

Seminole Trails Elementary School



2016-17 Schoolwide Improvement Plan

Seminole Trails Elementary School

4075 WILLOW POND RD, West Palm Beach, FL 33417

<https://stes.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**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 was approved by the Palm Beach County School Board on 11/16/2016.

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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Seminole Trails Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 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
- * *Women's Contributions
- * *Sacrifices of Veterans

b. 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.

"No Place for Hate" is a bullying prevention program that our school is planning to implement within this school year. Teachers and students will be trained to serve as mentors and role models on campus to host activities that focus on bullying awareness, prevention, and intervention.

Additionally, students are given multiple opportunities to join after school clubs and activities. One opportunity is Kreative Kidz, 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 has collaborative partnerships with the Parent Child Center and Boys Town to provide wrap around services for targeted students. Furthermore, the school is beginning a collaborative partnership with Big Brothers Big Sisters of Palm Beach and Martin Counties Inc. The partnership will match high school or adult volunteers using the Big Brothers Big Sisters Service Delivery Model to students in grades K-5 enrolled in Aftercare who appear ready to benefit from mentoring.

c. 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.

d. 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:

- *The school has a Safety Committee that meets regularly to review any safety concerns.
- *Students have access to the Guidance Counselor through the fine arts rotation every five weeks.
- *The school serves as a site for Primary Project (one-to-one early intervention for students in kindergarten and first grade).
- *The school Principal and the ESE Contact serve as Certified Mental Health First Aid Practitioners.
- *The school has a formalized Suicide Prevention Plan included in the formal Management Plan of the school.

*MTSS/Rtl School Base Team meets regularly to discuss student progress and social-emotional needs. Additionally this team collaborates with the Department of Safe Schools and Ms. Beth Lefler, the district contact person, assigned to support students and families designated as homeless.

*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.

*The school will collaborate with Big Brothers Big Sisters of Palm Beach and Martin Counties, Inc. to match high school or adult volunteers to students in grades 3-5, in Aftercare, who appear ready to benefit from mentoring.

*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.

*Role model students are selected to mentor identified students in "Panther Peer" group sessions offered consistently throughout the school year.

*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.

3. Early Warning Systems

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

a. 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/Rtl 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. Additionally, another subcommittee addresses the needs of students demonstrating the need for behavior and social emotional support.

The Assistant Principal monitors student suspensions. He works collaboratively with teachers and members of the SwPBS Committee and the MTSS/Rtl 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/Rtl process.

Students scoring in the lowest 25% 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/Rtl 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/resource teacher, math coach/resource teacher, Single School Culture Coordinator, 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	10	4	11	6	7	5	0	0	0	0	0	0	0	43
One or more suspensions	4	1	0	2	0	0	0	0	0	0	0	0	0	7
Course failure in ELA or Math	7	2	0	19	0	0	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	32	30	20	0	0	0	0	0	0	0	82

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	0	0	21	5	2	0	0	0	0	0	0	0	30

c. 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 Silver 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 reading. Students also have access to additional support services in reading and math by resource teachers. Students in grades 2-5 who are performing below grade level in reading or math and in 5th grade science 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, Imagine Learning, Brainpop ESL, and iReady.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/312073>.

2. Description

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

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Green, Robin	Teacher, K-12
Ondo, Victoria	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
Langelier, Judy	Teacher, K-12
Maltby, Jennifer	Teacher, K-12
Winne, Katherine	Teacher, K-12
Bush, Bristol	Teacher, K-12
Gunn, Alyson	Teacher, ESE
Montgomery, Christine	Teacher, ESE
Harvey, Adriana	Instructional Coach
Lykins, Todd	Instructional Coach

b. Duties

1. 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, coaches, administration, and the Single School Culture Coordinator each week during School Teams Achieving Results for Students (STARS)/Professional Learning Team (PLC) 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.

2. 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 obtain 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 Single School Culture Coordinator, Ms. Jen Lo, works with members of the school resource team 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. Celia Elrod is the district contact for migratory students

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. Beth Lefler is the district contact for McKinney-Vento Act and services.

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Judith Garrard	Principal
Ana Armbrister Bland	Teacher
Mary Provost	Teacher
Stephen Berman	Business/Community
Susan D. Van Martin	Business/Community
Katreece McKellop	Parent
Melissa Nagle	Teacher
Marly Milord	Parent
Judith Herring-Brown	Parent
Carol-Ann Gonzalez	Education Support Employee
Niki Frederick	Parent
Taryn Bridges	Parent

b. Duties

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

a. 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 FY16. The Committee reviewed academic gains and student performance on the Florida Comprehensive Achievement Test (FCAT) conducted in FY 15. The Committee reviewed assessment data, as they were made available, for students tested in FY 16. 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 FY17.

b. 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.

c. 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.

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

School Improvement funds received for the year were \$3350. The SAC approved expenditures of \$1580 student agendas/planners and \$1995 for 2015 AVID Summer Institute registration for three teachers. The SAC approved a total expenditure of \$3075, which included carry over funds remaining in the account.

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

Yes

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

3. Literacy Leadership Team (LLT)**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Garrard, Judith	Principal
Lo, Jenifer	Instructional Coach
Bush, Bristol	Teacher, K-12
Saulter, Bruce	Assistant Principal
Joseph, Geniel	Teacher, K-12
Warren, Crystal	Teacher, K-12
Gambardella, Jenna	Teacher, K-12
Winne, Katherine	Teacher, K-12
Harvey, Adriana	Instructional Coach
Epps, Shakirra	Teacher, K-12
Maltby, Jennifer	Teacher, K-12
Doherty, Kelly	Teacher, K-12
Coleman, Courtney	Teacher, K-12
Thompson, Marshette	Teacher, K-12
Bickel, Laura	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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, which 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 team's 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.

D. Public and Collaborative Teaching

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

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

1. Each instructional team meets weekly 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 periodically.

2. 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. The Office of Professional Development will partner with the New Teacher Center to provide onsite support and development to new teachers and mentors regularly during the school year; individual responsible: Sherry Gibson.
6. New teachers will regularly assess data and plan with veteran teachers; individual responsible: Principal.
7. The Reading and Math Coach will provide coaching cycles and opportunities for professional development to assist in the development and retention of effective teachers; individual responsible: Single School Culture Coordinator and Reading and Math Coach.
8. Soliciting referrals from current employees; individual responsible: Principal.
9. 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.

3. 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. Furthermore, the Office of Professional Development in conjunction with the New Teacher Center support teachers and mentors in developing relationships designed to promote successful educational practice.

1. New Teacher: Shari Dobuler, Kindergarten Teacher; Mentor: Gillian Gayle, Kindergarten Teacher; Rationale: Ms. Gayle's teaching experience with Kindergarten students and her training as an Exceed Mentor through Florida Atlantic University will benefit Ms. Dobuler in her development as an educator in her first year teaching at Seminole Trails.
2. New Teacher: Meredith Wheatley, Second Grade Teacher; Mentor: Jenifer Lo, Single School Culture Coordinator; Rationale: Ms. Lo has valuable experience as a Primary Teacher, Reading Coach and Clinical Educator and her expertise will support Ms. Wheatley in her first full year of teaching.
3. New Teacher: Jennifer Basford, Second Grade Teacher; Mentor: Katherine Winne, Second Grade Teacher; Rationale: Ms. Winne is a Clinical Educator and her expertise will support Ms. Basford in her first full year of teaching at Seminole Trails.
4. New Teacher: Venita Smith, Second Grade Teacher; Mentor: Adrianna Harvey, Reading Coach; Rationale: Ms. Harvey is an experienced teacher and her experience in the classroom will provide support for Ms. Smith in her first year of teaching at Seminole Trails.
5. Teacher: Rebecca Galatowitsch, Third Grade Teacher; Mentor: Kelly Doherty, Third Grade Teacher; Rationale: Ms. Doherty has experience in teaching third grade students and her expertise will support Ms. Galatowitsch in her first full year of teaching at Seminole Trails.
6. New Teacher: Molly Parkinson, Fourth Grade Teacher; Mentor: Robin Green, Fourth Grade Teacher; Rationale: Ms. Green is an experienced teacher and she is completing her Clinical Education coursework. Her experience with fourth students will provide support for Ms. Parkinson in her first full year of teaching at Seminole Trails.
7. New Teacher: Constantine Jones, ESE Teacher (ASD); Mentor: Melissa Nagle, ESE Teacher (ASD); Rationale: Ms. Nagle has experience as an ESE teacher in working with students with ASD and other exceptionalities. Her expertise will support Mr. Jones in his first full year of teaching at Seminole Trails.
9. New Teacher: Marisa Kase, ESE Teacher (ASD); Mentor: Alyson Gunn, ESE Teacher (ASD); Rationale: Ms. Gunn has experience teaching students with Autism and her expertise will support Ms. Kase in her first full year of teaching at Seminole Trails.
10. New Teacher: Brittney Kelley, ESE Teacher (ASD); Mentor: Mary Provost, ESE Contact; Rationale: Dr. Provost has vast experience as an ESE teacher in working with students with an array of disabilities which will support Ms. Kelley in her first year of teaching at Seminole Trails.
11. New Teacher: Jennifer Blake, ESE Teacher (VE); Mentor: Christine Montgomery, ESE Teacher (VE); Rationale: Ms. Montgomery has valuable experience as an ESE Teacher for students with varying exceptionalities. Her expertise will support Ms. Blake in her first year of teaching at Seminole Trails.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 professional learning communities called School Teams Achieving Results for Students (STARS). Kindergarten to Fifth grade-level STARS teams meet weekly. 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 personnel, etc.

2. 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. A leadership team will be composed of scholarship recipients and students selected students exhibiting leadership traits. The team will self-select, design, and implement school-wide projects within the year.

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. Co-Chair: Ms. Laura Bickel
(laura.bickel@palmbeachschools.org)

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: 1,620

After School Cooking Club

Strategy Rationale

The After School Cooking Club will provide students who participate with practical cooking skills to promote self-reliance and expose them to basic fundamentals of the culinary arts, thus feeding their natural curiosity and imagination. This program is designed to provide students with hands-on experience prepping and cooking simple meals. Students will be shown how to use common kitchen tools and equipment, along with the basic principles of food safety. As the students build on their experiences in the kitchen, they will become more self-reliant, confident in their abilities, and curious to embrace other extra-curricular opportunities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gonzalez, Carol-Ann, carol-ann.gonzalez@palmbeachschools.org

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

Student self-assessment data and performance

Strategy: After School Program

Minutes added to school year: 9,600

A homework assistance program is offered through the Aftercare program for one hour each day Monday-Thursday as needed. This program is led by a academic adviser who is a certified teacher.

Strategy Rationale

Students who receive assistance with homework will increase academic achievement, reinforce learning from the classroom, and build their confidence.

Strategy Purpose(s)

- Core Academic Instruction

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

Attendance record, time log, and student performance data.

Strategy: After School Program

Minutes added to school year: 900

Junior Achievement of the Palm Beaches & Treasure Coast will provide training to Afterschool counselors to implement their programs within Aftercare.

Junior Achievement offers programs for grades K-5. Each program, depending on the grade level, has about 5 to 6 sessions that can be done within 45 minutes to one hour. The sessions may be completed once or twice a week in a conducive learning environment. Each session must have at least 15 students present and cannot have more than 30 students.

Strategy Rationale

Junior Achievement of the Palm Beaches & Treasure Coast is a non-profit organization dedicated to giving young people the knowledge and skills they need to own their economic success, plan for their futures, and make smart academic and economic choices.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bort, Mariela, mariela.bort@palmbeachschools.org

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

Pre and Post student surveys

Strategy: After School Program

Minutes added to school year: 8,100

The SPARK program is research-based and designed to promote lifelong wellness. Physical activities incorporated into SPARK lessons are inclusive, active, and fun. Students taking part in the SPARK program will develop a variety of motor skills, improve physical fitness, and develop social skills. Camp Boost is an educational program developed by Healthy Lifestyle Choices that empowers youth by developing the skills and attitudes needed to avoid participating in risky behaviors, which will ultimately lead to healthier lives. Discover Art is based upon the Come Look with Me book series which engages students in art appreciation and exploration activities. (<https://www.palmbeachschools.org/afterschoolprogramming/academicinitiatives/>)

Strategy Rationale

Give 'Em a Boost is a personal enrichment and healthy living program. Utilizing Sports, Play and Active Recreation for Kids (SPARK), Camp Boost and Discover Art curricula, students are introduced to the following areas of wellness: physical activity, emotional health, bullying prevention, nutrition, and exposure to the arts.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bort, Mariela, mariela.bort@palmbeachschools.org

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

Attendance records and student surveys.

Strategy: After School Program

Minutes added to school year: 967

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

Strategy Rationale

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

Fasone, Eric is co-chair (eric.fasone@palmbeachschools.org)

Doherty, Kelly is co-chair (kelly.doherty@palmbeachschools.org)

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Doherty, Kelly, kelly.doherty@palmbeachschools.org

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

Monitor diagnostic and FSA scores for Math and FCAT science.

Strategy: After School Program

Minutes added to school year: 1,920

With the leadership of Big Brothers Big Sisters Palm Beach & Martin Counties, Inc. the Aftercare program will conduct assessments designed to assess and match high school and adult volunteers to students in grades K-5 who would benefit from mentoring. After mentors have been matched to students, the mentors will conduct lessons designed to build relationships and increase social emotional functioning and academic success.

Strategy Rationale

Students who positive relationships with mentors have increased social emotional health and perform better in school.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bort, Mariela, mariela.bort@palmbeachschools.org

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

Pre and Post Test data will be collected and analyzed for program effectiveness.

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: 180

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
- Teacher collaboration, planning and professional development

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)

- 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

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

Bush, Bristol, bristol.bush@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/>]

Strategy Purpose(s)

- Core Academic Instruction
- 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

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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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 Klein Jewish Coalition for Literacy, Mounts Botanical Garden, Kona Ice, AXA Advisers, Big Brothers Big Sisters of Palm Beach & Martin Counties, Inc., and Palm Beach Lakes High School Teacher Academy.

2. 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

3. 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 be 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 where students and their families get the opportunity to interact with 20 exciting STEM related experiments, activities, and discussions.

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we provide effective and relevant instruction to meet the needs of all students, then we will increase the percentage of students reading on grade level.
- G2.** If we provide effective and relevant instruction in math and science to meet the needs of all students, then we will increase the percentage of students demonstrating satisfactory performance.

Strategic Goals Detail

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

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will increase the percentage of students reading on grade level. 1a

G083789

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	40.0

Targeted Barriers to Achieving the Goal 3

- 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.
- Without proper pacing, all grade level benchmarks/standards may not be addressed.
- 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.
- 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 standards-based 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.
- Faculty and staff turnover rates present challenges to capacity building for effective instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parents/families
- Volunteers
- Staff developers and Regional 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.
- 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 [iReady, Imagine Learning, etc.], 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 and training opportunities for parents
- Professional Learning Communities called STARS, School Teams Achieving Results for Students.
- 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), Reading Resource teacher, half-time Reading Coach/half-time Reading Resource teacher, half-time Math Coach/half-time Math Resource teacher, Single School Culture Coordinator, Data Processor, Attendance Clerk, School-based Administration, etc).

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Judith Garrard

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

G2. If we provide effective and relevant instruction in math and science to meet the needs of all students, then we will increase the percentage of students demonstrating satisfactory performance. **1a**

 G083790

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	60.0
FCAT 2.0 Science Proficiency	57.0

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.

Resources Available to Help Reduce or Eliminate the Barriers **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), Reading Resource teacher, half-time Reading Coach/half-time Reading Resource teacher, half-time Math Coach/half-time Math Resource teacher, Single School Culture Coordinator, Data Processor, Attendance Clerk, School-based Administration, etc).
- Parents
- Volunteers
- Staff developers, Regional 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 [iReady], 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.)

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Judith Garrard

Schedule

Daily, from 8/15/2016 to 6/2/2017

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will increase the percentage of students reading on grade level. 1

 G083789

G1.B1 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

 B222561

G1.B1.S1 Improve reading proficiency to support comprehension of literature and informational text that reflects critical thinking orally and in writing. Teachers will monitor student progress through informal and formal assessments [formative assessments, diagnostics, LAS, Florida Standards Quizzes (FSQ) and Unit Standards Assessments (USA)] and adjust instruction/interventions based on individual student data. 4

 S234826

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 8/15/2016 to 6/2/2017

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, Starfall, Gale Library, Pebble Go, Florida Students, Multicultural eBooks, WorldBook Kids, Brain Pop Jr., Brain Pop, Destiny Library, National Geographic, Story Jumper, Raz-Kids, iReady, etc.

Person Responsible

Bruce Saulter

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom schedules, attendance rosters, computer program reports

Action Step 3 5

Ensure reading resources are available for all students and teachers to differentiate and support instruction

Person Responsible

Jenifer Lo

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Invoices, lesson plans, iii lists, circulation records

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

Comparison of performance data to instructional plans

Person Responsible

Judith Garrard

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Minutes of meetings, student data, lesson plans

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

Student performance/learning gains

Person Responsible

Judith Garrard


Schedule

Every 6 Weeks, from 8/15/2016 to 6/2/2017

Evidence of Completion

Student performance data, report cards, pupil progression

G1.B1.S2 Improve reading proficiency to support comprehension of literature and informational text that reflects critical thinking both orally and in writing. After identifying students in need of afterschool tutoring, highly qualified teachers will provide supplemental afterschool tutoring for reading remediation and acceleration. 4

 S234827

Strategy Rationale

Increased instructional time on targeted skills improves student learning.

Action Step 1 5

Identify students (grades 2-5) in need of after school tutoring (Reading) and then provide instruction from highly qualified teachers.

Person Responsible

Bruce Saulter

Schedule

Biweekly, from 10/3/2016 to 3/16/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monitor impact of afterschool tutoring on student academic performance

Person Responsible

Bruce Saulter

Schedule

Weekly, from 10/3/2016 to 3/16/2017

Evidence of Completion

Student pretest and post test performance data (may include, but not be limited to, state standardized assessments, district diagnostic test, and USAs) and reflection sheet of the effectiveness of the program

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Students who participate in after school tutoring will make learning gains

Person Responsible

Bruce Saulter

Schedule

Weekly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Student performance data

G1.B1.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

S234828

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

Shakirra Epps

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Progress Monitoring Logs

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Tier 2 and Tier 3 Interventions

Person Responsible

Shakirra Epps

Schedule

Every 6 Weeks, from 8/29/2016 to 6/2/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Student response to intervention

Person Responsible

Shakirra Epps

Schedule

Every 6 Weeks, from 8/29/2016 to 6/2/2017

Evidence of Completion

Student performance data

G1.B1.S4 Develop the capacity to deliver effective instruction. Teachers will provide instruction that is customized to the individual strengths, needs, interests, and aspirations of each learner while concurrently promoting reading proficiency and fluency to support comprehension of literature and informational grade level text reflecting critical thinking and effective oral/written expression. 4

 S234829

Strategy Rationale

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

Action Step 1 5

The Single School Culture Coordinator and Reading Coach will provide support to teachers in the disaggregation of student data and the development of rigorous and relevant instruction to improve reading decoding, comprehension, fluency, and oral/written expression.

Person Responsible

Jenifer Lo

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

STARS meeting minutes (to include sign in sheets), coach schedule, PD schedule, agenda, sign-in sheet, student performance data, lesson plans, etc.

Action Step 2 5

The Reading Resource Teacher will provide targeted remediation aligned with students' tier plans in the RtI process. The teacher will be responsible for providing research-based interventions to small groups of students and/or individually (via iii and/or supplemental reading intervention) that will reinforce core instruction.

Person Responsible

Amber Schur

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

Attendance records, lesson plans, work samples, progress monitoring data; the Reading Resource Teacher will maintain a student roster and daily schedule. This teacher will be responsible for lesson plans that demonstrate effective intervention strategies and for progress monitoring to meet students' RtI tier plans.

Action Step 3 5

A 1/2 time Reading Resource Teacher will provide research-based interventions to small groups of students and/or individually (via iii and/or supplemental reading intervention) that will reinforce core instruction.

Person Responsible

Adriana Harvey

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

Attendance records, lesson plans, work samples, progress monitoring data; the 1/2 time Reading Resource Teacher will maintain a student roster and daily schedule. This teacher will be responsible for lesson plans that demonstrate effective intervention strategies and for progress monitoring to meet students' Rtl tier plans.

Action Step 4 5

Teachers will participate in professional development activities

Person Responsible

Judith Garrard

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Informal and formal observations, coaching cycles

Person Responsible

Judith Garrard

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Teachers will collaboratively plan differentiated lessons, debrief and continuously review impact of instruction on student performance data; the Resource Teachers will submit rosters of students and schedules, lesson plans, and participate in professional development to build capacity. Further evidence will include administrative conference notes, data chats, and completion of the reflection template.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

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

Person Responsible

Jenifer Lo

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Analysis of the following data sources: LAS data, Palm Beach Performance Assessment, District Assessments, iReady; reflection sheet

G1.B2 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

B222562

G1.B2.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

S234830

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

Adriana Harvey

Schedule

Monthly, from 8/15/2016 to 6/2/2017

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

Adriana Harvey

Schedule

Monthly, from 8/15/2016 to 6/2/2017

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 10/11/2016

Evidence of Completion

Building Better Readers and Writers Night Agenda

Action Step 4 5

Teachers will hold individual conferences with students (grades 4 and 5) to discuss writing performance.

Person Responsible

Jenifer Lo

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

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

Observation of instruction and parent/family feedback

Person Responsible

Judith Garrard

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Observational notes and parent surveys/evaluations

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

Student performance on writing assessments

Person Responsible

Jenifer Lo


Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Student performance data

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

 B222563

G1.B3.S1 Teachers will utilize an instructional focus calendar for the English Language Arts Florida Standards. 4

 S234831

Strategy Rationale

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

Action Step 1 5

Use focus calendar, resources on Blender, and Language Arts Florida Standards for planning and instruction

Person Responsible

Jenifer Lo

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Professional Learning Community (STARS) Meeting Notes

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

Lesson plans correspond to instructional units

Person Responsible

Judith Garrard

Schedule

Weekly, from 8/15/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

Evidence of Completion

Student assessment data

G1.B4 Some students may not reach their potential without enrichment activities and extended opportunities to think critically. 2

 B222564

G1.B4.S1 The school and teachers will provide students with opportunities for enrichment and extend opportunities to think critically by offering before and afterschool activities, clubs, field trips, and differentiating instruction. 4

 S234832

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Judith Garrard

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

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

Observation of activities, clubs, field trips and differentiated instruction

Person Responsible

Judith Garrard

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Attendance records, observations, student feedback

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

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

Person Responsible

Judith Garrard

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Student performance data

G1.B5 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

 B222565

G1.B5.S1 The school will provide parents with instructional resources, strategies, and tools by offering multiple opportunities to attend events/trainings hosted on different days/times. School personnel will consistently update the event calendar on Edline, as well as use newsletters, flyers, announcements via Facebook and Twitter, and phone-calls to communicate information about events. 4

 S234833

Strategy Rationale

Student achievement increases when parents, supported by community and school partnerships, 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; these events will align new and existing community and parent partnerships.

Person Responsible

Bruce Saulter

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

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

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

Person Responsible

Bruce Saulter

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sign in sheets and Panther Passports

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

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

Person Responsible

Bruce Saulter

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

G1.B6 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 standards-based literacy instruction. **2**

 B222566

G1.B6.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 provides coaching cycles; teachers have common planning and professional learning communities; off-site literacy program trainings and content specific trainings are available). **4**

 S234834

Strategy Rationale

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

Action Step 1 **5**

Using the Balanced Literacy Framework, the Reading Coach and Single School Culture Coordinator (SSCC) will provide teachers with time to participate in professional development, collaborate, plan and implement the Framework. The Reading Coach, supported by the SSCC, will be responsible for developing highly effective teachers in literacy instruction for grades K-5. The Coach will assist teachers in collaborative planning for literacy instruction within learning team meetings.

Person Responsible

Adriana Harvey

Schedule

Weekly, from 8/22/2016 to 6/1/2017

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

Adriana Harvey

Schedule

Weekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Coaching Log, notes from non-evaluative classroom visits

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

Classroom observations/walkthroughs monitoring implementation and student performance/
response

Person Responsible

Judith Garrard

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Implementation checklists, observation feedback, and student performance data

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

Lesson plans, observations, student performance data, teacher feedback

Person Responsible

Judith Garrard


Schedule

Daily, from 8/15/2016 to 6/2/2017


Evidence of Completion

Student data and assessments; professional development feedback from teachers

G1.B7 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**

 B222567

G1.B7.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 and Single School Culture Coordinator provides coaching meetings; teachers have common planning and professional learning community meetings; off-site literacy program trainings and content specific trainings are available). **4**

 S234835

Strategy Rationale

As teachers become more proficient in literacy instruction, students will increase satisfactory performance 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

Adriana Harvey

Schedule

Weekly, from 8/22/2016 to 6/2/2017

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

Adriana Harvey

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Coaching Log, notes from non-evaluative classroom visits

Action Step 3 5

Teachers will participate in professional development in use of resources/materials (to include AVID).

Person Responsible

Bruce Saulter

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

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.B7.S1 6

Classroom observations/walkthroughs monitoring implementation and student performance/response

Person Responsible

Judith Garrard

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Implementation checklists, observation feedback, and student performance data

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

Lesson plans, observations, student performance data, teacher feedback

Person Responsible

Judith Garrard

Schedule

Daily, from 8/21/2016 to 6/2/2017

Evidence of Completion


Student data and assessments; professional development feedback from teachers

G1.B8 Faculty and staff turnover rates present challenges to capacity building for effective instruction. **2**

 B222568

G1.B8.S1 School Administration in conjunction with School Leadership Team and the Office of Professional Development will provide support to teachers to reduce the likelihood of teacher turnover.

4

 S234836

Strategy Rationale

Teachers who feel supported in the profession are more likely to teach for longer periods at one school and stay in the field of education.

Action Step 1 **5**

Provide ongoing support and mentoring to new teachers to reduce stress and increase job satisfaction.

Person Responsible

Bruce Saulter

Schedule

Daily, from 8/9/2016 to 6/5/2017

Evidence of Completion

Meeting agendas, notes, session feedback

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

Hold regularly scheduled meetings to support teachers and gain input

Person Responsible

Jenifer Lo

Schedule

Biweekly, from 8/29/2016 to 6/5/2017

Evidence of Completion

Meeting notes, written teacher feedback, attendance/participation sign-in sheets

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

Teachers will complete needs assessments; the information gained from these assessments will be used to modify and/or increase support systems, as needed

Person Responsible

Jenifer Lo

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Needs assessments, written teacher feedback, data related to teacher vacancies

G2. If we provide effective and relevant instruction in math and science to meet the needs of all students, then we will increase the percentage of students demonstrating satisfactory performance. 1

G083790

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

B222570

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

S234838

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 8/15/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

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 9/6/2016 to 6/2/2017

Evidence of Completion

Student assessment data

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**

 B222571

G2.B2.S1 Build mathematical fluency and understanding of practices to solve multi-step and real-world problems accurately using various methods. Teachers will monitor student progress through informal/formal assessments (diagnostics, Performance Matters, Think Central and iReady) and adjust instruction/interventions based on individual student data. The Single School Culture Coordinator and the Math Coach will provide support to teachers in the disaggregation of data and the development of relevant and rigorous instruction. **4**

 S234839

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 8/29/2016 to 6/2/2017

Evidence of Completion

Student data and lesson plans

Action Step 2 **5**

Ensure math resources are available for all students to differentiate and support instruction.

Person Responsible

Judith Garrard

Schedule

Monthly, from 8/15/2016 to 5/8/2017

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, iReady, etc.)

Person Responsible

Bruce Saulter

Schedule

Daily, from 8/15/2016 to 6/2/2017

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 8/29/2016 to 6/2/2017

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 8/29/2016 to 6/2/2017

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

 S234840

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 grades 3-5) 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 10/6/2016 to 3/31/2017

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

Walk-through and data to show impact of afterschool tutoring on student academic performance

Person Responsible

Bruce Saulter

Schedule

Weekly, from 10/27/2016 to 6/2/2017

Evidence of Completion

Student performance data and reflection sheet

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 10/27/2016 to 6/2/2017

Evidence of Completion

Student performance data

G2.B2.S3 The MTSS/Rtl 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

 S234841

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

Shakirra Epps

Schedule

Weekly, from 8/22/2016 to 6/2/2017

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

Shakirra Epps

Schedule

Every 6 Weeks, from 8/22/2016 to 8/22/2016

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

Shakirra Epps

Schedule

Every 6 Weeks, from 8/22/2016 to 6/2/2017

Evidence of Completion

Student performance data

G2.B2.S4 The Single School Culture Coordinator and 1/2 time Math Coach will develop teacher capacity to deliver effective instruction in math. 4

 S234842

Strategy Rationale

On going professional development and support increases the likelihood of teachers developing and increasing their capacity to deliver effective instruction.

Action Step 1 5

The 1/2 time Math Coach (supported by the Single School Culture Coordinator) will be responsible for developing highly effective teachers in mathematics instruction for grades K-5 teachers.

Person Responsible

Todd Lykins

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

The Math Coach will maintain a log or daily schedule to record work done throughout the day. This may include notes from learning team meetings, notes from coaching conversations, PD materials and agendas from presentations, or lesson plans or evidence from modeling. The Coach will also track and monitor data from Florida Standards Quizzes, Unit Standards Assessments, and Diagnostic Data.

Plan to Monitor Fidelity of Implementation of G2.B2.S4 6

Administration will monitor the fidelity of this position and provide teacher feedback using the previous Step 5 evidences: coaching log, records of participation in professional development designed to build capacity and leading professional development for staff.

Person Responsible

Judith Garrard

Schedule

Every 6 Weeks, from 9/26/2016 to 6/2/2017

Evidence of Completion

Administrative meeting conference notes, data chats, and completion of the reflection template.

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 7

Walk-through and implementation of PD plans

Person Responsible

Judith Garrard

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Admin team meeting agenda, sign-in and minutes where PD and coach support was discussed

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

 B222572

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

 S234843

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 8/15/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

Evidence of Completion

Student performance data

G2.B3.S2 Align new and existing community and parent partnerships. 4 S234844**Strategy Rationale**

Customized instruction provides students with increased opportunities for successful engagement and learning.

Action Step 1 5

Provide STEM instructional programming customized to the individual strengths, needs, interests, and aspirations of each learner.

Person Responsible

Bruce Saulter

Schedule

On 6/2/2017

Evidence of Completion

Sign-in sheets, flyer, notes from meetings, written feedback

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

Student participation in STEM related activities via the Afterschool Program will be monitored through observations and student work samples.

Person Responsible

Mariela Bort

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Student work samples, attendance records, lesson plans, reflection sheet

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

The Afterschool Director will meet with School Administration regularly to discuss the effectiveness of the program

Person Responsible

Mariela Bort

Schedule

Every 6 Weeks, from 9/26/2016 to 6/2/2017

Evidence of Completion

Attendance records, lesson plans, 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

 B222573

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

 S234845

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 8/29/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

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 8/29/2016 to 6/2/2017

Evidence of Completion

Student performance data, lesson plans

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

2

 B222574

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

 S234846

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 8/15/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

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 8/29/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

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**

 B222575

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**

 S234847

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

Shakirra Epps

Schedule

Weekly, from 8/22/2016 to 6/2/2017

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

Shakirra Epps

Schedule

Every 6 Weeks, from 9/26/2016 to 6/2/2017

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

Shakirra Epps

Schedule

Every 6 Weeks, from 8/22/2016 to 8/22/2016

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

S234848

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 8/9/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

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 8/31/2016 to 6/2/2017

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

S234849

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 8/15/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

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

 B222576

G2.B7.S1 ESE teachers, related service providers, and support personnel will incorporate research-based strategies/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 concurrently considering Best Practices in Inclusive Education. 4

 S234850

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 8/15/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

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

 B222577

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

 S234851

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Bruce Saulter

Schedule

Daily, from 8/15/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

Evidence of Completion

Attendance records, data records of classroom winners

Plan to Monitor Fidelity of Implementation of G2.B8.S1 6

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

Person Responsible

Bruce Saulter

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Conference notes, minutes from meetings

Plan to Monitor Effectiveness of Implementation of G2.B8.S1 7

Increase in consistent communication between school and home

Person Responsible

Bruce Saulter

Schedule




















Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Communication data, behavioral data and academic performance data






















IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B6.S1.MA1 M307199	Student response to intervention	Epps, Shakirra	8/22/2016	Student performance data	8/22/2016 every-6-weeks
G2.B2.S3.MA1 M307188	Tier 2 and Tier 3 Interventions	Epps, Shakirra	8/22/2016	Attendance logs, performance data, notes	8/22/2016 every-6-weeks
G1.B2.S1.A3 A302590	The school will develop and host an informational session for parents/families that will assist...	Saulter, Bruce	10/11/2016	Building Better Readers and Writers Night Agenda	10/11/2016 one-time
G1.B1.S2.MA1 M307159	Monitor impact of afterschool tutoring on student academic performance	Saulter, Bruce	10/3/2016	Student pretest and post test performance data (may include, but not be limited to, state standardized assessments, district diagnostic test, and USAs) and reflection sheet of the effectiveness of the program	3/16/2017 weekly
G1.B1.S2.A1 A302582	Identify students (grades 2-5) in need of after school tutoring (Reading) and then provide...	Saulter, Bruce	10/3/2016	Lists of students targeted for instruction, attendance rosters, lesson plans, teacher sign in sheets and student sign-in etc.	3/16/2017 biweekly
G2.B2.S2.A1 A302606	After identifying students (in grades 3-5) in need of afterschool tutoring (math and/or science),...	Saulter, Bruce	10/6/2016	Lists of students targeted for instruction, attendance records, lesson plans, teacher sign in sheets, student performance data	3/31/2017 biweekly
G2.B2.S1.A2 A302604	Ensure math resources are available for all students to differentiate and support instruction.	Garrard, Judith	8/15/2016	Invoices, requisitions, Purchase Card evidence	5/8/2017 monthly
G1.B6.S1.A1 A302595	Using the Balanced Literacy Framework, the Reading Coach and Single School Culture Coordinator...	Harvey, Adriana	8/22/2016	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]	6/1/2017 weekly
G1.B6.S1.A2 A302596	Teachers will be provided with Coaching Cycles designed to support instructional methods in English...	Harvey, Adriana	8/22/2016	Coaching Log, notes from non-evaluative classroom visits	6/1/2017 weekly
G1.MA1 M307180	Student performance data, Data Chats, Pupil Progression information, attendance records	Garrard, Judith	8/15/2016	Time task calendar, review of progress monitoring assessment data and diagnostic scores, conference notes, attendance records.	6/2/2017 daily
G2.MA1 M307209	Student performance data, Data Chats, Pupil Progression information, attendance records	Garrard, Judith	8/15/2016	Time task calendar, review of progress monitoring assessment data and FSA scores, conference notes, attendance records.	6/2/2017 daily
G1.B1.S1.MA1 M307156	Student performance/learning gains	Garrard, Judith	8/15/2016	Student performance data, report cards, pupil progression	6/2/2017 every-6-weeks
G1.B1.S1.MA1 M307157	Comparison of performance data to instructional plans	Garrard, Judith	8/15/2016	Minutes of meetings, student data, lesson plans	6/2/2017 weekly
G1.B1.S1.A1 A302579	Collect student performance data and make instructional decisions	Lo, Jenifer	8/15/2016	Student data and lesson plans	6/2/2017 daily
G1.B1.S1.A2 A302580	Students will be provided with access to online resources designed to support academic performance...	Saulter, Bruce	8/15/2016	Classroom schedules, attendance rosters, computer program reports	6/2/2017 daily
G1.B1.S1.A3 A302581	Ensure reading resources are available for all students and teachers to differentiate and support...	Lo, Jenifer	8/15/2016	Invoices, lesson plans, iii lists, circulation records	6/2/2017 daily
G1.B2.S1.MA1 M307164	Student performance on writing assessments	Lo, Jenifer	8/15/2016	Student performance data	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1  M307165	Observation of instruction and parent/family feedback	Garrard, Judith	8/15/2016	Observational notes and parent surveys/evaluations	6/2/2017 weekly
G1.B2.S1.A1  A302588	Teachers will participate in professional development designed to support student academic...	Harvey, Adriana	8/15/2016	Inservice attendance rosters, attendance records, STARS meetings	6/2/2017 monthly
G1.B2.S1.A2  A302589	Teachers will identify students in need of differentiated instructional techniques designed to...	Harvey, Adriana	8/15/2016	Student assessment data	6/2/2017 monthly
G1.B2.S1.A4  A302591	Teachers will hold individual conferences with students (grades 4 and 5) to discuss writing...	Lo, Jenifer	8/15/2016	Lesson plans, conference logs, teacher checklists, and/or attendance sheets	6/2/2017 annually
G1.B3.S1.MA1  M307166	Student performance on informal and formal assessments	Lo, Jenifer	8/15/2016	Student assessment data	6/2/2017 weekly
G1.B3.S1.MA1  M307167	Lesson plans correspond to instructional units	Garrard, Judith	8/15/2016	Lesson plans and instructional focus calendar	6/2/2017 weekly
G1.B3.S1.A1  A302592	Use focus calendar, resources on Blender, and Language Arts Florida Standards for planning and...	Lo, Jenifer	8/15/2016	Lesson Plans, Professional Learning Community (STARS) Meeting Notes	6/2/2017 daily
G1.B4.S1.MA1  M307168	Impact of student participation in enrichment opportunities and/or differentiated instruction on...	Garrard, Judith	8/15/2016	Student performance data	6/2/2017 weekly
G1.B4.S1.MA1  M307169	Observation of activities, clubs, field trips and differentiated instruction	Garrard, Judith	8/15/2016	Attendance records, observations, student feedback	6/2/2017 monthly
G1.B4.S1.A1  A302593	School administration and teachers will identify and plan enrichment opportunities for students.	Garrard, Judith	8/15/2016	Lists and/or descriptions of opportunities with corresponding dates/times	6/2/2017 monthly
G1.B5.S1.MA1  M307170	Monitor attendance rates and patterns per event to assess effectiveness of day/time of offering.	Saulter, Bruce	8/15/2016	Data chart to show the name of the event, time, day of the week and the number of attendees.	6/2/2017 monthly
G1.B5.S1.MA1  M307171	Parent/community participation and attendance will be monitored through sign in sheets and Panther...	Saulter, Bruce	8/15/2016	Sign in sheets and Panther Passports	6/2/2017 monthly
G1.B5.S1.A1  A302594	Provide events to support academic content and order/create tools and/or resources for...	Saulter, Bruce	8/15/2016	School event calendar, event flyers, event planning notes, the parent link on Edline, sign in sheets, agendas, and public notice via the school marquee	6/2/2017 monthly
G1.B6.S1.MA1  M307172	Lesson plans, observations, student performance data, teacher feedback	Garrard, Judith	8/15/2016	Student data and assessments; professional development feedback from teachers	6/2/2017 daily
G1.B6.S1.MA1  M307173	Classroom observations/walkthroughs monitoring implementation and student performance/response	Garrard, Judith	8/22/2016	Implementation checklists, observation feedback, and student performance data	6/2/2017 daily
G1.B7.S1.MA1  M307174	Lesson plans, observations, student performance data, teacher feedback	Garrard, Judith	8/21/2016	Student data and assessments; professional development feedback from teachers	6/2/2017 daily
G1.B7.S1.MA1  M307175	Classroom observations/walkthroughs monitoring implementation and student performance/response	Garrard, Judith	8/15/2016	Implementation checklists, observation feedback, and student performance data	6/2/2017 daily
G1.B7.S1.A1  A302597	Using the Balanced Literacy Framework, provide teachers with time to participate in professional...	Harvey, Adriana	8/22/2016	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]	6/2/2017 weekly
G1.B7.S1.A2  A302598	Teachers will be provided with Coaching Cycles designed to support instructional methods in English...	Harvey, Adriana	8/22/2016	Coaching Log, notes from non-evaluative classroom visits	6/2/2017 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.B7.S1.A3  A302599	Teachers will participate in professional development in use of resources/ materials (to include...	Saulter, Bruce	8/15/2016	Invoices, attendance rosters from professional development and STARS meetings as well as list of TDEs	6/2/2017 quarterly
G1.B8.S1.MA1  M307176	Teachers will complete needs assessments; the information gained from these assessments will be...	Lo, Jenifer	9/12/2016	Needs assessments, written teacher feedback, data related to teacher vacancies	6/2/2017 monthly
G2.B1.S1.MA1  M307181	Student performance on informal and formal assessments	Lo, Jenifer	9/6/2016	Student assessment data	6/2/2017 weekly
G2.B1.S1.MA1  M307182	Lesson plans correspond to instructional focus calendar	Garrard, Judith	8/15/2016	Lesson plans and instructional focus calendar	6/2/2017 weekly
G2.B1.S1.A1  A302602	Follow instructional focus calendar	Lo, Jenifer	8/15/2016	Completed instructional focus calendar	6/2/2017 daily
G2.B2.S1.MA1  M307183	Student performance/learning gains	Lo, Jenifer	8/29/2016	Student performance data, report cards, pupil progression	6/2/2017 weekly
G2.B2.S1.MA1  M307184	Comparison of performance data to instructional plans	Lo, Jenifer	8/29/2016	Minutes of meetings, student data, lesson plans	6/2/2017 weekly
G2.B2.S1.A1  A302603	Collect student performance data and make instructional decisions using a variety of means...	Lo, Jenifer	8/29/2016	Student data and lesson plans	6/2/2017 weekly
G2.B2.S1.A3  A302605	Provide students with access to online resources designed to support/promote achievement in math...	Saulter, Bruce	8/15/2016	Classroom-based computer access schedules, before and afterschool schedules, performance data	6/2/2017 daily
G2.B3.S1.MA1  M307191	Impact of student participation in enrichment opportunities and/or differentiated instruction on...	Garrard, Judith	8/15/2016	Student performance data	6/2/2017 weekly
G2.B3.S1.MA1  M307192	Observation of activities, clubs, field trips and differentiated instruction	Garrard, Judith	8/15/2016	Attendance records, observations, student feedback	6/2/2017 monthly
G2.B3.S1.A1  A302609	School administrators and teachers will identify and plan enrichment opportunities	Garrard, Judith	8/15/2016	Lists and/or descriptions of opportunities with corresponding dates/ times	6/2/2017 monthly
G2.B4.S1.MA1  M307195	Student performance data will be reviewed as well as feedback from teachers concerning the process	Lo, Jenifer	8/29/2016	Student performance data, lesson plans	6/2/2017 weekly
G2.B4.S1.MA1  M307196	Teachers will apply information from professional development to their design/delivery of...	Garrard, Judith	8/15/2016	Student performance data will be analyzed (teacher observations, student interviews, lesson plans, etc.)	6/2/2017 weekly
G2.B4.S1.A1  A302611	Identify resources necessary for delivery of differentiated instruction within a UDL framework that...	Lo, Jenifer	8/29/2016	STARS meeting minutes	6/2/2017 weekly
G2.B5.S1.MA1  M307197	Teacher planning and instructional procedures will meet student needs	Garrard, Judith	8/15/2016	Lesson plans, student performance data	6/2/2017 daily
G2.B5.S1.MA1  M307198	Instructional planning and collaboration	Lo, Jenifer	8/29/2016	Team meeting notes, lesson plans	6/2/2017 weekly
G2.B5.S1.A1  A302612	Provide instructional planning time for faculty	Garrard, Judith	8/15/2016	Master schedule and teacher schedules	6/2/2017 daily
G2.B5.S1.A2  A302613	Identify educational technology required for supporting and/or enhancing instruction as well as...	Saulter, Bruce	8/15/2016	Instructional technology inventory, teacher surveys	6/2/2017 monthly
G2.B6.S1.MA1  M307200	Tier 2 and Tier 3 Interventions	Epps, Shakirra	9/26/2016	Attendance logs, performance data, notes	6/2/2017 every-6-weeks
G2.B6.S1.A1  A302614	Teachers will receive professional development and support in using the 4-step problem solving...	Epps, Shakirra	8/22/2016	Professional development logs, attendance records	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B7.S1.MA1 M307205	Students will demonstrate academic gains with respect to Access Points and the General Curriculum	Provost, Mary	8/15/2016	Progress reports, IEP goal data	6/2/2017 daily
G2.B7.S1.MA1 M307206	Students will receive instruction that is supported by research and that corresponds to their...	Garrard, Judith	8/15/2016	Observations, progress reports	6/2/2017 daily
G2.B7.S1.A1 A302618	Identify and implement strategies/ techniques designed to meet the needs of students with...	Provost, Mary	8/15/2016	Lesson plans, IEPs	6/2/2017 daily
G2.B8.S1.MA1 M307207	Increase in consistent communication between school and home	Saulter, Bruce	8/15/2016	Communication data, behavioral data and academic performance data	6/2/2017 daily
G2.B8.S1.MA1 M307208	Fidelity checks of routines/methods/use of communication via home/school	Saulter, Bruce	8/15/2016	Conference notes, minutes from meetings	6/2/2017 monthly
G2.B8.S1.A1 A302619	Employ methods of communication and transfer of information between school/ home via Edline, notes...	Saulter, Bruce	8/15/2016	Parent signature, conference notes, data, meeting notes	6/2/2017 daily
G2.B8.S1.A2 A302620	The school will use reward systems designed to increase student on-time arrival and attendance in...	Saulter, Bruce	8/15/2016	Attendance records, data records of classroom winners	6/2/2017 daily
G1.B1.S2.MA1 M307158	Students who participate in after school tutoring will make learning gains	Saulter, Bruce	10/3/2016	Student performance data	6/2/2017 weekly
G2.B2.S2.MA1 M307185	Students who participate in afterschool tutoring will make learning gains	Garrard, Judith	10/27/2016	Student performance data	6/2/2017 weekly
G2.B2.S2.MA1 M307186	Walk-through and data to show impact of afterschool tutoring on student academic performance	Saulter, Bruce	10/27/2016	Student performance data and reflection sheet	6/2/2017 weekly
G2.B3.S2.MA1 M307193	The Afterschool Director will meet with School Administration regularly to discuss the...	Bort, Mariela	9/26/2016	Attendance records, lesson plans, student performance data	6/2/2017 every-6-weeks
G2.B3.S2.MA1 M307194	Student participation in STEM related activities via the Afterschool Program will be monitored...	Bort, Mariela	8/15/2016	Student work samples, attendance records, lesson plans, reflection sheet	6/2/2017 monthly
G2.B3.S2.A1 A302610	Provide STEM instructional programming customized to the individual strengths, needs, interests,...	Saulter, Bruce	8/15/2016	Sign-in sheets, flyer, notes from meetings, written feedback	6/2/2017 one-time
G2.B6.S2.MA1 M307201	Instructional and behavior systems will be reviewed to determine impact on student behavior and...	Saulter, Bruce	8/31/2016	Student performance data, student discipline data, attendance/suspension data	6/2/2017 monthly
G2.B6.S2.MA1 M307202	Observation of student behavior across school settings and classroom behavior systems	Saulter, Bruce	8/15/2016	Student discipline data	6/2/2017 daily
G2.B6.S2.A1 A302615	Teachers will be informed of SwPBS systems and supported in developing individual behavior plans	Saulter, Bruce	8/9/2016	Meeting agendas, behavior plans	6/2/2017 monthly
G2.B6.S2.A2 A302616	Incentives will be provided for appropriate student behavior	Saulter, Bruce	8/15/2016	Behavior data, meeting minutes	6/2/2017 weekly
G1.B1.S3.MA1 M307160	Student response to intervention	Epps, Shakirra	8/29/2016	Student performance data	6/2/2017 every-6-weeks
G1.B1.S3.MA1 M307161	Tier 2 and Tier 3 Interventions	Epps, Shakirra	8/29/2016	Attendance logs, performance data, conference notes, MTSS/RtI attendance logs	6/2/2017 every-6-weeks
G1.B1.S3.A1 A302583	Provide Tier 2 and Tier 3 instruction and enrichment for students	Epps, Shakirra	8/29/2016	Progress Monitoring Logs	6/2/2017 weekly
G2.B2.S3.MA1 M307187	Student response to intervention	Epps, Shakirra	8/22/2016	Student performance data	6/2/2017 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S3.A1 A302607	Teachers will receive professional development and support in using the 4-step problem solving...	Epps, Shakirra	8/22/2016	Professional development logs, attendance records	6/2/2017 weekly
G2.B6.S3.MA1 M307203	Students will increase time spent engaged in instruction and reduce disruptive behavior	Saulter, Bruce	8/15/2016	Student achievement and behavior data	6/2/2017 weekly
G2.B6.S3.MA1 M307204	Students receive accommodations and/or modifications as outlined on IEPs	Provost, Mary	8/15/2016	Conference staffing notes, informal observations	6/2/2017 every-6-weeks
G2.B6.S3.A1 A302617	Necessary accommodations and/or modifications will be provided for students served by ESE programs	Provost, Mary	8/15/2016	Accommodations spreadsheet, IEPs	6/2/2017 daily
G1.B1.S4.MA1 M307162	Informal and formal assessments -- consistent review and discussion of student performance data	Lo, Jenifer	8/29/2016	Analysis of the following data sources: LAS data, Palm Beach Performance Assessment, District Assessments, iReady; reflection sheet	6/2/2017 weekly
G1.B1.S4.MA1 M307163	Informal and formal observations, coaching cycles	Garrard, Judith	8/22/2016	Teachers will collaboratively plan differentiated lessons, debrief and continuously review impact of instruction on student performance data; the Resource Teachers will submit rosters of students and schedules, lesson plans, and participate in professional development to build capacity. Further evidence will include administrative conference notes, data chats, and completion of the reflection template.	6/2/2017 weekly
G1.B1.S4.A1 A302584	The Single School Culture Coordinator and Reading Coach will provide support to teachers in the...	Lo, Jenifer	8/29/2016	STARS meeting minutes (to include sign in sheets), coach schedule, PD schedule, agenda, sign-in sheet, student performance data, lesson plans, etc.	6/2/2017 weekly
G1.B1.S4.A2 A302585	The Reading Resource Teacher will provide targeted remediation aligned with students' tier plans in...	Schur, Amber	8/29/2016	Attendance records, lesson plans, work samples, progress monitoring data; the Reading Resource Teacher will maintain a student roster and daily schedule. This teacher will be responsible for lesson plans that demonstrate effective intervention strategies and for progress monitoring to meet students' RtI tier plans.	6/2/2017 daily
G1.B1.S4.A3 A302586	A 1/2 time Reading Resource Teacher will provide research-based interventions to small groups of...	Harvey, Adriana	8/29/2016	Attendance records, lesson plans, work samples, progress monitoring data; the 1/2 time Reading Resource Teacher will maintain a student roster and daily schedule. This teacher will be responsible for lesson plans that demonstrate effective intervention strategies and for progress monitoring to meet students' RtI tier plans.	6/2/2017 daily
G1.B1.S4.A4 A302587	Teachers will participate in professional development activities	Garrard, Judith	8/15/2016	TDEs, agendas and PowerPoint presentations, meeting materials, evidence of implementation	6/2/2017 monthly
G2.B2.S4.MA1 M307189	Walk-through and implementation of PD plans	Garrard, Judith	8/15/2016	Admin team meeting agenda, sign-in and minutes where PD and coach support was discussed	6/2/2017 monthly
G2.B2.S4.MA1 M307190	Administration will monitor the fidelity of this position and provide teacher feedback using the...	Garrard, Judith	9/26/2016	Administrative meeting conference notes, data chats, and completion of the reflection template.	6/2/2017 every-6-weeks
G2.B2.S4.A1 A302608	The 1/2 time Math Coach (supported by the Single School Culture Coordinator) will be responsible...	Lykins, Todd	8/15/2016	The Math Coach will maintain a log or daily schedule to record work done throughout the day. This may include	6/2/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				notes from learning team meetings, notes from coaching conversations, PD materials and agendas from presentations, or lesson plans or evidence from modeling. The Coach will also track and monitor data from Florida Standards Quizzes, Unit Standards Assessments, and Diagnostic Data.	
G1.B8.S1.MA1  M307177	Hold regularly scheduled meetings to support teachers and gain input	Lo, Jenifer	8/29/2016	Meeting notes, written teacher feedback, attendance/participation sign-in sheets	6/5/2017 biweekly
G1.B8.S1.A1  A302600	Provide ongoing support and mentoring to new teachers to reduce stress and increase job...	Saulter, Bruce	8/9/2016	Meeting agendas, notes, session feedback	6/5/2017 daily

V. Professional Development Opportunities

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

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will increase the percentage of students reading on grade level.

G1.B1 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.B1.S1 Improve reading proficiency to support comprehension of literature and informational text that reflects critical thinking orally and in writing. Teachers will monitor student progress through informal and formal assessments [formative assessments, diagnostics, LAS, Florida Standards Quizzes (FSQ) and Unit Standards Assessments (USA)] and adjust instruction/interventions based on individual student data.

PD Opportunity 1

Ensure reading resources are available for all students and teachers to differentiate and support instruction

Facilitator

District/Regional Reading Resource Teachers -- Leveled Literacy Instruction (LLI) Trainers

Participants

Teachers

Schedule

Daily, from 8/15/2016 to 6/2/2017

G1.B1.S4 Develop the capacity to deliver effective instruction. Teachers will provide instruction that is customized to the individual strengths, needs, interests, and aspirations of each learner while concurrently promoting reading proficiency and fluency to support comprehension of literature and informational grade level text reflecting critical thinking and effective oral/written expression.

PD Opportunity 1

The Single School Culture Coordinator and Reading Coach will provide support to teachers in the disaggregation of student data and the development of rigorous and relevant instruction to improve reading decoding, comprehension, fluency, and oral/written expression.

Facilitator

Jenifer Lo

Participants

Teachers, support staff

Schedule

Weekly, from 8/29/2016 to 6/2/2017

PD Opportunity 2

Teachers will participate in professional development activities

Facilitator

Office of Professional Development, Professional Development Team

Participants

Teachers

Schedule

Monthly, from 8/15/2016 to 6/2/2017

G1.B2 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.B2.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 8/15/2016 to 6/2/2017

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 and Adriana Harvey

Participants

Parents/families

Schedule

On 10/11/2016

G1.B6 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 standards-based literacy instruction.

G1.B6.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 provides coaching cycles; teachers have common planning and professional learning communities; off-site literacy program trainings and content specific trainings are available).

PD Opportunity 1

Using the Balanced Literacy Framework, the Reading Coach and Single School Culture Coordinator (SSCC) will provide teachers with time to participate in professional development, collaborate, plan and implement the Framework. The Reading Coach, supported by the SSCC, will be responsible for developing highly effective teachers in literacy instruction for grades K-5. The Coach will assist teachers in collaborative planning for literacy instruction within learning team meetings.

Facilitator

Curriculum Staff Developers, Reading Coach, Single School Culture Coordinator

Participants

Teachers

Schedule

Weekly, from 8/22/2016 to 6/1/2017

PD Opportunity 2

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

Facilitator

Reading Coach and Single School Culture Coordinator

Participants

Teachers

Schedule

Weekly, from 8/22/2016 to 6/1/2017

G1.B7 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.B7.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 and Single School Culture Coordinator provides coaching meetings; teachers have common planning and professional learning community meetings; 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, Single School Culture Coordinator

Participants

Teachers

Schedule

Weekly, from 8/22/2016 to 6/2/2017

PD Opportunity 2

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

Facilitator

Reading Coach and Single School Culture Coordinator

Participants

Teachers

Schedule

Weekly, from 8/22/2016 to 6/2/2017

PD Opportunity 3

Teachers will participate in professional development in use of resources/materials (to include AVID).

Facilitator

District Support Personnel, the Reading Coach, Single School Culture Coordinator, and Expert Teachers

Participants

Teachers

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

G1.B8 Faculty and staff turnover rates present challenges to capacity building for effective instruction.

G1.B8.S1 School Administration in conjunction with School Leadership Team and the Office of Professional Development will provide support to teachers to reduce the likelihood of teacher turnover.

PD Opportunity 1

Provide ongoing support and mentoring to new teachers to reduce stress and increase job satisfaction.

Facilitator

Members of the Beginning Teacher Assistance Program, Office of Professional Development, The New Teacher Center, School Administration and Leadership

Participants

Teachers

Schedule

Daily, from 8/9/2016 to 6/5/2017

G2. If we provide effective and relevant instruction in math and science to meet the needs of all students, then we will increase the percentage of students demonstrating satisfactory performance.

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/Rtl 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/Rtl Leadership Team, District Support Personnel, Administration

Participants

Teachers

Schedule

Weekly, from 8/22/2016 to 6/2/2017

G2.B2.S4 The Single School Culture Coordinator and 1/2 time Math Coach will develop teacher capacity to deliver effective instruction in math.

PD Opportunity 1

The 1/2 time Math Coach (supported by the Single School Culture Coordinator) will be responsible for developing highly effective teachers in mathematics instruction for grades K-5 teachers.

Facilitator

District/Regional Support Personnel, Office of Professional Development, Math Coach, Single School Culture Coordinator

Participants

Teachers

Schedule

Daily, from 8/15/2016 to 6/2/2017

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, Regional Resource/Instructional Personnel

Participants

Teachers

Schedule

Weekly, from 8/29/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

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 8/22/2016 to 6/2/2017

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 8/9/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

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/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 concurrently 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 8/15/2016 to 6/2/2017

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 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Collect student performance data and make instructional decisions				\$0.00
2	G1.B1.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, Starfall, Gale Library, Pebble Go, Florida Students, Multicultural eBooks, WorldBook Kids, Brain Pop Jr., Brain Pop, Destiny Library, National Geographic, Story Jumper, Raz-Kids, iReady, etc.				\$0.00
3	G1.B1.S1.A3	Ensure reading resources are available for all students and teachers to differentiate and support instruction				\$30,930.20
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	1711 - Seminole Trails Elem. School	Title I, Part A		\$13,930.00
			Notes: Classroom libraries			
	6200	610-Library Books	1711 - Seminole Trails Elem. School	Title I, Part A		\$5,000.00
			Notes: Media Center books for circulation			
	5100		1711 - Seminole Trails Elem. School	Title I, Part A		\$10,000.00
			Notes: Leveled Literacy Instruction (LLI) Kits - 3 blue kits			
	5100	510-Supplies	1711 - Seminole Trails Elem. School	Title I, Part A		\$2,000.20
			Notes: Supplies: Chart paper, copy paper, markers, sticky notes			
4	G1.B1.S2.A1	Identify students (grades 2-5) in need of after school tutoring (Reading) and then provide instruction from highly qualified teachers.				\$8,998.59
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	1711 - Seminole Trails Elem. School	Title I, Part A		\$8,998.59
			Notes: Part-time in system - salary and benefits for afterschool tutorial reading/writing for remediation and acceleration			
5	G1.B1.S3.A1	Provide Tier 2 and Tier 3 instruction and enrichment for students				\$0.00
6	G1.B1.S4.A1	The Single School Culture Coordinator and Reading Coach will provide support to teachers in the disaggregation of student data and the development of rigorous and relevant instruction to improve reading decoding, comprehension, fluency, and oral/written expression.				\$36,577.28
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Palm Beach - 1711 - Seminole Trails Elem. School - 2016-17 SIP
Seminole Trails Elementary School

	6400	100-Salaries	1711 - Seminole Trails Elem. School	Title I, Part A	0.5	\$36,577.28
			<i>Notes: Salary and benefits for Half-time Reading Coach (A.Harvey - 1/2 of her position)</i>			
7	G1.B1.S4.A2	The Reading Resource Teacher will provide targeted remediation aligned with students' tier plans in the RtI process. The teacher will be responsible for providing research-based interventions to small groups of students and/or individually (via iii and/or supplemental reading intervention) that will reinforce core instruction.				\$66,342.45
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	1711 - Seminole Trails Elem. School	Title I, Part A	1.0	\$66,342.45
			<i>Notes: Salary and benefits for Reading Resource Teacher Job Code 512000 (A. Schur)</i>			
8	G1.B1.S4.A3	A 1/2 time Reading Resource Teacher will provide research-based interventions to small groups of students and/or individually (via iii and/or supplemental reading intervention) that will reinforce core instruction.				\$33,171.23
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	1711 - Seminole Trails Elem. School	Title I, Part A	0.5	\$33,171.23
			<i>Notes: Salary and Benefits for 0.5 Reading Resource Teacher- A. Harvey</i>			
9	G1.B1.S4.A4	Teachers will participate in professional development activities				\$0.00
10	G1.B2.S1.A1	Teachers will participate in professional development designed to support student academic achievement/performance in writing.				\$0.00
11	G1.B2.S1.A2	Teachers will identify students in need of differentiated instructional techniques designed to support written language skills.				\$0.00
12	G1.B2.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
13	G1.B2.S1.A4	Teachers will hold individual conferences with students (grades 4 and 5) to discuss writing performance.				\$1,000.43
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	1711 - Seminole Trails Elem. School			\$1,000.43
			<i>Notes: Substitutes for teachers (4th and 5th grade)</i>			
14	G1.B3.S1.A1	Use focus calendar, resources on Blender, and Language Arts Florida Standards for planning and instruction				\$0.00
15	G1.B4.S1.A1	School administration and teachers will identify and plan enrichment opportunities for students.				\$0.00
16	G1.B5.S1.A1	Provide events to support academic content and order/create tools and/or resources for parents/families; these events will align new and existing community and parent partnerships.				\$3,121.81
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Palm Beach - 1711 - Seminole Trails Elem. School - 2016-17 SIP
Seminole Trails Elementary School

	6150	510-Supplies	1711 - Seminole Trails Elem. School	Title I, Part A		\$3,121.81
			<i>Notes: Supplies to align new and existing community and parent partnerships: journals, books for home use, paper, communication folders, refreshments</i>			
17	G1.B6.S1.A1	Using the Balanced Literacy Framework, the Reading Coach and Single School Culture Coordinator (SSCC) will provide teachers with time to participate in professional development, collaborate, plan and implement the Framework. The Reading Coach, supported by the SSCC, will be responsible for developing highly effective teachers in literacy instruction for grades K-5. The Coach will assist teachers in collaborative planning for literacy instruction within learning team meetings.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	1711 - Seminole Trails Elem. School	Title I, Part A		\$500.00
			<i>Notes: Supplies: ink, chart paper, paper</i>			
18	G1.B6.S1.A2	Teachers will be provided with Coaching Cycles designed to support instructional methods in English Language Arts.				\$0.00
19	G1.B7.S1.A1	Using the Balanced Literacy Framework, provide teachers with time to participate in professional development, collaborate, plan and implement the Framework.				\$0.00
20	G1.B7.S1.A2	Teachers will be provided with Coaching Cycles designed to support instructional methods in English Language Arts.				\$0.00
21	G1.B7.S1.A3	Teachers will participate in professional development in use of resources/ materials (to include AVID).				\$0.00
22	G1.B8.S1.A1	Provide ongoing support and mentoring to new teachers to reduce stress and increase job satisfaction.				\$0.00
23	G2.B1.S1.A1	Follow instructional focus calendar				\$0.00
24	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
25	G2.B2.S1.A2	Ensure math resources are available for all students to differentiate and support instruction.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	1711 - Seminole Trails Elem. School	Title I, Part A		\$1,500.00
			<i>Notes: Supplies: Copy paper, manipulatives, white board markers, chart paper</i>			
	5100	510-Supplies	1711 - Seminole Trails Elem. School	Title I, Part A		\$2,000.00
			<i>Notes: Math Intervention Program and math materials</i>			
26	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				\$0.00

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		Learning, National Geographic 4 Kids, Brain Pop Jr., Brain Pop, Think Central, netTrekker, iStation, iReady, etc.)				
27	G2.B2.S2.A1	After identifying students (in grades 3-5) in need of afterschool tutoring (math and/or science), highly qualified teachers will provide supplemental afterschool tutoring for remediation and acceleration of targeted skills.				\$7,999.23
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	1711 - Seminole Trails Elem. School	Title I, Part A		\$7,999.23
			<i>Notes: Part-time in system salary and benefits: Tutoring math/science for remediation and acceleration</i>			
28	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
29	G2.B2.S4.A1	The 1/2 time Math Coach (supported by the Single School Culture Coordinator) will be responsible for developing highly effective teachers in mathematics instruction for grades K-5 teachers.				\$36,577.28
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	1711 - Seminole Trails Elem. School	Title I, Part A	0.5	\$36,577.28
			<i>Notes: Salary and benefits for 1/2 time Math Coach (T. Lykins)</i>			
30	G2.B3.S1.A1	School administrators and teachers will identify and plan enrichment opportunities				\$0.00
31	G2.B3.S2.A1	Provide STEM instructional programming customized to the individual strengths, needs, interests, and aspirations of each learner.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	1711 - Seminole Trails Elem. School	Title I, Part A		\$1,200.00
			<i>Notes: STEM Night: Consumable materials, refreshments, related books for home use.</i>			
32	G2.B4.S1.A1	Identify resources necessary for delivery of differentiated instruction within a UDL framework that will meet content requirements.				\$0.00
33	G2.B5.S1.A1	Provide instructional planning time for faculty				\$0.00
34	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
35	G2.B6.S1.A1	Teachers will receive professional development and support in using the 4-step problem solving model (to support behavior)				\$0.00
36	G2.B6.S2.A1	Teachers will be informed of SwPBS systems and supported in developing individual behavior plans				\$0.00
37	G2.B6.S2.A2	Incentives will be provided for appropriate student behavior				\$0.00
38	G2.B6.S3.A1	Necessary accommodations and/or modifications will be provided for students served by ESE programs				\$0.00

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39	G2.B7.S1.A1	Identify and implement strategies/techniques designed to meet the needs of students with significant disabilities	\$0.00
40	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	\$0.00
41	G2.B8.S1.A2	The school will use reward systems designed to increase student on-time arrival and attendance in school	\$0.00
Total:			\$229,918.50