to show the name of the event, time, day of the week and the number of attendees.	6/2/2016 monthly
G1.B8.S1.MA1	Parent participation and attendance will be monitored through sign in sheets and Panther Passports.	Saulter, Bruce	8/11/2015	Sign in sheets and Panther Passports	6/2/2016 monthly
G1.B9.S1.MA1	Provision of Community Language Facilitators and access to bilingual teachers increase parent participation	Garrard, Judith	8/11/2015	Communication logs, attendance records	6/2/2016 annually
G1.B9.S1.MA1	Parent/family access to translation and interpreting services	Langelier, Judy	8/11/2015	Communication logs, attendance records, Panther Passports	6/2/2016 daily
G1.B5.S2.MA1	Students who participate in after school tutoring will make learning gains	Saulter, Bruce	10/26/2015	Student performance data	6/2/2016 weekly
G1.B5.S2.MA1	Impact of afterschool tutoring on student academic performance	Saulter, Bruce	10/26/2015	Student pretest and posttest performance data (may include, but not be limited to, state standardized assessments, district diagnostic test, and USAs)	4/29/2016 weekly
G1.B5.S3.MA1	Student response to intervention	Bare, Elizabeth	8/24/2015	Student performance data	6/2/2016 every-6-weeks
G1.B5.S3.MA1	Tier 2 and Tier 3 Interventions	Bare, Elizabeth	8/24/2015	Attendance logs, performance data, conference notes, MTSS/RtI attendance logs	6/2/2016 every-6-weeks
G1.B5.S4.MA1	Informal and formal assessments -- consistent review and discussion of student performance data	Lo, Jenifer	8/24/2015	LAS data, Palm Beach Performance Assessment, District Assessments, permanent products	6/2/2016 weekly
G1.B5.S4.MA1	Informal and formal observations, coaching cycles	Garrard, Judith	8/24/2015	Teachers will collaboratively plan differentiated lessons, debrief and continuously review impact of instruction on student performance data	6/2/2016 weekly
G2.MA1	Student performance data, Data Chats, Pupil Progression information, attendance records	Garrard, Judith	8/17/2015	Time task calendar, review of progress monitoring assessment data and FSA scores, conference notes, attendance records.	6/2/2016 daily
G2.B1.S1.MA1	Student performance on informal and formal assessments	Lo, Jenifer	9/8/2015	Student assessment data	6/2/2016 weekly
G2.B1.S1.MA1	Lesson plans correspond to instructional focus calendar	Garrard, Judith	8/17/2015	Lesson plans and instructional focus calendar	6/2/2016 weekly
G2.B2.S1.MA1	Student performance/learning gains	Lo, Jenifer	8/24/2015	Student performance data, report cards, pupil progression	6/2/2016 weekly
G2.B2.S1.MA1	Comparison of performance data to instructional plans	Lo, Jenifer	8/24/2015	Minutes of meetings, student data, lesson plans	6/2/2016 weekly
G2.B3.S1.MA1	Impact of student participation in enrichment opportunities and/or differentiated instruction on academic performance	Garrard, Judith	8/17/2015	Student performance data	6/2/2016 weekly
G2.B3.S1.MA1	Observation of activities, clubs, field trips and differentiated instruction	Garrard, Judith	8/17/2015	Attendance records, observations, student feedback	6/2/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S1.MA1	Student performance data will be reviewed as well as feedback from teachers concerning the process	Lo, Jenifer	8/24/2015	Student performance data, lesson plans	6/2/2016 weekly
G2.B4.S1.MA1	Teachers will apply information from professional development to their design/delivery of instructional content	Garrard, Judith	8/24/2015	Student performance data will be analyzed (teacher observations, student interviews, lesson plans, etc.)	6/2/2016 weekly
G2.B5.S1.MA1	Teacher planning and instructional procedures will meet student needs	Garrard, Judith	8/17/2015	Lesson plans, student performance data	6/2/2016 daily
G2.B5.S1.MA1	Instructional planning and collaboration	Lo, Jenifer	8/24/2015	Team meeting notes, lesson plans	6/2/2016 weekly
G2.B6.S1.MA1	Student response to intervention	Bare, Elizabeth	8/24/2015	Student performance data	6/2/2016 every-6-weeks
G2.B6.S1.MA1	Tier 2 and Tier 3 Interventions	Bare, Elizabeth	8/24/2015	Attendance logs, performance data, notes	6/2/2016 every-6-weeks
G2.B7.S1.MA1	Students will demonstrate academic gains with respect to Access Points and the General Curriculum	Provost, Mary	8/17/2015	Progress reports, IEP goal data	6/2/2016 daily
G2.B7.S1.MA1	Students will receive instruction that is supported by research and that corresponds to their individual needs	Garrard, Judith	8/17/2015	Observations, progress reports	6/2/2016 daily
G2.B8.S1.MA1	Increase in consistent communication between school and home	Saulter, Bruce	8/17/2015	Communication data, behavioral data and academic performance data	6/2/2016 daily
G2.B8.S1.MA1	Fidelity checks of routines/methods/use of communication via home/school	Saulter, Bruce	8/17/2015	Conference notes, minutes from meetings	6/2/2016 monthly
G2.B2.S2.MA1	Students who participate in afterschool tutoring will make learning gains	Garrard, Judith	10/27/2015	Student performance data	6/2/2016 weekly
G2.B2.S2.MA1	Impact of afterschool tutoring on student academic performance	Saulter, Bruce	10/27/2015	Student performance data	6/2/2016 weekly
G2.B6.S2.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
G2.B6.S2.MA1	Observation of student behavior across school settings and classroom behavior systems	Saulter, Bruce	8/18/2014	Student discipline data	6/4/2015 daily
G2.B2.S3.MA1	Student response to intervention	Bare, Elizabeth	8/24/2015	Student performance data	6/2/2016 every-6-weeks
G2.B2.S3.MA1	Tier 2 and Tier 3 Interventions	Bare, Elizabeth	8/24/2015	Attendance logs, performance data, notes	6/2/2016 every-6-weeks
G2.B6.S3.MA1	Students will increase time spent engaged in instruction and reduce disruptive behavior	Saulter, Bruce	8/17/2015	Student achievement and behavior data	6/2/2016 weekly
G2.B6.S3.MA1	Students receive accommodations and/or modifications as outlined on IEPs	Provost, Mary	8/17/2015	Conference staffing notes, informal observations	6/2/2016 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 Opportunities

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

G1. If high expectations for academically demanding and engaging instruction are supported and implemented to ensure achievement of grade level standards, then by June 2016, increases will be demonstrated resulting in at least the 50th percentile in reading performance ranking, the 30th percentile for ranking reading gains, and the 37th percentile for lowest performing quartile (LPQ) performance ranking percentile.

G1.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.

G1.B1.S1 Continue to support teachers via ongoing professional development meetings while implementing the Balanced Literacy Framework (i.e., staff developers provide onsite development; 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, provide teachers with time to participate in professional development, collaborate, plan and implement the Framework.

Facilitator

Curriculum Staff Developers, Reading Coach/Learning Team Facilitator

Participants

Teachers

Schedule

Weekly, from 9/8/2015 to 6/2/2016

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 9/8/2015 to 6/2/2016

PD Opportunity 3

The school will acquire instructional resources and materials essential for student achievement/ learning (to include AVID) and teachers will participate in professional development activities designed to support Best Practices in Inclusive Education.

Facilitator

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

Participants

Teachers

Schedule

Quarterly, from 8/11/2015 to 6/2/2016

G1.B2 New teachers may be unfamiliar with the Palm Beach County Balanced Literacy Framework due to teaching out of county or state or because of varying levels of experience and understanding of literacy instruction.

G1.B2.S1 Support new teachers via ongoing professional development meetings while implementing the Balanced Literacy Framework (i.e., staff developers provide onsite development; 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, provide teachers with time to participate in professional development, collaborate, plan and implement the Framework.

Facilitator

Curriculum Staff Developers, Reading Coach/Learning Team Facilitator

Participants

Teachers

Schedule

Weekly, from 9/8/2015 to 6/2/2016

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 9/8/2015 to 6/2/2016

PD Opportunity 3

The school will access 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 8/11/2015 to 6/2/2016

G1.B5 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.

G1.B5.S4 Teachers will provide instruction designed to improve reading proficiency and fluency to support comprehension of literature and informational grade level text that reflects critical thinking and which is communicated effectively in both oral/written expression.

PD Opportunity 1

The Reading Coach/Learning Team Facilitator will provide support to teachers in the disaggregation of student data and the development of rigorous and relevant instruction to improve decoding, comprehension and writing.

Facilitator

Jen Lo

Participants

Teachers, support staff

Schedule

Weekly, from 8/24/2015 to 6/2/2016

PD Opportunity 2

Teachers will participate in professional development activities

Facilitator

Office of Professional Development, Professional Development Team

Participants

Teachers

Schedule

Monthly, from 8/17/2015 to 6/2/2016

G1.B6 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.

G1.B6.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 8/24/2015 to 5/27/2016

PD Opportunity 2

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

Facilitator

Jen Lo

Participants

Parents/families

Schedule

On 10/15/2015

G2. If high expectations for academically demanding and engaging instruction are supported and implemented to ensure achievement of grade level standards, then by June 2016, the math performance ranking percentile will increase to 50 and the math lowest performing quartile (LPQ) performance ranking percentile will increase to the 33rd percentile.

G2.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.

G2.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 8/24/2015 to 6/2/2016

G2.B4 Teachers may have limited access to resources to provide adequate differentiation of content or a balance of informational instruction in math and science.

G2.B4.S1 Teachers will participate in professional development activities designed to assist them in using an Universal Design for Learning (UDL) and differentiating instruction based on individual student needs.

PD Opportunity 1

Identify resources necessary for delivery of differentiated instruction within a UDL framework that will meet content requirements.

Facilitator

Professional Development Team, Area Resource/Instructional Personnel

Participants

Teachers

Schedule

Weekly, from 8/24/2015 to 6/2/2016

G2.B5 Competing demands on teacher time may make instructional planning and collaboration challenging.

G2.B5.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 8/11/2015 to 6/2/2016

G2.B6 Some students may exhibit behavior that disrupts academic instruction and decreases their opportunity for academic success.

G2.B6.S1 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 8/24/2015 to 6/2/2016

G2.B6.S2 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

Administration and the SwPBS Team Members

Participants

Teachers and support personnel

Schedule

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

G2.B6.S3 Students in Exceptional Student Education (ESE) programs will be provided with accommodations and/or modifications based on their Individualized Education Program (IEP) plans. Best Practices in Inclusive Education will be considered when making decisions for students.

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 8/17/2015 to 6/2/2016

G2.B7 Some students may not be able to demonstrate their knowledge and skills due to their disabilities and/or impaired communication.

G2.B7.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 while at the same time considering Best Practices in Inclusive Education.

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 8/17/2015 to 6/2/2016

G2.B8 Some students may experience inconsistent home-school routines, which may result in a lack of consistent communication between all parties involved, thereby influencing completion of home learning assignments, attendance, and parental participation.

G2.B8.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 8/11/2015 to 6/2/2016

Palm Beach - 1711 - Seminole Trails Elem. School - 2015-16 SIP

Seminole Trails Elementary School

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Using the Balanced Literacy Framework, provide teachers with time to participate in professional development, collaborate, plan and implement the Framework.				$0.00
2	G1.B1.S1.A2	Teachers will be provided with Coaching Cycles designed to support instructional methods in English Language Arts.				$0.00
3	G1.B1.S1.A3	The school will acquire instructional resources and materials essential for student achievement/learning (to include AVID) and teachers will participate in professional development activities designed to support Best Practices in Inclusive Education.				$20,881.49
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1711 - Seminole Trails Elem. School	Title I Part A		$16,824.49
			Notes: LLI Kits, classroom libraries, leveled book sets, chart paper, journals, post-its, copy paper, ink to support printing of take home LLI lessons, pens, pencils, markers (to ensure students have needed supplies)			
			1711 - Seminole Trails Elem. School	Title I Part A		$1,487.00
			Notes: High Interest Library Books			
			1711 - Seminole Trails Elem. School	Title I Part A		$2,570.00
			Notes: AVID site license/membership fee			
4	G1.B2.S1.A1	Using the Balanced Literacy Framework, provide teachers with time to participate in professional development, collaborate, plan and implement the Framework.				$0.00
5	G1.B2.S1.A2	Teachers will be provided with Coaching Cycles designed to support instructional methods in English Language Arts.				$0.00
6	G1.B2.S1.A3	The school will access instructional resources and materials essential for student achievement/learning. Teachers will participate in professional development in use of resources/materials (to include AVID).				$0.00
7	G1.B3.S1.A1	Use the Literacy Units for planning and instruction				$0.00
8	G1.B4.S1.A1	Teachers will incorporate "flex" time into their lesson plans to allow for extended remediation and reteaching of content/skills to mastery.				$0.00
9	G1.B5.S1.A1	Collect student performance data and make instructional decisions				$0.00
10	G1.B5.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,				$0.00

Budget Data

		Starfall, Gale Library, Pebble Go, Newspapers and Magazines, Florida Kids, eLibrary, Sweet Search, Brain Pop Jr., Brain Pop, Destination Reading, Raz-Kids, iStation, etc.				
11	G1.B5.S2.A1	**Identify students in need of after school tutoring (Reading and/or Writing) and then provide instruction from highly qualified teachers.**				**$5,000.24**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1711 - Seminole Trails Elem. School	Title I Part A		$5,000.24
			Notes: Part-time in system - salary and benefits for afterschool tutorial reading/writing for remediation and acceleration			
12	G1.B5.S3.A1	**Provide Tier 2 and Tier 3 instruction and enrichment for students**				**$0.00**
13	G1.B5.S4.A1	**The Reading Coach/Learning Team Facilitator will provide support to teachers in the disaggregation of student data and the development of rigorous and relevant instruction to improve decoding, comprehension and writing.**				**$65,008.46**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1711 - Seminole Trails Elem. School		0.5	$32,504.23
			Notes: Salary and benefits for Half-time Learning Team Facilitator (J.L. - 1/2 of her position)			
			1711 - Seminole Trails Elem. School		0.5	$32,504.23
			Notes: Salary and benefits for Half-time Reading Coach (J.L. - 1/2 of her position)			
14	G1.B5.S4.A2	**Reading Resource Teachers will provide iii and/or supplemental reading intervention in small groups and/or individually to targeted students in need of additional support.**				**$65,008.45**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1711 - Seminole Trails Elem. School	Title I Part A	1.0	$65,008.45
			Notes: Salary and benefits for Reading Resource Teacher Job Code 512000 (A.S.)			
15	G1.B5.S4.A3	**A Reading Resource Teacher will provide iii in small groups or individually to targeted students.**				**$39,695.40**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1711 - Seminole Trails Elem. School	Title I Part A	0.5	$39,695.40
			Notes: Salary and Benefits for 0.5 Reading Resource Teacher			
16	G1.B5.S4.A4	**Teachers will participate in professional development activities**				**$0.00**

Budget Data

17	G1.B6.S1.A1	Teachers will participate in professional development designed to support student academic achievement/performance in writing.					$0.00
18	G1.B6.S1.A2	Teachers will identify students in need of differentiated instructional techniques designed to support written language skills.					$0.00
19	G1.B6.S1.A3	The school will develop and host an informational session for parents/families that will assist their children with targeted academic writing skills.					$0.00
20	G1.B6.S1.A4	Teachers will hold individual conferences with students to discuss writing performance.					$600.20
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			1711 - Seminole Trails Elem. School			$600.20	
			Notes: Substitutes for teachers				
21	G1.B7.S1.A1	School administration and teachers will identify and plan enrichment opportunities for students.					$0.00
22	G1.B8.S1.A1	Provide events to support academic content and order/create tools and/or resources for parents/families.					$4,437.50
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			1711 - Seminole Trails Elem. School	Title I Part A		$4,237.50	
			Notes: Supplies for parent trainings such as refreshments, books, copy paper, pencils, paper products, journals, ink/toner				
			1711 - Seminole Trails Elem. School	Title I Part A		$200.00	
			Notes: Online subscription software rental license - Reading Connection Newsletter				
23	G1.B9.S1.A1	Determine parental/family need for first language communication					$0.00
24	G2.B1.S1.A1	Follow instructional focus calendar					$0.00
25	G2.B2.S1.A1	Collect student performance data and make instructional decisions using a variety of means (informal and formal assessments, computer-based assessments, etc.)					$0.00
26	G2.B2.S1.A2	Provide students with necessary supplies/materials to support math and science (afterschool tutorial program)					$4,858.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			1711 - Seminole Trails Elem. School	Title I Part A		$4,858.00	
			Notes: Supplies: chart paper, post-its, copy paper and ink, dry erase markers, markers, pencils, erasers, cleaning fluid for individual response boards, math manipulatives, rulers, protractors				

Budget Data

27	G2.B2.S1.A3	Provide students with access to online resources designed to support/ promote achievement in math and/or science (e.g. 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, TenMarks, etc.)			$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1711 - Seminole Trails Elem. School	Title I Part A		$3,500.00
			Notes: Online subscription/software rental/license - V-Math Live			
28	G2.B2.S2.A1	After identifying students in need of afterschool tutoring (math and/or science), highly qualified teachers will provide supplemental afterschool tutoring for remediation and acceleration of targeted skills.			$5,000.24
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1711 - Seminole Trails Elem. School	Title I Part A		$5,000.24
			Notes: Part-time in system salary and benefits: Tutoring math/science for remediation and acceleration			
29	G2.B2.S3.A1	Teachers will receive professional development and support in using the 4-step problem solving model (math and/or science)			$0.00
30	G2.B3.S1.A1	School administrators and teachers will identify and plan enrichment opportunities			$0.00
31	G2.B4.S1.A1	Identify resources necessary for delivery of differentiated instruction within a UDL framework that will meet content requirements.			$0.00
32	G2.B5.S1.A1	Provide instructional planning time for faculty			$0.00
33	G2.B5.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			$0.00
34	G2.B6.S1.A1	Teachers will receive professional development and support in using the 4-step problem solving model (to support behavior)			$0.00
35	G2.B6.S2.A1	Teachers will be informed of SwPBS systems and supported in developing individual behavior plans			$0.00
36	G2.B6.S2.A2	Incentives will be provided for appropriate student behavior			$0.00
37	G2.B6.S3.A1	Necessary accommodations and/or modifications will be provided for students served by ESE programs			$0.00
38	G2.B7.S1.A1	Identify and implement strategies/techniques designed to meet the needs of students with significant disabilities			$0.00
39	G2.B8.S1.A1	Employ methods of communication and transfer of information between school/home via Edline, notes in agendas, communication folders, color			$0.00

Budget Data

		system, emails, letters, phone calls, newsletters, conferences, progress reports	
40	G2.B8.S1.A2	The school will use reward systems designed to increase student on-time arrival and attendance in school	$0.00
		Total:	$213,989.98