Seminole Trails Elementary School

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	90%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Seminole Trails Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- 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 supports a Single School Culture and appreciation for multicultural diversity by embracing the district's belief system and practices regarding academics, behavior and climate. Faculty 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 in multicultural education, collaboration and consultation with parents utilizing Community Language Facilitators, school-based activities for students and/or families that embed cultural activities within the curriculum and daily coursework, 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

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:
• Declaration of Independence
• Constitution of the United States and the Bill of Rights
• Federalist papers: Republican form of government
• Flag education
• Civil government: functions and interrelationships
• History of the United States
• Principles of Agriculture
• Effects of alcohol and narcotics
• Kindness to animals

• Florida history
• Conservation of natural resources
• Health education
• Free enterprise
• Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that support their academic success. The District's Strategic Initiative is supported by implementing the processes, practices and procedures outlined in Single School Culture © for Academics, Behavior, and Climate.

The implementation of this initiative is seen by giving all students the opportunity to collaborate in a student-centered, personalized environment. Students are taught to take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Additionally, students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential. Empowered and supported through high expectations to be college and career ready, students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

The faculty and staff at Seminole Trails feel that student involvement in the academic processes is key. As part of this process, students learn to articulate academic targets, analyze their own data, derive feedback, and develop their plan for learning in a safe and respectful learning environment. Furthermore, students become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Seminole Trails Elementary School infuses the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness. As part of this focus, school personnel use people first language when referring to students with disabilities (SWDs). All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school. All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, non-academic, age appropriate activities including dances, clubs, field trips, and special events.

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 will continue to implement this school year. "ADL's No Place for Hate® initiative provides schools and communities with an organizing framework for combating bias, bullying and hatred, leading to long-term solutions for creating and maintaining a positive climate. No Place for Hate schools receive their designation by: *Building inclusive and safe communities in which respect is the goal, and all students can thrive.

*Empowering students, faculty, administration and family members to take a stand against hate and bullying
by incorporating new and existing programs under one powerful message.

*Engaging schools and communities in at least three anti-bias activities per year, which ADL helps to develop.

*Sending a clear, unified message that all students have a place to belong."

[For more information about this program, please see: https://www.adl.org/who-we-are/our-organization/signature-programs/no-place-for-hate].

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 newly-selected intermediate students each year in addition to the returning members 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, Boys Town and the Chrysalis Center to provide wrap around services for targeted students. The school has established collaborative partnerships with Big Brothers Big Sisters of Palm Beach and Martin Counties Inc. as well as Primary Project and the Mental Health Association of Palm Beach County Listen to Children Program.

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 Elementary integrates a Single School Culture by sharing our Universal Guidelines for Success, following our behavioral matrix and teaching expected behaviors, and communicating with parents. The school is a Florida PBIS Gold Level Model School. Positive Behavior Interventions and Supports (PBIS) 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 and upon request.
*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/RtI School Base Team meets regularly (weekly) 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 collaborates 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

> **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/ RtI School Base Team Subcommittee for Attendance. The Subcommittee meets monthly to discuss student attendance patterns (tardiness, absences and/or truancy) and mechanisms necessary to

support parents in getting their children to school on time and for providing necessary documentation to excuse student absences. The Subcommittee follows District and State guidelines for enforcing rules/regulations as they pertain to attendance/truancy for elementary-age students. This Subcommittee is supported by a Community Resource Liaison from the School District of Palm Beach County Department of Support Services. 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/RtI School Base Team to support student behavior and to develop individualized behavior support plans for students.

School Administration and teachers work collaboratively to monitor student performance in all subject areas. Student data/performance are reviewed weekly throughout the academic year. If and when students experience difficulty in learning and/or demonstrating mastery of content, teachers develop Progress Monitoring Plans and initiate the MTSS/RtI process.

Students scoring in the lowest 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/RtI School Base Team for support. The Team works collaboratively with classroom teachers to develop individualized research-based interventions and progress monitoring plans to support student learning and performance.

The MTSS/RtI School Base Team is comprised of the following members: Principal, Assistant Principal, ELL teacher, school psychologist, SAI teacher, classroom teacher(s), reading coach/ resource teacher, math coach/resource teacher, Single School Culture Coordinator and MTSS/RtI Meeting Facilitator, school nurse, speech/language pathologist, reading resource teacher, guidance counselor, ESE Pre-K teacher, and the ESE Contact.

The principal provides a common vision for the use of data-based decision-making to ensure: a sound, effective academic program is in place; a process to address and monitor subsequent needs is created; the MTSS School Base Team is implementing RtI processes; assessment of RtI skills of school staff is conducted; fidelity of implementation of intervention support is documented; adequate professional development to support RtI implementation is provided; and, effective communication with parents regarding school-based MTSS/RtI plans and activities occur. With the principal's leadership, the MTSS School Base Team provides direct support/participation in the development, implementation and monitoring of the SIP.

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	25	20	31	16	18	19	0	0	0	0	0	0	0	129
One or more suspensions	6	8	4	6	9	11	0	0	0	0	0	0	0	44
Course failure in ELA or Math	43	55	55	91	66	74	0	0	0	0	0	0	0	384
Level 1 on statewide assessment	0	0	0	51	48	67	0	0	0	0	0	0	0	166
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	14	13	12	50	44	60	0	0	0	0	0	0	0	193

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 Gold 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 Region 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 Immediate Intensive 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 students. The SAI program prioritizes support for all third grade retainees and third and second grade students demonstrating a need. Once these students have been given priority, other students demonstrating a need will receive SAI services. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

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

2. Description

1. Communication: A variety of communication tools will be used including daily home/school folders, newsletters, agenda books, marquee, fliers, Edline, and Parent Link phone messaging system. Communication will be translated into various languages. 2. Parenting: Families are involved in the development and approval of the Title I Family/School Compact and Parent Involvement Plan. Events are organized throughout the year to train parents for capacity and academic support. These events includes Curriculum Night, New Panther Family Breakfasts, Building Better Readers Night, Florida Standards Assessment (FSA) Night, Dr. Seuss Night, and Math, Science, and STEM Night, AVID parent training, and Kreative Kidz Family Nights. 3. Volunteering: The Volunteer Coordinator recruits family members to be volunteers at Seminole Trails Elementary. Volunteers are trained at a Volunteer Orientation and recognized through an appreciation breakfast and Volunteer of the Year Award nominations. 4. Learning At Home: Areas of focus are identified through student achievement data and the Title I Family Involvement Survey. Parent training sessions are developed by analyzing these data and identifying effective strategies and resources for learning at home (technology tools, print materials, etc.). 5. Decision Making: Parents are invited to participate in various ways to provide input for making educational decisions. These opportunities include the School Advisory Council, Parent Teacher Organization, Parent Leadership Council, School Effectiveness Questionnaire, and Title I Family Involvement Survey. 6. Collaborate With Community Partners: Seminole Trails Elementary utilizes partnerships with local businesses and organizations to support the educational development of all students. These partnerships include Girls On The Run, Keiser University, Child Safe Kit, Big Brothers Big Sisters, Anne and Sam Klein Jewish Coalition for Literacy, and the Palm Beach Lakes Community High School Teacher Academy.

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

1. School Leadership Team

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

Name	Title
Bellfy, Alexis	Teacher, K-12
Ondo, Victoria	Teacher, K-12
Kanel, Robin	Teacher, PreK
Seymour, Lisa	Instructional Media
Saulter, Bruce	Assistant Principal
Garrard, Judith	Principal
Provost, Mary	Teacher, ESE
Shone, Jeffrey	Teacher, PreK
Maltby, Jennifer	Teacher, K-12
Gunn, Alyson	Teacher, ESE
Montgomery, Christine	Teacher, ESE
Bowman, Rebecca	Teacher, K-12
Bland, Ana	Teacher, K-12
Thompson, Marshette	Teacher, K-12
Lo, Jenifer	Other
Bush, Bristol	Instructional Coach
Epps, Shakirra	Instructional Coach
Judge, Katie	Teacher, K-12
Kinney, Tracy	School Counselor

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 Community (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 Immediate Intensive 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 data indicators, resources available, and instructional personnel qualifications.

Title I, Part A
Title I funding is used at the school to purchase a part-time reading coach/part-time reading resource teacher, a full-time reading resource teacher, a part-time math coach, and a Single School Culture Coordinator. 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 Children
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 I, Part D Prevention and Intervention Programs for children and youth who are neglected, delinquent, or at risk.
Funds are used at the district level as needed for the schools.
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 students 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 and participates in Unity Day and Pink Shirt Day activities.
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 daily through school-wide implementation of the Advancement Via Individual Determination (AVID) system. Students learn success skills like goal-setting, time management, and organizational techniques to prepare them for college and careers. 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 provided for 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
Melissa Nagle	Teacher
Judith Herring-Brown	Parent
Taryn Bridges	Parent
Danielle Johnson	Parent
David M. Raffaelli	Education Support Employee
Delia Selon	Parent
Jeffrey Shone	Teacher
Jennifer Romero	Parent
Sharon Prince-Ellis	Parent
Sophia Smoak	Parent
Rochelle Wolberg	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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 FY17. The Committee reviewed academic gains and student performance on the Florida Standards Assessments and Next Generation Sunshine State Standards Statewide Science Assessment conducted in FY 17. 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 Title I 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.

Schools were notified of the FY17 allocation of School Improvement Funds on May 9, 2017, after the last School Advisory Council meeting of the year. Seminole Trails received $5 per student for a total of $4066.00. These funds will roll-over for use in FY18.

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
Joseph, Geniel	Teacher, K-12
Warren, Crystal	Teacher, K-12
Epps, Shakirra	Teacher, K-12
Maltby, Jennifer	Teacher, K-12
Thompson, Marshette	Teacher, K-12
Judge, Katie	Teacher, K-12
Schur, Amber	Teacher, K-12
Davis, Danielle	Teacher, K-12
Gass, Chelsea	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 English 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 English 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 LLT 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, Dr. Seuss Night, and the Summer Reading Campaign.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring all students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common grade level. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Some specific strategies that are used to implement interdisciplinary planning, collaboration, and instruction at Seminole Trails, include but are not limited to:

1. Each instructional team meets weekly for School Teams Achieving Results for Students (STARS) / Professional Learning Community (PLC) Meetings. Through collaboration and reflection, each team analyzes data to make instructional decisions. The teams also investigate and discuss research-based instructional strategies and plan for implementation. This collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators.

2. In an effort to support students with disabilities (SWDs) the ESE teachers participate in Professional Learning Community (PLC) Meetings weekly with grade level teachers based on their specialization working with SWDs. The school and teachers access research-based procedures and protocols designed to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration between special education teachers, general education teachers and related service providers as appropriate.

3. Collaborative Planning sessions are scheduled for teams during PD days to complete unit planning periodically.

4. Teachers may request coverage to observe a colleague or request a coaching cycle with instructional coaches.

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

The school leadership works with District personnel to develop and implement a recruitment system that attracts diversity in candidates who are highly qualified by job group category. Additionally, leadership assists in the development and implementation of a rigorous process designed to select, identify, and screen high quality skilled candidates for hire.

The following procedures are in place at Seminole Trails Elementary:
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 with ESP mentor teachers; individual responsible: Lead Mentor.
4. Regular meetings of new teachers with Beginning Teacher Assistance Program in addition to the district sponsored Educator Support Program; individual responsible: Assistant Principal and Lead Mentor.
5. Partnering new teachers with veteran staff (mentoring); individual responsible: Assistant Principal.
6. New teachers will regularly assess data and plan with veteran teachers; individual responsible: Principal.
7. The ESP Mentor Teachers, 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: ESP Mentor Teachers, Single School Culture Coordinator, Reading and Math Coaches.
8. Soliciting referrals from current employees; individual responsible: Principal.
9. School administration will utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures. Additionally, they will participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants. Furthermore, they will recruit highly qualified instructional personnel by means of strategic internet

recruitment, office interviews, and recruitment events. Moreover, they will monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time. And finally, school administration will establish and maintain relationships with colleges and officials in the field of education to promote the District; individuals responsible: Principal and Department of Recruitment and Retention.
10. School administration will support SWDs and Best Practices for Inclusive Education (BPIE) by using job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position; individual responsible: Principal and ESE Contact.

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

The school's plan to support new teachers supports the District's Strategic Initiatives [#2: Embed cultural competence, equity and access within instructional practices and #6: Develop the capacity to deliver effective instruction in prekindergarten to grade 2].

At Seminole Trails Elementary all first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, coaching cycles, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Seminole Trails Elementary School also supports new teachers through its Beginning Teacher Assistance Program (BTAP). Veteran teachers provide consistent assistance to new teachers in topics ranging from lesson planning to curriculum to resources to classroom routines and procedures to classroom and behavior management strategies to working with families, etc. New teachers receive constructive feedback in all aspects of teaching throughout their first year experience. Additionally, new teachers are provided with professional development opportunities to maximize their success.

1. New Teacher: Ms. Jennifer Basford, First Grade Teacher; Mentor: Ms. Katherine Winne, Supplemental Academic Instruction (SAI) Teacher; Rationale: Ms. Winne's teaching experience with elementary age students and her expertise in reading will benefit Ms. Basford in her development as an educator while completing her second year of teaching at Seminole Trails.

2. New Teacher: Ms. Kayla Nedresky, Kindergarten Teacher; Mentor: Ms. Jennifer Vaccaro, Third Grade Teacher; Rationale: Ms. Vacacaro Lo has valuable experience working as a kindergarten teacher and her expertise will support Ms. Nedresky in her first full year of teaching.

3. New Teacher: Ms. Molly Parkinson, Second Grade Teacher; Mentor: Ms. Shakira Epps, Reading Coach/Reading Resource Teacher; Rationale: Ms. Epps is an experienced teacher and her expertise in reading will benefit Ms. Parkinson while completing her second year of teacher at Seminole Trails.

4. New Teacher: Ms. Sydnee Redlich, Third Grade Teacher; Mentor: Ms. Jenifer Lo, Single School

Culture Coordinator; Rationale: Ms. Lo is an experienced teacher, Reading Resource Teacher, Reading Coach and Learning Team Facilitator. Her experience will provide support for Ms. Redlich in her first year of teaching at Seminole Trails.

5. Teacher: Mr. Michael Taylor, Fifth Grade Teacher; Mentor: Ms. Bristol Bush, Math Coach/Math Resource Teacher; Rationale: Ms. Bush has extensive experience in teaching fifth grade students and her expertise will support Mr. Taylor in his development as an educator while completing his second 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.

By implementing the first Strategic Initiative, Pillars of Effective Instruction, students are immersed in rigorous tasks encompassing the full intent of the standards. As such, students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous. In addition, students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Seminole Trails Elementary creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. During this process, school teams 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 practices instituted at Seminole Trails Elementary School reflect the District's Strategic Initiatives. This is evidenced in numerous ways and described in the subsequent paragraphs below.

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.

The atmosphere at Seminole Trails Elementary School reflects the third Pillar as shown by students collaborating in a student-centered, personalized learning environment that represents the diverse

needs of each student. Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Furthermore, they take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize their potential.

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, provision of specially designed instruction as per student's individual education program (IEP) plan needs, and small group instruction provided by district/regional support personal, etc.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.
• Students take ownership of their learning through voice and choice in order to demonstrate mastery through
a variety of means.
• Students take ownership of a culture of learning in a strategy-rich environment which uses space and
technology to maximize student potential

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. Gillian Gayle (gillian.gayle@palmbeachschools.org)

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Bickel, Laura, laura.bickel@palmbeachschools.org

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

Sponsors submit attendance and an activity log following each meeting and submit a yearly program evaluation to the grant provider TeamWork USA.

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Galatowitsch, Rebecca, rebecca.galatowitsch@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 NGSS 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
Epps, Shakirra, shakirra.epps@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: 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
Leffelman, Christianne, christianne.leffelman@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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 illustrate 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.Section 1002.69, Florida Statutes (F.S.), requires the Florida Department of Education to adopt a statewide kindergarten screening instrument that assesses the readiness of each student for kindergarten. based on the performance standards adopted by the department under section 1002.67(1), F.S., for the Voluntary Prekindergarten Education Program (VPK). The screening instrument, known as the Florida Kindergarten Readiness Screener (FLKRS), must be administered to all public school kindergarten students within the first 30 days of each school year. Beginning with the 2017-18 school year, the FLKRS assessment will be administered through Star Early Literacy®, which will replace the FLKRS Work Sampling System (FLKRS-WSS). The Star Early Literacy® assessment is an online, adaptive instrument that students complete independently in approximately 15-20 minutes. There are 27 items that assess early literacy and numeracy skills. The assessment is

designed for students who do not yet read independently and provides data in three domains: Word Knowledge and Skills, Comprehension Strategies and Constructing Meaning, and Numbers and Operations. The results of this screening provide valuable information about a child's readiness for school, help teachers develop lesson plans to meet each child's individual needs, and offer useful information to parents. FLKRS is also used to calculate the kindergarten readiness rates for the VPK Program.

The Oral Language Assessment (OLA) will be used to ascertain oral language skills of all incoming students as part of the Literacy Assessment System used for monitoring and planning of instruction. A Home Language Survey is completed by parents on the initial registration form. Students whose parents indicate that there is another language in the home are administered the Listening and Speaking (LAS) Proficiency Assessment within 20 days of enrollment. Students identified as English Language Learners in kindergarten are instructed in an immersive environment and monitored for additional support needed as them progress through the grades.

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 local colleges and universities 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 are infused throughout the week- long celebration. Guest speakers focus on the importance of college education and highlight various career choices. Students have the opportunity to see and learn about different colleges and universities on the Morning Announcements as they are highlighted throughout the week.
Seminole Trails Elementary supports the STEM (Science, Technology, Electronics, and Math) initiative. Throughout the year we provide students with opportunities to explore these subjects and careers in those fields. One such opportunity is STEM Night where students and families are invited to the school to take part in a variety of activities. Teachers in K-2 display classroom Science Fair Projects for students and families to explore, while individual students in grade 3-5 also display their Science Fair Projects. Winning 3-5 projects are then entered in the SDPBC Science Fair. Then students and their families are invited to visit the onsite STEM Lab 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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"Â? 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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we deliver effective and relevant instruction to meet the needs of all students, then we increase reading on grade level by 3rd grade.

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 deliver effective and relevant instruction to meet the needs of all students, then we increase reading on grade level by 3rd grade. 1a

🔍 G094893

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	61.0
FSA ELA Achievement - Grade 3	40.0
FSA ELA Achievement	45.0
FSA Mathematics Achievement	59.0
Statewide Science Assessment Achievement	44.0

Targeted Barriers to Achieving the Goal 3

- We have a challenge at finding the time and the most effective standards based resources to plan, deliver, and effectively progress monitor instruction to support the specific needs of our students.

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 Math Leadership Team [MLT], 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.

- 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, Study Island etc.)

- Community Business Partners (Mounts Botanical Garden)

- Planning time with support personnel

- After School Program

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

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

Plan to Monitor Progress Toward G1. `8`

Student performance data: winter diagnostic, Teacher Data Chats, Pupil Progression information, iReady, Principal's Dashboard

Person Responsible

Judith Garrard

Schedule

Triannually, from 11/3/2017 to 6/30/2018

Evidence of Completion

Time task calendar, review of progress monitoring assessment data and diagnostic scores, completed midyear reflection, conference notes, iReady reports, FSA outcomes

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

1 = Problem Solving Step   S123456 = Quick Key

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we increase reading on grade level by 3rd grade. 1

🔍 G094893

G1.B7 We have a challenge at finding the time and the most effective standards based resources to plan, deliver, and effectively progress monitor instruction to support the specific needs of our students. 2

🔍 B255290

G1.B7.S1 Provide teachers with professional development focused on increasing their effectiveness at delivering effective and relevant instruction to meet the needs of our students. 4

🔍 S269777

Strategy Rationale

If we deepen our understanding of the standards, analyzing student data, making data driven decisions, differentiating instruction, and progress monitoring, then teacher effectiveness will improve.

Action Step 1 5

Collect student performance data [global and then specific to targeted sub-groups] and make instructional decisions that reflect rigorous standards-based teaching practices.

Person Responsible

Jenifer Lo

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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.

Person Responsible

Bruce Saulter

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom schedules, attendance rosters, computer program reports, Lesson Plans indicating the use of these programs: 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, Study Island, etc.

Action Step 3 `5`

Ensure reading resources are available that reflect different cultural norms for all students so that teachers have the necessary tools to differentiate and support research-based instruction designed to increase student achievement.

Person Responsible

Jenifer Lo

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Invoices, lesson plans, iii lists, circulation records

Action Step 4 5

The School Leadership Team will meet regularly to discuss methods for supporting new and seasoned faculty in performing all aspects of their positions while at the same time supporting teachers' social emotional needs. The group will focus discussions on "working smarter, not harder" in an effort to reduce stress and burnout and to increase job satisfaction.

Person Responsible

Judith Garrard

Schedule

Weekly, from 8/2/2017 to 6/4/2018

Evidence of Completion

Agenda, meeting notes, task lists, checklists, etc.

Action Step 5 5

Teachers with expertise in standards-based instruction in literacy will guide and support teachers with meeting the various needs of students in kindergarten through fifth grade.

Person Responsible

Shakirra Epps

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Observational data, informal and formal assessments

Action Step 6 5

Teachers will attend professional development activities designed to promote AVID strategies and then subsequently implement these strategies with students in the classroom. Support will be provided to teachers in the implementation phase on an as need basis.

Person Responsible

Jenifer Lo

Schedule

Semiannually, from 8/14/2017 to 6/30/2018

Evidence of Completion

PD sign in sheets, artifacts, lesson plans

Action Step 7 `5`

Teachers will receive professional development and support in monitoring student progress through informal/formal assessments and methods for adjusting instruction/interventions based on individual student data. They will also receive professional development and support in using the 4-step problem solving model (math and/or science).

Person Responsible

Jenifer Lo

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Professional development logs, attendance records

Action Step 8 `5`

The Math Coach, supported by the Single School Culture Coordinator, will implement the coaching cycle to provide job embedded PD focused on delivering highly effective instruction in mathematics for grades K-5.

Person Responsible

Bristol Bush

Schedule

Daily, from 8/14/2017 to 6/1/2018

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/evidence from modeling. The Coach will also track and monitor data from the Florida Standards Quizzes, Unit Standards Assessments, and Diagnostic Data.

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

Administrators will attend PDs, Conduct classroom walkthroughs, and the leadership team will review the evidence collected to ensure that the actions steps are being implemented with fidelity.

Person Responsible

Judith Garrard

Schedule

Weekly, from 8/14/2017 to 5/29/2018

Evidence of Completion

Minutes of meetings, walkthrough notes, lesson plans, PD Sign-In Sheets

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

The leadership team will analyze student performance data and teacher data to ensure that the strategy is having a positive impact on student outcomes and teacher effectiveness.

Person Responsible

Judith Garrard

Schedule

Every 6 Weeks, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student formative data, iObservation data, pupil progression

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G1.B7.S2 Provide students with various learning opportunities that will enhance their social/emotional and academic success. 4

🔑 S269778

Strategy Rationale

If we support students by working through the 4-step problem solving process, providing them with the appropriate data driven learning opportunities (small group instruction, tutorials, enrichment, etc.), implementing AVID strategies, and holding one-on-one data chats/conferences, then we will see an improvement in student outcomes.

Action Step 1 5

Provide Tier 2 instruction, Tier 3 instruction and enrichment for students to ensure students' needs are being met.

Person Responsible

Jenifer Lo

Schedule

Weekly, from 8/28/2017 to 5/29/2018

Evidence of Completion

Progress Monitoring Logs

Action Step 2 5

Students in grades 2-5 that are demonstrating a need in reading will be provided additional academic support through an academic tutor within the school day.

Person Responsible

Bruce Saulter

Schedule

Biweekly, from 9/25/2017 to 4/5/2018

Evidence of Completion

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

Action Step 3 `5`

Use data to identify student needs, in grades 2-5, for targeted learning opportunities (math, reading or science) that provide after school remediation to accelerate student mastery of targeted skills.

Person Responsible

Bruce Saulter

Schedule

Biweekly, from 10/6/2017 to 4/6/2018

Evidence of Completion

Lists of students targeted for instruction

Action Step 4 `5`

Students in grades 3-5 that are demonstrating a need in math or science will be provided additional academic support through an academic tutor within the school day.

Person Responsible

Bruce Saulter

Schedule

Weekly, from 10/2/2017 to 4/6/2018

Evidence of Completion

Attendance rosters, student performance data, lesson plans

Action Step 5 `5`

Grades 4 and 5 teachers will be provided release time to have writing conferences with students (Focus: FSA growth in Writing)

Person Responsible

Judith Garrard

Schedule

On 2/23/2018

Evidence of Completion

Documentation of teacher/student conferences

Action Step 6 `5`

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

Person Responsible

Judith Garrard

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans, student performance data

Action Step 7 `5`

School administrators and teachers will identify, plan and provide students with enrichment opportunities which allow students to think critically.

Person Responsible

Judith Garrard

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

Action Step 8 `5`

The staff will received PD so they are able to implement practices supported by sw-PBS and the ADLs No Place for Hate initiative.

Person Responsible

Bruce Saulter

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Behavior and attendance data

Action Step 9 `5`

Teachers will follow the instructional focus calendar suggested by the School District to ensure students are receiving standards based instruction at an appropriate pace.

Person Responsible

Jenifer Lo

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Completed instructional focus calendar and lesson plans, students being equipped with grade level knowledge required for the FSA

Plan to Monitor Fidelity of Implementation of G1.B7.S2 `6`

Leadership Team will monitor students participation, classroom visits, and evidence from the various actions steps to ensure the implementation of the action steps.

Person Responsible

Bruce Saulter

Schedule

Weekly, from 9/25/2017 to 4/5/2018

Evidence of Completion

Attendance Logs, Lesson Plans, walkthrough notes

Plan to Monitor Effectiveness of Implementation of G1.B7.S2 `7`

Monitor impact of after-school tutoring on student academic performance to ensure students who participate in after school tutoring will make learning gains.

Person Responsible

Bruce Saulter

Schedule

Every 3 Weeks, from 9/25/2017 to 6/1/2018

Evidence of Completion

Student performance data: 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

G1.B7.S3 Provide parents with various methods to use at home that will reinforce the skills and concepts taught throughout the school year. 4

🔑 S269779

Strategy Rationale

If we empower parents by equipping them with tools they can use at home that align to what we are doing in school, we will see an increase in their involvement in home learning activities.

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 8/14/2017 to 6/1/2018

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.

Action Step 2 5

The Assistant Principal, with assistance from selected faculty/staff members, will create and disseminate instructional videos for parents. The videos will be designed to support cultural diversity, research-based instructional methods and to promote social emotional learning.

Person Responsible

Bruce Saulter

Schedule

Every 2 Months, from 9/18/2017 to 6/1/2018

Evidence of Completion

Video records and logs of viewing/checkout

Plan to Monitor Fidelity of Implementation of G1.B7.S3 `6`

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

Person Responsible

Bruce Saulter

Schedule

Monthly, from 8/11/2017 to 6/1/2018

Evidence of Completion

Sign in sheets and Panther Passports

Plan to Monitor Effectiveness of Implementation of G1.B7.S3 `7`

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

Person Responsible

Bruce Saulter

Schedule

Monthly, from 8/11/2017 to 6/1/2018

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B7.S2.A5 🔍 A360552	Grades 4 and 5 teachers will be provided release time to have writing conferences with students...	Garrard, Judith	2/19/2018	Documentation of teacher/student conferences	2/23/2018 one-time
G1.B7.S2.MA1 🔍 M385264	Leadership Team will monitor students participation, classroom visits, and evidence from the...	Saulter, Bruce	9/25/2017	Attendance Logs, Lesson Plans, walkthrough notes	4/5/2018 weekly
G1.B7.S2.A2 🔍 A360549	Students in grades 2-5 that are demonstrating a need in reading will be provided additional...	Saulter, Bruce	9/25/2017	Lists of students targeted for instruction, attendance rosters, lesson plans, teacher sign in sheets and student sign-in etc.	4/5/2018 biweekly
G1.B7.S2.A3 🔍 A360550	Use data to identify student needs, in grades 2-5, for targeted learning opportunities (math,...	Saulter, Bruce	10/6/2017	Lists of students targeted for instruction	4/6/2018 biweekly
G1.B7.S2.A4 🔍 A360551	Students in grades 3-5 that are demonstrating a need in math or science will be provided additional...	Saulter, Bruce	10/2/2017	Attendance rosters, student performance data, lesson plans	4/6/2018 weekly
G1.B7.S1.MA1 🔍 M385262	Administrators will attend PDs, Conduct classroom walkthroughs, and the leadership team will review...	Garrard, Judith	8/14/2017	Minutes of meetings, walkthrough notes, lesson plans, PD Sign-In Sheets	5/29/2018 weekly
G1.B7.S2.A1 🔍 A360548	Provide Tier 2 instruction, Tier 3 instruction and enrichment for students to ensure students'...	Lo, Jenifer	8/28/2017	Progress Monitoring Logs	5/29/2018 weekly
G1.B7.S1.MA1 🔍 M385261	The leadership team will analyze student performance data and teacher data to ensure that the...	Garrard, Judith	8/14/2017	Student formative data, iObservation data, pupil progression	6/1/2018 every-6-weeks
G1.B7.S1.A1 🔍 A360540	Collect student performance data [global and then specific to targeted sub-groups] and make...	Lo, Jenifer	8/14/2017	Student data and lesson plans	6/1/2018 weekly
G1.B7.S1.A2 🔍 A360541	Students will be provided with access to online resources designed to support academic performance...	Saulter, Bruce	8/14/2017	Classroom schedules, attendance rosters, computer program reports, Lesson Plans indicating the use of these programs: 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, Study Island, etc.	6/1/2018 daily
G1.B7.S1.A3 🔍 A360542	Ensure reading resources are available that reflect different cultural norms for all students so...	Lo, Jenifer	8/14/2017	Invoices, lesson plans, iii lists, circulation records	6/1/2018 daily
G1.B7.S1.A5 🔍 A360544	Teachers with expertise in standards-based instruction in literacy will guide and support teachers...	Epps, Shakirra	8/14/2017	Observational data, informal and formal assessments	6/1/2018 daily
G1.B7.S1.A7 🔍 A360546	Teachers will receive professional development and support in monitoring student progress through...	Lo, Jenifer	8/21/2017	Professional development logs, attendance records	6/1/2018 weekly
G1.B7.S1.A8 🔍 A360547	The Math Coach, supported by the Single School Culture Coordinator, will implement the coaching...	Bush, Bristol	8/14/2017	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/evidence from modeling. The Coach will also track and monitor data from the Florida Standards Quizzes, Unit	6/1/2018 daily

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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
				Standards Assessments, and Diagnostic Data.	
G1.B7.S2.MA1 🔑 M385263	Monitor impact of after-school tutoring on student academic performance to ensure students who...	Saulter, Bruce	9/25/2017	Student performance data: 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	6/1/2018 every-3-weeks
G1.B7.S2.A6 🔑 A360553	Teachers will incorporate "flex" time into their lesson plans to allow for extended remediation and...	Garrard, Judith	8/14/2017	Lesson plans, student performance data	6/1/2018 weekly
G1.B7.S2.A7 🔑 A360554	School administrators and teachers will identify, plan and provide students with enrichment...	Garrard, Judith	8/14/2017	Lists and/or descriptions of opportunities with corresponding dates/times	6/1/2018 monthly
G1.B7.S2.A8 🔑 A360555	The staff will received PD so they are able to implement practices supported by sw-PBS and the ADLs...	Saulter, Bruce	8/14/2017	Behavior and attendance data	6/1/2018 daily
G1.B7.S2.A9 🔑 A360556	Teachers will follow the instructional focus calendar suggested by the School District to ensure...	Lo, Jenifer	8/14/2017	Completed instructional focus calendar and lesson plans, students being equipped with grade level knowledge required for the FSA	6/1/2018 daily
G1.B7.S3.MA1 🔑 M385265	Monitor attendance rates and patterns per event to assess effectiveness of day/time of offering.	Saulter, Bruce	8/11/2017	Data chart to show the name of the event, time, day of the week and the number of attendees.	6/1/2018 monthly
G1.B7.S3.MA1 🔑 M385266	Parent/community participation and attendance will be monitored through sign in sheets and Panther...	Saulter, Bruce	8/11/2017	Sign in sheets and Panther Passports	6/1/2018 monthly
G1.B7.S3.A1 🔑 A360557	Provide events to support academic content and order/create tools and/or resources for...	Saulter, Bruce	8/14/2017	School event calendar, event flyers, event planning notes, the parent link on Edline, sign in sheets, agendas, and public notice via the school marquee.	6/1/2018 monthly
G1.B7.S3.A2 🔑 A360558	The Assistant Principal, with assistance from selected faculty/staff members, will create and...	Saulter, Bruce	9/18/2017	Video records and logs of viewing/checkout	6/1/2018 every-2-months
G1.B7.S1.A4 🔑 A360543	The School Leadership Team will meet regularly to discuss methods for supporting new and seasoned...	Garrard, Judith	8/2/2017	Agenda, meeting notes, task lists, checklists, etc.	6/4/2018 weekly
G1.MA1 🔑 M385267	Student performance data: winter diagnostic, Teacher Data Chats, Pupil Progression information,...	Garrard, Judith	11/3/2017	Time task calendar, review of progress monitoring assessment data and diagnostic scores, completed midyear reflection, conference notes, iReady reports, FSA outcomes	6/30/2018 triannually
G1.B7.S1.A6 🔑 A360545	Teachers will attend professional development activities designed to promote AVID strategies and...	Lo, Jenifer	8/14/2017	PD sign in sheets, artifacts, lesson plans	6/30/2018 semiannually

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we increase reading on grade level by 3rd grade.

G1.B7 We have a challenge at finding the time and the most effective standards based resources to plan, deliver, and effectively progress monitor instruction to support the specific needs of our students.

G1.B7.S1 Provide teachers with professional development focused on increasing their effectiveness at delivering effective and relevant instruction to meet the needs of our students.

PD Opportunity 1

Collect student performance data [global and then specific to targeted sub-groups] and make instructional decisions that reflect rigorous standards-based teaching practices.

Facilitator

District/Regional/In-House Reading Resource Teachers with Expertise in Standards-based Instruction in Reading

Participants

Teachers

Schedule

Weekly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Students will be provided with access to online resources designed to support academic performance in English Language Arts and the content areas.

Facilitator

District/Regional Resource Teachers with expertise in Educational Technology

Participants

Teachers

Schedule

Daily, from 8/14/2017 to 6/1/2018

PD Opportunity 3

Ensure reading resources are available that reflect different cultural norms for all students so that teachers have the necessary tools to differentiate and support research-based instruction designed to increase student achievement.

Facilitator

District/Regional Reading Resource Teachers and ELL Support Personnel -- Leveled Literacy Instruction (LLI) Trainers

Participants

Teachers

Schedule

Daily, from 8/14/2017 to 6/1/2018

PD Opportunity 4

Teachers will attend professional development activities designed to promote AVID strategies and then subsequently implement these strategies with students in the classroom. Support will be provided to teachers in the implementation phase on an as need basis.

Facilitator

Jen Lo and AVID Professional Development Team

Participants

Selected teachers

Schedule

Semiannually, from 8/14/2017 to 6/30/2018

PD Opportunity 5

Teachers will receive professional development and support in monitoring student progress through informal/formal assessments and methods for adjusting instruction/interventions based on individual student data. They will also receive professional development and support in using the 4-step problem solving model (math and/or science).

Facilitator

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

Participants

Teachers

Schedule

Weekly, from 8/21/2017 to 6/1/2018

PD Opportunity 6

The Math Coach, supported by the Single School Culture Coordinator, will implement the coaching cycle to provide job embedded PD focused on delivering highly effective instruction in mathematics for grades K-5.

Facilitator

Math Coach and District Math Curriculum Experts

Participants

Teachers

Schedule

Daily, from 8/14/2017 to 6/1/2018

G1.B7.S2 Provide students with various learning opportunities that will enhance their social/emotional and academic success.

PD Opportunity 1

Provide Tier 2 instruction, Tier 3 instruction and enrichment for students to ensure students' needs are being met.

Facilitator

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

Participants

Teachers

Schedule

Weekly, from 8/28/2017 to 5/29/2018

PD Opportunity 2

The staff will received PD so they are able to implement practices supported by sw-PBS and the ADLs No Place for Hate initiative.

Facilitator

School Administration and Department of Safe Schools

Participants

Teachers, Support Staff

Schedule

Daily, from 8/14/2017 to 6/1/2018

VI. Technical Assistance Items

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