

The School District of Palm Beach County

Seminole Trails Elementary School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

SIP Authority

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>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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
Seymour, Lisa	Instructional Media
Garrard, Judith	Principal
Provost, Mary	Teacher, ESE
Shone, Jeffrey	Teacher, PreK
Maltby, Jennifer	Teacher, K-12
Montgomery, Christine	Teacher, ESE
Bland, Ana	Teacher, K-12
Thompson, Marshette	Teacher, K-12
Lo, Jenifer	Assistant Principal
Bush, Bristol	Instructional Coach
Judge, Katie	Teacher, K-12
Kinney, Tracy	School Counselor
Wang, Amanda	Teacher, K-12
Robitaille, Jamie	Other
Band, Heather	Teacher, ESE
Giamanco, Candace	Other
Bustos, Angelica	SAC Member
Raffaelli, David	SAC Member
Selon, Delia	SAC Member
Herring-Brown, Judith	SAC Member
Nava, Maria	SAC Member
Wolberg, Rochelle	SAC Member
Berman, Steve	SAC Member

Duties

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

Each member of the School Leadership Team serves as the leader of his/her individual grade level or special program at Seminole Trails Elementary School. Members work with colleagues, 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.

Early Warning Systems

Year 2017-18

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	22	27	22	22	8	12	0	0	0	0	0	0	0	113
One or more suspensions	5	11	10	12	6	11	0	0	0	0	0	0	0	55
Course failure in ELA or Math	51	54	57	94	61	64	0	0	0	0	0	0	0	381
Level 1 on statewide assessment	0	0	0	57	39	43	0	0	0	0	0	0	0	139

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	17	21	58	31	46	0	0	0	0	0	0	0	187

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	8	11	29	23	12	0	0	0	0	0	0	0	86
Retained Students: Previous Year(s)	2	7	10	28	23	12	0	0	0	0	0	0	0	82

Date this data was collected

Tuesday 8/21/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that was the lowest was ELA Achievement at 40%. Despite students performing the lowest in this area, this is not a trend as ELA Achievement was not the lowest data component the previous year, and the data indicates a 2% growth from the previous year.

Which data component showed the greatest decline from prior year?

The Math Achievement data component showed the greatest decline from the prior year. Math Achievement fell 2% from the previous year, from 51% to 49%. Subgroup data indicates Students With Disabilities performed lower across all achievement categories when compared to overall school performance; however when compared with its own subgroup, Students With Disabilities saw gains from the previous year in all achievement categories. Overall, ELA proficiency for Black Males decreased 8% from FY17.

Which data component had the biggest gap when compared to the state average?

The ELA Achievement component had the biggest overall negative percentage gap (16%), when compared to state average (STES at 40% compared to the State at 56%). The biggest positive percentage gap was ELA Achievement for the Lowest 25th Percentile data component; the state percentage was 48% compared to STES at 64%. The greatest negative grade level gap was for Grade 3 Math Achievement at 22% (STES at 40% compared to the State at 62%).

Which data component showed the most improvement? Is this a trend?

Three data components showed significant improvement of 14%: Science Achievement, Math Lowest 25th Percentile Learning Gains, and ELA Lowest 25th Percentile Learning Gains. Achievement has not been consistent from year to year.

Describe the actions or changes that led to the improvement in this area.

Several actions steps were instituted leading to improvement in these areas. Common planning time for teachers was continued for ELA, Math, and Science. Seminole Trails Elementary is an AVID school, therefore students received and implemented instruction using the WICOR (Writing, Inquiry, Collaboration, Organization, Reading) framework to support their learning. There was more emphasis placed on small group instruction in Reading and Mathematics. Number talks became regular practice in all classrooms. The Accelerated Math Program (AMP) was utilized to provide enrichment, along with differentiated instruction using support facilitation in targeted classrooms. In Science, more "hands on" lessons were infused into the curriculum. A school-wide push to improve student attendance was emphasized to decrease absenteeism, and as a result increase instructional time for students. Finally, in-school and after-school tutoring was made available to students in need in the areas of Math, ELA, and Science.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	40%	57%	56%	36%	52%	52%
ELA Learning Gains	55%	61%	55%	47%	56%	52%
ELA Lowest 25th Percentile	64%	56%	48%	50%	51%	46%
Math Achievement	49%	65%	62%	55%	61%	58%
Math Learning Gains	59%	63%	59%	55%	61%	58%
Math Lowest 25th Percentile	57%	53%	47%	53%	51%	46%
Science Achievement	47%	56%	55%	51%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	22 (25)	27 (20)	22 (31)	22 (16)	8 (18)	12 (19)	113 (129)
One or more suspensions	5 (6)	11 (8)	10 (4)	12 (6)	6 (9)	11 (11)	55 (44)
Course failure in ELA or Math	51 (43)	54 (55)	57 (55)	94 (91)	61 (66)	64 (74)	381 (384)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	57 (51)	39 (48)	43 (67)	139 (166)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	38%	56%	-18%	57%	-19%
	2017	40%	54%	-14%	58%	-18%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	46%	58%	-12%	56%	-10%
	2017	32%	57%	-25%	56%	-24%
Same Grade Comparison		14%				
Cohort Comparison		6%				
05	2018	36%	59%	-23%	55%	-19%
	2017	38%	52%	-14%	53%	-15%
Same Grade Comparison		-2%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	40%	63%	-23%	62%	-22%
	2017	45%	62%	-17%	62%	-17%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	56%	63%	-7%	62%	-6%
	2017	56%	64%	-8%	64%	-8%
Same Grade Comparison		0%				
Cohort Comparison		11%				
05	2018	50%	66%	-16%	61%	-11%
	2017	44%	61%	-17%	57%	-13%
Same Grade Comparison		6%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	47%	56%	-9%	55%	-8%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	46	54	29	49	50	23				
ELL	38	63	78	57	70	53	39				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ASN	63	75		81	75						
BLK	36	50	58	43	55	57	43				
HSP	53	70	75	63	78		55				
WHT	50	69		54	47		50				
FRL	38	54	63	47	60	59	46				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	43	50	25	36	30	6				
ELL	16	42	50	51	58	62	21				
BLK	38	52	48	46	46	33	30				
HSP	31	36		58	63		38				
WHT	40	58		67	62						
FRL	35	50	49	49	51	44	33				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To ensure progress towards student achievement within ELA Instruction to support the expectations of Long-Term Objective #1; Increase reading on grade level by 3rd grade.
Rationale	ELA Student Achievement performance did not meet the intended Seminole Trails Elementary FY18 Target toward satisfying the long term objective of 61% proficiency by 2021. This area of focus aligns with the District Strategic Plan to increase 3rd Grade reading on grade level to 75% by 2021. As a result, this area of focus will also align with the District Strategic Plan to Increase High School Readiness to 75%.
Intended Outcome	Grade 3 ELA proficiency will increase by a minimum of 8% (to FY19 Target of 46%), making progress toward satisfying the Seminole Trails Elementary long term objective of 61% proficiency by 2021.
Point Person	Judith Garrard (judith.garrard@palmbeachschools.org)
Action Step	
Description	<p>Students are immersed in rigorous tasks due to deliberate standards-based planning and delivery of content required by Florida State Statute 1003.42 and School Board Policy 2.09 continuing to develop a single school culture and appreciation of multicultural diversity with a focus on Reading and Writing to Learn.</p> <p>Students will use iReady to build content knowledge in ELA and other subject content areas.</p> <p>Professional development training specifically targeted at identified areas of weakness in ELA. A focus on Writing to Learn has been scheduled for professional development training at whole staff meetings, grade level team meetings, and professional development days. Differentiated academic tutoring in Reading will be provided in the fall and the spring. Teachers will participate in webinars focusing on different components of guided reading. Grade 3 teachers will participate in the district's "Know Your 5" cadre to support reading instruction.</p> <p>Seminole Trails Elementary continues to be an AVID elementary school. Teachers will receive the support of a K-5 Literacy staff developer.</p> <p>Provide Tier II and III instruction for identified students.</p> <p>Implement the RTI process with fidelity.</p> <p>Conduct administrator-teacher data chats as well as teacher-student data chats.</p> <p>Provide opportunities for teachers to conduct student writing conferences.</p> <p>Provide coaching for instructional staff.</p> <p>Provide parent training sessions.</p> <p>Continue enrichment activities such as "Battle of the Books" and book club.</p> <p>Continue to build the integration of ELA & Writing to maximize the time & practice of text-based writing.</p> <p>Increase the use of AVID academic language routines & strategies across subjects to strengthen listening, speaking, reading, and writing literacy.</p> <p>Increase cross-scoring of writing to monitor strengths & weaknesses.</p> <p>Increase opportunities for science hands on activities to increase overall proficiency.</p> <p>Continue to monitor iReady minutes & increase monitoring of pass rates, as well as customization of lessons by teachers.</p> <p>Continue to monitor small group plans for ELA.</p>
Person Responsible	Judith Garrard (judith.garrard@palmbeachschools.org)
Plan to Monitor Effectiveness	

Description	Identify trends through data analysis in PLC meetings with both district leadership and Seminole Trails Elementary faculty. Administrators will conduct walk-through observations, data reviews, data chats, collect evidence (e.g., iObservation data, PLC notes, attendance logs, pupil progression, PD implementation, team meeting minutes). Parental reflections and flyers from parent training sessions Sign-in sheets from enrichment activities
Person Responsible	Judith Garrard (judith.garrard@palmbeachschools.org)

Activity #2	
Title	To ensure progress towards student achievement within Math Instruction to support expectations of Long-Term Objective #2; Increase High School Readiness to 75%.
Rationale	When conducting the needs assessment/analysis for the School Grade Component, all student achievement categories demonstrated positive percentage increases from the previous year with the exception of Math Achievement category. Math Achievement data indicates a 2% decrease from the previous year. There was an 3% decrease in proficiency for Black students which is one of our largest subgroups.
Intended Outcome	Math proficiency will increase to 57% for all students, better preparing our students to meet the district's long term outcome for high school readiness.
Point Person	Judith Garrard (judith.garrard@palmbeachschools.org)
Action Step	
Description	<p>Students are immersed in rigorous tasks due to deliberate standards-based planning and delivery of content required by Florida State Statute 1003.42 and School Board Policy 2.09 continuing to develop a single school culture and appreciation of multicultural diversity. A focus on Reading and Writing to Learn will contribute to Math Achievement as students will increase their comprehension of word problems, will be able to articulate their mathematical thinking, and will be able to reflect on strategies that align with their personal learning styles while resulting in greater accuracy.</p> <p>Students will use iReady to build content knowledge and skills in Math.</p> <p>Professional development training specifically targeted at identified areas of weakness in Math.</p> <p>Differentiated academic tutoring in Math will be provided in the fall and the spring.</p> <p>The Accelerated Math Program (AMP) will be utilized as an enrichment opportunity in grades 3 and 4, expanding to a second-grade level.</p> <p>A focus on Small Group Differentiated Instruction in Math will continue to be emphasized across all grade levels.</p> <p>Continue to monitor iReady minutes & increase monitoring of pass rates, as well as customization of lessons by teachers.</p> <p>Continue to monitor small group plans for Math.</p>
Person Responsible	Judith Garrard (judith.garrard@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	<p>Identify trends through data analysis in PLC meetings with both district leadership and Seminole Trails Elementary faculty.</p> <p>Administrators will conduct walk-through observations, data reviews, data chats, collect evidence (e.g., iObservation data, PLC notes, attendance logs, pupil progression, PD implementation, team meeting minutes).</p> <p>Parental reflections and flyers from parent training sessions</p> <p>Sign-in sheets from enrichment activities</p>
Person Responsible	Judith Garrard (judith.garrard@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

1. Communication: A variety of communication tools will be used including daily home/school folders, agenda books, marquee, fliers, School Messenger website, and Parent Link and Teacher Reach phone messaging systems. 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, Building Better Readers Night, Florida Standards Assessment (FSA) Night, Dr. Seuss Night, STEM Night, and AVID parent training. 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 Keiser University, Big Brothers Big Sisters, the Palm Beach Lakes Community High School Teacher Academy, Jack The Bike Man, The Primary Project, and Mounts Botanical Garden.

PFEP Link

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

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

The Administration of Seminole Trails Elementary School consistently monitors & ensures the social-emotional needs of all students are being met. Several mechanisms are in place to facilitate this process including:

Students participate in daily Morning Meetings as part of the district's SEL pilot.

Students have access to the School Counselor through teacher and self-referral to small group sessions, and upon request.

The school serves as a site for Primary Project, which is sponsored by Boys Town of South Florida.

The school Principal and Assistant Principal serve as Certified Mental Health First Aid Practitioners.

The school has a formalized Suicide Prevention Plan in the school's formal Management Plan.

MTSS/Rtl School Base Team meets weekly to discuss student progress & social-emotional needs. This team collaborates with the Department of Safe Schools, and the district contact person assigned to support students designated as homeless.

All students have a teacher who serves as a mentor teacher. The mentor teacher supports academic and social-emotional growth.

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.

English as a Second Language services are provided at the school and the school employs Community Language Facilitators.

An array of exceptional student education programs and services are provided at the school.

The school utilizes SwPBS for all students and develops supplemental individualized behavior support plans for students in need.

Our school integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS.

Multicultural diversity and best practices for inclusive education are addressed through our anti-bullying campaign, structured lessons, mentoring and implementation of SwPBS programs.

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 spring where parents are informed of readiness skills and given a tour of the school. The 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.

Incoming students are assessed upon entering kindergarten in order to ascertain individual and group needs. The screening instrument, known as the Florida Kindergarten Readiness Screener (FLKRS). 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. The Oral Language Assessment (OLA) will be used to ascertain oral language skills of all incoming students. A Home Language Survey is completed by parents on the initial registration form. Students whose parents indicate there is another language in the home are administered the WIDA-ACCESS Placement Test. All incoming kindergarten students will be assessed in the area of social/emotional development. The Teacher-Child Rating Scale (TCRS) will be completed for each 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.

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.

Academic screening tools will be re-administered mid-year and at the end of the year to determine student learning gains to determine the need for any changes.

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.

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 (SIP) goals. The School Leadership Team then submits ideas to the Principal who creates a frequency chart of the ideas. The team then analyzes and compares the frequency chart with student needs and SIP goals. Once the final items are prioritized, the Principal and a Co-Chair of the School Advisory Council (SAC), present the items to the SAC for input and approval. Faculty/staff are in charge of maintaining an inventory of resources utilized with Title I funds.

School leadership develops a master schedule. The Exceptional Student Education (ESE) team creates

student groupings that allow ESE teachers to best provide support and accommodations. The school resource team develops 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 using data, available resources, and personnel qualifications.

Title I funding is used at the school to purchase a part-time reading resource teacher, a full-time reading resource teacher, an instructional coach, and a Single School Culture Coordinator. Professional development activities and materials are supported through this funding, as well as remedial instruction for students through after-school programs.

District Migrant Liaison works with Title I to provide services and support to qualifying students and parents.

District specialists support the school with coaching and professional development funded through Title II.

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.

District Homeless Social Worker provides resources for students identified as homeless under the McKinney-Vento Act.

SAI funds are coordinated with Title I funds to provide summer school for retained grade 3 Level 1 readers. A teacher is allocated through SAI funds; she provides supplemental reading instruction to struggling students in the intermediate grades.

Measures are in place to investigate bullying, counsel victims and instigators, and to deliver consequences as appropriate. Seminole Trails implements SwPBS and hosts inclusive activities. Seminole Trails' students benefit from access to the 100% Accessible Breakfast program.

Career education is integrated into the curriculum and supported by teachers daily through school-wide implementation of the Advancement Via Individual Determination (AVID) system.

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

In alignment to School Board Policy 2.09 and Florida State State 1003.42 our school highlights multicultural diversity within the arts. Students participate in activities and studies including, but not limited to, art expos of different cultures, music programs of different eras and countries, and our library selection contains books about the cultures and contributions of Black and African Americans, Latino and Hispanics, and women in US History. Fifth grade studies the Holocaust and patrols visit the Holocaust Memorial Museum in Washington, DC.

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 fulfilling their aspirations. AVID provides activities & 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. The AVID College Readiness System provides a comprehensive model of success for all students, from elementary through higher education. 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. Business partners include Keiser University, Big Brothers Big Sisters, the Palm Beach Lakes Community High School Teacher Academy, Jack The Bike Man, The Primary Project, and Mounts Botanical Garden.

Part V: Budget

Total:

\$1,585.00