

The School District of Palm Beach County

# Seminole Trails Elementary School



## 2019-20 Schoolwide Improvement Plan

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## Seminole Trails Elementary School

4075 WILLOW POND RD, West Palm Beach, FL 33417

<https://stes.palmbeachschools.org>

### Demographics

**Principal: Jamilah Johnson**

Start Date for this Principal: 7/12/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (51%) 2017-18: C (53%) 2016-17: C (45%) 2015-16: C (50%) 2014-15: C (45%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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<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	Job Duties and Responsibilities
Joseph, Geniel	Teacher, K-12	As grade leader, her duties and responsibilities are, but are not limited to, communicating administrative directives to the entire team, supporting team members with planning instruction, and helping with problem solving with grade level issues.
Garrard, Judith	Principal	As the school leader, the principal makes all final school wide decisions around instructional practices, safety, protocols and leads school wide culture. She manages all faculty, facility and systems issues that may arise. She also serves as the instructional leader in charge of executing and monitoring personnel, resources, and strategies to ensure all students have equitable and equal access to effective standards-based instruction.
Provost, Mary	Teacher, ESE	As ESE Coordinator her duties and responsibilities are, but are not limited to, communicating administrative directives to school personnel, supporting team members with planning instruction, and helping with problem solving. She schedules and oversees student IEP meetings, RTI planning and monitoring, and is also a member of School-Based Team. She supports the principal in executing and monitoring ESE services, resources, and strategies to ensure all ESE students.
Shone, Jeffrey	Teacher, PreK	As grade leader, his duties and responsibilities are, but are not limited to, communicating administrative directives to the entire team, supporting team members with planning instruction, and helping problem solving with grade level issues. He is also the SAC co-chairperson, a member of the PD team, leads the grade level PLC, and is the Marzano Liaison.
Montgomery, Christine	Teacher, ESE	As the leader for the Varying Exceptionality team , her duties and responsibilities are, but are not limited to, communicating administrative directives to the entire team, supporting team members with planning instruction, and helping problem solving with grade level issues.
Thompson, Marshette	Teacher, K-12	As the ESOL team leader, her duties and responsibilities are, but are not limited to, communicating administrative directives to the entire team, supporting team members with planning instruction, and helping problem solving with grade level issues. She also leads an ELL PLC for multiple grade levels.
Lo, Jenifer	Assistant Principal	The role of the assistant principal is to support and co-lead all school wide decisions around instructional practices, safety, protocols and school wide culture collaboratively with the school principal. She supports teachers with instructional practices, communicates with parents, and provides administrative support in all areas of the school.



Name	Title	Job Duties and Responsibilities
Bush, Bristol	Instructional Coach	She is the instructional coach for the school. She supports teachers with coaching, planning and the delivery of effective lesson plans. She support teachers with analyzing and interpreting data. She helps ensure a safe and positive culture and climate and high expectations for students, staff, and teachers. She is a member of the PD team, and supports several grade level PLCs. She is the New Teacher Ambassador and supports all new teachers through that program and the ESP program.
Kinney, Tracy	School Counselor	Providing support to students and their families in relation to social and emotional support, part of the school leadership team and supporting school wide initiatives. She is also a member of School-Based Team.
Wang, Amanda	Teacher, K-12	As grade leader, her duties and responsibilities are, but are not limited to, communicating administrative directives to the entire team, supporting team members with planning instruction, and helping with problem solving with grade level issues.
Band, Heather	Teacher, ESE	As grade leader, her duties and responsibilities are, but are not limited to, communicating administrative directives to the entire team, supporting team members with planning instruction, and helping problem solving with grade level issues. She is also a member of the SAC, a member of the PD team, leads a multiple grade level PLC, and supports many school-wide initiatives.
Giamanco, Candace	Other	She is the Single School Culture Coordinator and plans, and facilitates PLCs meetings daily. She is an active member on all School Based Teams. She facilitates interventions for students and academic and behavior planning to meet the needs of struggling students. She also coaches and supports teachers. She helps ensure a safe and positive culture and climate and high expectations for students, staff, and teachers.
Herring-Brown, Judith	SAC Member	She provides input and supports the decision-making process relating to the creation of the annual School Improvement Plan (SIP). She also provides feedback and helps make decisions on how school improvement funds are spent.
Berman, Steve	SAC Member	He is the school's volunteer coordinator, and arranges for volunteers to support staff at the school. He provides input and supports the decision-making process relating to the creation of the annual School Improvement Plan (SIP). He also provides feedback and helps make decisions on how school improvement funds are spent.

Name	Title	Job Duties and Responsibilities
Parkinson, Molly	Teacher, K-12	As grade leader, her duties and responsibilities are, but are not limited to, communicating administrative directives to the entire team, supporting team members with planning instruction, and helping with problem solving with grade level issues.
Davis, Danielle	Teacher, K-12	As grade leader, her duties and responsibilities are, but are not limited to, communicating administrative directives to the entire team, supporting team members with planning instruction, and helping with problem solving with grade level issues. She is also a member of the PD team, and the SAC co-chairperson.
Basford, Jennifer	Teacher, K-12	As grade leader, her duties and responsibilities are, but are not limited to, communicating administrative directives to the entire team, supporting team members with planning instruction, and helping with problem solving with grade level issues.
Taylor, Michael	Teacher, K-12	As grade leader, his duties and responsibilities are, but are not limited to, communicating administrative directives to the entire team, supporting team members with planning instruction, and helping with problem solving with grade level issues.
Warren, Crystal	Teacher, K-12	As grade leader, her duties and responsibilities are, but are not limited to, communicating administrative directives to the entire team, supporting team members with planning instruction, and helping with problem solving with grade level issues.
Yarrabilli, Siva	SAC Member	He provides input and supports the decision-making process relating to the creation of the annual School Improvement Plan (SIP). He also provides feedback and helps make decisions on how school improvement funds are spent.
Hardenburgh, Nasli	SAC Member	She provides input and supports the decision-making process relating to the creation of the annual School Improvement Plan (SIP). She also provides feedback and helps make decisions on how school improvement funds are spent.
Watson, Ramona	Other	She is the school's behavioral and mental health professional. She supports student with behavioral and/or mental health concerns, mentors teachers with strategies to utilize in the classroom, and assists with PBS implementation.

Name	Title	Job Duties and Responsibilities
Demps, Raquirra	SAC Member	She provides input and supports the decision-making process relating to the creation of the annual School Improvement Plan (SIP). She also provides feedback and helps make decisions on how school improvement funds are spent.
Wynn, Nickeia	SAC Member	She provides input and supports the decision-making process relating to the creation of the annual School Improvement Plan (SIP). She also provides feedback and helps make decisions on how school improvement funds are spent.
Saddler, Lataunya	SAC Member	She provides input and supports the decision-making process relating to the creation of the annual School Improvement Plan (SIP). She also provides feedback and helps make decisions on how school improvement funds are spent.

## Early Warning Systems

### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	120	113	104	135	134	130	0	0	0	0	0	0	0	736
Attendance below 90 percent	32	13	22	18	16	10	0	0	0	0	0	0	0	111
One or more suspensions	10	12	17	24	15	9	0	0	0	0	0	0	0	87
Course failure in ELA or Math	49	72	47	75	80	61	0	0	0	0	0	0	0	384
Level 1 on statewide assessment	0	0	0	49	32	52	0	0	0	0	0	0	0	133

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	25	15	21	55	42	48	0	0	0	0	0	0	0	206

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	1	1	17	0	1	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

65

**Date this data was collected or last updated**

Monday 9/23/2019

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	14	17	21	58	31	46	0	0	0	0	0	0	0	187

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	14	17	21	58	31	46	0	0	0	0	0	0	0	187

**Part II: Needs Assessment/Analysis****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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	49%	58%	57%	38%	53%	55%
ELA Learning Gains	58%	63%	58%	51%	59%	57%
ELA Lowest 25th Percentile	46%	56%	53%	50%	55%	52%
Math Achievement	57%	68%	63%	51%	62%	61%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Learning Gains	63%	68%	62%	51%	62%	61%
Math Lowest 25th Percentile	48%	59%	51%	43%	53%	51%
Science Achievement	36%	51%	53%	32%	51%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	120 (0)	113 (0)	104 (0)	135 (0)	134 (0)	130 (0)	736 (0)
Attendance below 90 percent	32 (22)	13 (27)	22 (22)	18 (22)	16 (8)	10 (12)	111 (113)
One or more suspensions	10 (5)	12 (11)	17 (10)	24 (12)	15 (6)	9 (11)	87 (55)
Course failure in ELA or Math	49 (51)	72 (54)	47 (57)	75 (94)	80 (61)	61 (64)	384 (381)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	49 (57)	32 (39)	52 (43)	133 (139)

#### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	44%	54%	-10%	58%	-14%
	2018	38%	56%	-18%	57%	-19%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	52%	62%	-10%	58%	-6%
	2018	46%	58%	-12%	56%	-10%
Same Grade Comparison		6%				
Cohort Comparison		14%				
05	2019	45%	59%	-14%	56%	-11%
	2018	36%	59%	-23%	55%	-19%
Same Grade Comparison		9%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	49%	65%	-16%	62%	-13%
	2018	40%	63%	-23%	62%	-22%
Same Grade Comparison		9%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019	63%	67%	-4%	64%	-1%
	2018	56%	63%	-7%	62%	-6%
Same Grade Comparison		7%				
Cohort Comparison		23%				
05	2019	58%	65%	-7%	60%	-2%
	2018	50%	66%	-16%	61%	-11%
Same Grade Comparison		8%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	33%	51%	-18%	53%	-20%
	2018	47%	56%	-9%	55%	-8%
Same Grade Comparison		-14%				
Cohort Comparison						

### Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	30	43	36	40	53	46	22				
ELL	44	55	33	59	62	50	13				
ASN	82			100							
BLK	44	54	43	51	56	46	32				
HSP	56	70	64	61	76	60	38				
MUL	70			70							
WHT	50	58		83	83						
FRL	47	58	47	55	61	48	30				
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				
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				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	412
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	91
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis



**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The lowest performing data component was Science Achievement at 36%, which is a decrease of 11% from the prior year. The English Language Learners subgroup saw a decrease of 26% in Science Achievement from the prior year, and Black Students subgroup saw a decrease of 11%. Implementation of a new science curriculum along with late delivery of curriculum resources impacted achievement.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The data component with the greatest decline from the prior year was ELA Achievement for the Lowest 25th Percentile of Students at 46%, which is a decrease of 16% from the previous year. A large percentage of the Lowest 25th Percentile of Students were in classes that did not have a full-time certified teacher due to the state-wide teacher shortage, which impacted the hiring process. Long-term substitutes served as lead instructors in these classes. Additionally, to meet ESE compliance and testing requirements Varying Exceptionalities support facilitation services for the Lowest 25th Percentile of Students were affected negatively.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The data component with the greatest gap when compared to the state average is Science Achievement. The state average is 53% compared to the school average of 36%, which constitutes a 17% achievement gap. Implementation of a new science curriculum along with late delivery of curriculum resources impacted achievement.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The data component showing the most improvement from the prior year is ELA Achievement. ELA Achievement increased from 40% to 49%. Grade 4 ELA Achievement data matched the district data for Grade 4 ELA Achievement. ELA Achievement was an Area of Focus in the prior year's School Improvement Plan. A targeted action plan was designed to address this area of need from its prior year. Students used iReady to build content knowledge in ELA and other subject content areas. Professional development training specifically targeted at identified areas of weakness in ELA. A focus on Writing to Learn was an emphasis for professional development training at whole staff meetings, grade level team meetings, and professional development days. Differentiated academic tutoring in Reading was provided in the fall and the spring. Teachers participated in webinars focusing on different components of guided reading. Grade 3 teachers participated in the district's "Know Your 5" cadre to support reading instruction. Seminole Trails Elementary continued to be an AVID elementary school. Teachers received the support of a K-5 Literacy staff developer. Tier II and III instruction was provided for identified students, and the RTI process was implemented with fidelity. Administrator-teacher data chats as well as teacher-student data chats were conducted. Coaching was regularly provided for the instructional staff, which was accompanied by the reflective process to promote continuous improvement.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Based on Early Warning Signs Data, student attendance is an area of concern. For the prior year, 15.1% of enrolled students had less than 90% attendance. 31% of all students enrolled are identified as Students with Disabilities, and this subgroup had 17% of students with less than 90% attendance. The Black Students subgroup, which makes up 69% of all students, had 13.8% of students with less than 90% attendance. The percentage of students in total and the Students with Disabilities and Black Students subgroups all saw increases in students with less than 90% attendance based on 2018 data as well.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. ELA Achievement for the Lowest 25th Percentile of Students
2. Students with Less than 90% Attendance
3. Math Achievement for the Lowest 25th Percentile of Students
4. Science Achievement

### **Part III: Planning for Improvement**

**Areas of Focus:**

#1	
<b>Title</b>	To ensure Learning Gains in ELA Achievement for the Lowest 25th Percentile of Students to support the expectations of Long-Term Objective #1; Increase reading on grade level by Grade 3, and Long-Term Objective #2; Ensure high school readiness
<b>Rationale</b>	ELA Achievement for the Lowest 25th Percentile of Students for the Black Students, English Language Learners, and Students with Disabilities subgroups all decreased when compared to the prior's year data. Overall, ELA Achievement in the Lowest 25th Percentile of Students decreased 16% when compared to the prior year's data.
<b>State the measurable outcome the school plans to achieve</b>	Learning Gains in ELA Achievement for the Lowest 25th Percentile of Students will increase a minimum of 14% (from 46% to a minimum of 60%).
<b>Person responsible for monitoring outcome</b>	Judith Garrard (judith.garrard@palmbeachschools.org)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Professional Learning Communities instituted for Autistic Spectrum Disorder (ASD) and English-Language Learners (ELL). (SSCC, ASD and ESOL team leaders will monitor)</li> <li>2. Professional development training specifically targeted at identified areas of weakness in ELA. (PD team will monitor)</li> <li>3. Continue use of iReady (The Instructional Coach and classroom teachers will monitor)</li> <li>4. Progress monitoring with fidelity (e.g., Small group lesson plans, iReady usage/pass rates). Provide supplemental and intensive instruction in conjunction to the RTI process for identified students. (The Administrative Team and SBT will monitor)</li> <li>5. We will continue to be an AVID school (The Administrative Team will monitor)</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	<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. (The Administrative Team and grade level team leaders will monitor)</p> <ol style="list-style-type: none"> <li>1. Professional Learning Communities (PLC) empower teachers. Working with colleagues allows teachers to reflect on their own processes and develop their skills. What results from a productive PLC will also benefit students both academically and socially.</li> <li>2. Professional development training specifically targeted at identified areas of weakness in ELA to develop best practices.</li> <li>3. i-Ready is an adaptive assessment designed to provide teachers with actionable insight into student needs. Diagnostic results set a personalized learning path for each student, ensuring they're working on instruction that matches their unique learning needs.</li> <li>4. Progress monitoring is utilized to quantify student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.</li> <li>5. AVID offers a variety of classroom activities, lesson plans, and research-based resources relevant to students. These tools help educators implement and refine instructional practices and provide key academic and social supports students need to thrive.</li> </ol>
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Professional Learning Communities (PLC): <ol style="list-style-type: none"> <li>a. PLCs will launch for the Autistic Spectrum Disorder (ASD) and English as a Second</li> </ol> </li> </ol>

Language (ESOL) teachers. These teachers service a large majority of the Lowest 25th Percentile of Students.

b. Weekly grade level STARS meetings (PLC) will commence in August 2019. Grade level teachers collaborate to design differentiated and rigorous standards-based lessons to engage students with the subject matter. Small group instruction for the identified Lowest 25th Percentile of Students is a focus of the planning and collaboration. Data analysis is also an integral part of the PLC process in order to determine action steps for future planning. Varying Exceptionality (VE) teachers will participate in multiple grade level STARS meetings to support the collaborative process.

c. School administrators and the instructional coach attend the PLC meetings to support collaboration and provide guidance. AVID skills and strategies are embedded in planning and support rigorous, standards-based instruction. School administrators collect lesson plans on a weekly basis, provide constructive feedback, conduct walk-through observations, and examine data in order to continuously monitor of effectiveness.

d. Professional development training specifically targeted at identified areas of weakness in ELA will also take place during these specific PLC meetings.

## 2. Professional Development:

a. iReady for all teachers during PLCs

b. New ELA Modules of Instruction for all teachers during preschool

c. New Reading Record Training k-3 for all teachers, k-3, during preschool. New Subtest Reading Record Training with Multi-Sensory Strategies for all teachers, k-2, during preschool

d. AVID Academic Language and AVID Foundations for all teachers during Professional Development Day on October 18, 2019

e. AVID STEM & AVID Inquiry for all teachers during Professional Development Day on January 6, 2020

f. Cognates for ELLs for all teachers during Professional Development Day on October 18, 2019.

## 3. Continued use of iReady

## 4. Progress monitoring with fidelity:

a. Monitoring of small group lesson plans, iReady usage/pass rate

b. Based on data, provide supplemental and intensive instruction in conjunction to the RTI process for identified students.

c. The data used in the determination is grade level specific and includes FLKRS, Reading Record independent levels, iReady percentiles and FSA scores. Following the decision tree, students are identified as meeting, approaching, in need of supplemental instruction (tier 2) or intensive instruction (tier 3). Tier 2 interventions are being provided by classroom teachers for 30 minutes daily outside of the 90 minute core ELA block. Tier 3 interventions are being provided by resource teachers daily at various times in the schedule in addition to Tier 2 interventions and also take place outside of the 90 minute core ELA block.

d. As a result of progress monitoring, differentiated academic tutoring will be established for identified students in the Lowest 25th Percentile of Students. Tutoring is tentatively scheduled for the winter of 2019 through the end of the school year.

## 5. Continue implementation of AVID system and strategies

**Person  
Responsible**

Judith Garrard ([judith.garrard@palmbeachschools.org](mailto:judith.garrard@palmbeachschools.org))

#2	
<b>Title</b>	To improve student attendance to support the expectations of Long-Term Objective #1; Increase reading on grade level by Grade 3, and Long-Term Objective #2; Ensure high school readiness
<b>Rationale</b>	Improving student attendance will impact academic achievement by providing more learning opportunities for students. The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. Regular student attendance will support one's emotional well-being, and promote consistency as we continue to develop our Single School Culture.
<b>State the measurable outcome the school plans to achieve</b>	The total number of students with less than 90% attendance will decrease by a minimum of 4%.
<b>Person responsible for monitoring outcome</b>	Judith Garrard (judith.garrard@palmbeachschools.org)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Continue Attendance School-Based Team involving the continuous monitoring to identify potential attendance issues (The SSCC will monitor)</li> <li>2. Targeted intervention for identified students in each grade level including the use of attendance contracts, incentives for attendance in conjunction with the PBS team(The Assistant Principal will monitor)</li> <li>3. Engaging parents and collaborating with community agencies/partners. Communicating in the parents preferred language, and varied means of communication (i.e., parent call-outs, emails) to promote the importance of attendance (The Administrative Team and team leaders will monitor).</li> <li>4. Professional development focusing on best practices for improving attendance and collaborating with district specialists to support staff as well as families (The Assistant Principal and PD team will monitor)</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. School-Based Team for Attendance brings together different members of the school community to analyze student absentee issues, and develop action steps for solving these issues on an individual and school wide level. Continuous monitoring of attendance, specifically targeting individuals/groups with issues, will allow for utilization of research-based interventions to stop absenteeism rates from increasing more.</li> <li>2. Teaching expectations and rewarding students for achieving attendance goals is a positive approach. Teaching students (and parents) the importance of good attendance will establish a climate in which this appropriate behavior (attending school) is the norm.</li> <li>3. Parent involvement: Keep parents always informed of absences, grades, and discipline issues via parent call-outs and emails to lessen absentee rates. Providing parents with this information on a regular basis will make them more mindful of the impact of absenteeism.</li> <li>4. Professional Development for staff to develop understanding of best practices for improving attendance.</li> </ol>
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Continuous Monitoring <ol style="list-style-type: none"> <li>a. The school will have a designated point of contact who will analyze data to determine</li> </ol> </li> </ol>

any students have growing concerns over attendance. Through data analysis, specific students can be identified to be monitored more closely and provided interventions.  
b. School-Based Team will provide interventions and offer problem-solving solutions to families of specific students identified with chronic absenteeism.

## 2. Incentives for Attendance/Targeted Intervention

a. Classes with perfect attendance will earn "surprise" additional recess time on random dates. Administrators and teachers will take responsibility for this intervention.  
b. Identified students with absence concerns will participate in a goal-oriented system aimed at improving their attendance. Given students will receive a punch card, and will receive a hole punch for each week they meet their individualized attendance goal at school. Once students meet their individualized attendance goal, they will receive an incentive reward.

## 3. Parental Involvement

a. Keep parents informed of absences and grades via parent call-outs, emails, and individual conferences (if necessary) to lessen absentee rates. Administrators, School-Based Team for Attendance, and teachers will be responsible for communicating with parents and engaging stakeholders to be actively involved.

## 4. Professional Development

a. As part of of Parent Family Engagement Plan, one of our staff development training sessions focuses on best practices to improve attendance. This training session is planned for October 16, 2019 and will be facilitated by Safe Schools.  
b. Teachers will be trained how to use the Student Information System (SIS) and the parent-call out system by a district specialist. This training session is planned for October 16, 2019 and will be facilitated by Safe Schools.

**Person Responsible** Judith Garrard (judith.garrard@palmbeachschools.org)

## Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

In alignment with the District's Strategic Plan and with the goal to increase academic instruction of all students- Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and climate with an appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on the instruction the History of the Holocaust, History of African Americans, study of the contributions of Hispanics and Women to the United States, and the sacrifices of veterans in serving our country.

Within the school, teachers will articulate, demonstrate, and teach specific practices that reflect the application of the school's school wide PBS universal guidelines of students practicing being responsible, respectful, and ready to learn. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures for a single school culture of excellence.

Addressing the Areas of Focus will contribute to the continuous monitoring of proven successful actions and processes as well as the development of new actions and processes to benefit student



achievement. These deliberately designed action steps and processes are research-based with a history of success. They share a common theme of impacting student achievement, and the predicted outcomes would not be exclusive to only the Areas of Focus. It is anticipated Science Achievement and Math Achievement of the Lowest 25th Percentile of Students will demonstrate positive data gains as a result from the action steps developed for both Areas of Focus as well.

Seminole Trails Elementary offers diverse programs and initiatives that improve conditions for learning in school. While focusing on the social, physical, and emotional needs of students, students are enabled to focus on their academic needs in order to perform optimally in the classroom. Through the School Based Team (SBT) and the PBS initiatives, the core and supplemental academic and behavioral needs of our students are addressed. Both of the Areas of Focus support the long-term objectives of the school district's strategic plan.

Students are continuously engaged in rigorous standards-based activities which highlight multicultural diversity within the arts. Throughout the school year, the school hosts and students participate in art expos and music programs of different cultures, countries, and eras. Students have access to books about 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. (School Board Policy 2.09 and Florida State 1003.42) This access to ongoing multicultural studies enriches our students' educational experience and demonstrates our commitment to connect meaningfully with all facets of our school community.

Seminole Trails Elementary integrates and continuously develops a Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring PBS. Best practices for inclusive education are addressed through our anti-bullying campaign, structured lessons, mentoring and implementation of PBS programs. These actions influence student achievement and create an environment conducive to learning.

## 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 Schoolwide Improvement Plan 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.**

- a. 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.
- b. 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 include: Curriculum Night, Building Better Readers Night, Middle School Choice Night, FSA/FSA Night (Florida Standards Assessment/Florida Standards Alternate Assessment Night), Dr. Seuss Night, STEM Night, Student Success Week, and AVID Awareness Night.
- c. Volunteering: The Volunteer Coordinator recruits family and community 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.
- d. 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 tools and identifying effective strategies and resources for learning at home (e.g., technology tools, print materials, etc.).

e. 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.

f. 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 Flagship Campus, Big Brothers Big Sisters, the Palm Beach Lakes Community High School Teacher Academy, Jack the Bike Man, Primary Project, Mounts Botanical Garden, Family Church at Village, Back to Basics, Sock Drawer, and Publix.

#### **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.**

Administrators consistently monitor that the social-emotional needs of all students are being met through the following processes:

- a. Students participate in the Second Step of daily Morning Meetings.
- b. Students have access to the School Counselor through teacher and self-referral to small group sessions, and upon request.
- c. The school has a Behavioral Health Professional providing behavioral and emotional supports for students and families.
- d. The school serves as a site for Primary Project, which is sponsored by Boys Town of South Florida.
- e. Several staff serve as Certified Mental Health First Aid Practitioners. All other staff have completed Kognito Training on best practices to support students' mental health needs.
- f. The school has a formalized Suicide Prevention Plan in the school's formal Crisis Plan.
- g. MTSS/RtI School Base Team meets weekly to discuss student progress & social-emotional needs. This team collaborates with the Exceptional Student Education Department and the district homeless contact person to support students.
- h. All students have a buddy teacher who serves as a mentor, supporting academic and social-emotional growth.
- i. Students identified as being at-risk are given the opportunity (with parent/guardian permission) to participate in the Listen to Children Program.
- j. The school collaborates with Big Brothers Big Sisters of Palm Beach and Martin Counties, Inc.
- k. English as a Second Language services are provided at the school, and the school employs Community Language Facilitators.
- l. The school utilizes PBS for all students and develops supplemental individualized behavior support plans for students in need.
- m. 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 PBS.
- n. Multicultural diversity and best practices for inclusive education are addressed through our anti-bullying campaign, structured lessons, mentoring and implementation of PBS programs.

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

- a. 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. All incoming students are assessed upon entering kindergarten to ascertain individual needs. This assessment is conducted through a 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, and offer useful information to parents.
- b. All incoming kindergarten students are assessed in the area of social/emotional development as part of the Primary Project partnership. The Teacher-Child Rating Scale (TCRS) is 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.
  - c. 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.
  - d. Middle School Choice Night is held yearly to educate intermediate students and their parents about options. Fifth graders and the school Leadership Society participate in a college or university campus tour as part of the AVID College and Career Readiness system. Middle School AVID students are invited to teach a lesson in each fifth grade class and share their transition experiences. The local middle school conducts a registration assembly for fifth graders.
  - e. Reading and math assessments are administered to fifth graders according to district guidelines to aid appropriate middle school class placement of students.

**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.**

- a. After administration-led annual discussions (including the best practices in inclusive education (BPIE) survey) and data collection to prioritize needs related to SIP goals, the School Advisory Council provides input and approval. Faculty/staff oversee an inventory of SIP and Title I funded resources.
- b. Title I funds are used primarily for additional personnel for coaching and supplemental reading instruction.
- c. Leadership team develops a master schedule, mindful of personnel qualifications, to maximize support and accommodations for ESE and ELL students.
- d. Targeted students received tutoring funded by Title I, the SIP, and a K-12 Support Grant.
- e. A District Migrant Liaison and a District Homeless Social Worker support students, families, and teachers. District specialists support teachers with coaching and professional development (Title II). Immigrant students and ELLs are supported via Title III.
- f. Retained grade 3 students attend summer school and a teacher provides struggling students supplemental reading instruction with SAI funds.
- g. Seminole Trails implements PBS. Measures are in place to investigate bullying, counsel victims and instigators, and to deliver consequences as appropriate.
- h. Seminole Trails has a 100% Accessible Breakfast program and a supper program.
- i. Career education is integrated into daily instruction through school-wide implementation of the AVID system.
- j. TeamWork USA provides funding for a college tour and college scholarships.
- k. Studies to highlight multicultural diversity within the arts include art expos and music programs of different cultures, countries, and eras. The library houses books about 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. (School Board Policy 2.09 and Florida State 1003.42)
- l. Weekly PLCs are held to analyze data and plan collaboratively. Students are provided research-based technology instruction through iReady and SuccessMaker.

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

a. 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 develop 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.

b. Teachers are trained in AVID strategies that range from note-taking to integrating technology within all subject areas.

c. 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 weeklong 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 weeklong celebration.

d. Business partners include Keiser University, Big Brothers Big Sisters, the Palm Beach Lakes Community High School Teacher Academy, Jack the Bike Man, Primary Project, Mounts Botanical Garden, Family Church, and Publix.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: To ensure Learning Gains in ELA Achievement for the Lowest 25th Percentile of Students to support the expectations of Long-Term Objective #1; Increase reading on grade level by Grade 3, and Long-Term Objective #2; Ensure high school readiness				\$9,058.15
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	120-Classroom Teachers	1711 - Seminole Trails Elem. School	School Improvement Funds		\$9,058.15
			Notes: After-school tutoring targeted to meet the needs of the Lowest 25th Percentile of Students in ELA Achievement. This includes the 2019 School Improvement Funds allocation and rollover funds.			
2	III.A.	Areas of Focus: To improve student attendance to support the expectations of Long-Term Objective #1; Increase reading on grade level by Grade 3, and Long-Term Objective #2; Ensure high school readiness				\$0.00
Total:						\$9,058.15