

The School District of Palm Beach County

Seminole Trails Elementary School



2020-21 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: 7/23/2004

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (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*
School Grades History	2018-19: C (51%) 2017-18: C (53%) 2016-17: C (45%) 2015-16: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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.

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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Seminole Trails Elementary School

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<https://stes.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">87%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">95%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

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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, position title, and job duties/responsibilities 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, K-12	In addition to teaching his class, Mr. Shone supports academic achievement as the SAC co-chairperson, a member of the PD team, and as 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.
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

Name	Title	Job Duties and Responsibilities
		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.
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.
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.
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.
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.

Name	Title	Job Duties and Responsibilities
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.
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.
Dobuler, Shari	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.
Morrell, Jordan	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 with problem solving with grade level issues.
Shapiro, Ted	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.
Redlich, Sydney	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.

Name	Title	Job Duties and Responsibilities
Dawes, Brittany	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 resource teacher, her duties and responsibilities are, but are not limited to, supporting students with academic interventions and providing support to teachers by providing professional development and support with instructional practices and interventions.
Dimaria Mitrovich, Sarah	Teacher, PreK	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.

Demographic Information

Principal start date

Friday 7/23/2004, Jamilah Johnson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

25

Total number of teacher positions allocated to the school

61

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes

<p align="center">2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p>	<p align="center">100%</p>
<p align="center">2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)</p>	<p>Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*</p>
<p align="center">School Grades History</p>	<p align="center">2018-19: C (51%) 2017-18: C (53%) 2016-17: C (45%) 2015-16: C (50%)</p>
<p align="center">2019-20 School Improvement (SI) Information*</p>	
<p align="center">SI Region</p>	<p align="center">Southeast</p>
<p align="center">Regional Executive Director</p>	<p align="center">LaShawn Russ-Porterfield</p>
<p align="center">Turnaround Option/Cycle</p>	<p align="center">N/A</p>
<p align="center">Year</p>	
<p align="center">Support Tier</p>	
<p align="center">ESSA Status</p>	<p align="center">TS&I</p>
<p>* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.</p>	

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	75	110	106	78	96	96	0	0	0	0	0	0	0	561
Attendance below 90 percent	49	30	20	33	18	23	0	0	0	0	0	0	0	173
One or more suspensions	10	8	10	21	7	10	0	0	0	0	0	0	0	66
Course failure in ELA	37	77	52	63	48	49	0	0	0	0	0	0	0	326
Course failure in Math	24	39	32	33	40	36	0	0	0	0	0	0	0	204
Level 1 on 2019 statewide ELA assessment	0	0	0	39	26	34	0	0	0	0	0	0	0	99
Level 1 on 2019 statewide Math assessment	0	0	0	35	20	34	0	0	0	0	0	0	0	89
FY20 ELA Diag Levels 1 & 2	0	0	0	59	49	58	0	0	0	0	0	0	0	166
FY20 Math Diag Levels 1 & 2	0	0	0	36	48	45	0	0	0	0	0	0	0	129

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	36	51	39	51	38	38	0	0	0	0	0	0	0	253

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	2	8	3	19	20	26	0	0	0	0	0	0	0	78
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Thursday 8/20/2020

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	
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

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	
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

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	57%	68%	63%	51%	62%	61%
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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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						
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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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						

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
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%	0

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%	0

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%	0

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%	0

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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 from 2018-2019 was Science Achievement at 36%, which was 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. Unfortunately in prior years, Science was not viewed as having the same level of importance as ELA or Mathematics, and as a result, time and resources are often not allocated in the same manner when compared to other subjects.

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 2018-2019 was ELA Achievement for the Lowest 25th Percentile of Students at 46%, which is a decrease of 16% from the prior 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. During the 2018-2019 school year, 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 in 2018-2019.

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 from 2018-2019 was Science Achievement. The state average was 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% in 2018-2019. 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 i-Ready 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?

Two areas of concern based on the EWS data are student attendance and ELA Achievement. A large percentage of students at Seminole Trails have chronic absentee problems, which impact learning. ELA achievement data highlights a large percentage of students in Grades 3, 4, and 5 scored only Level 1 on the 2019 ELA FSA. The FY20 ELA District Diagnostic also highlights a large percentage of students in Grades 3, 4, and 5 only scored either Level 1 or 2. Based on this data trend our focus will be to increase learning gains and achievement specifically focusing on the needs of all our students. If we do not support these concerns, we are increasing the

learning gaps, and students' improvement journey will be negatively affected. When we focus on literacy, math and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners, especially our ESSA identified subgroup SWDs.

The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to not be actively involved in school. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through SBT. We will be implementing district initiatives as well as setting up plans for students.

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

Based on this data trend our focus will be to diminish course failure and increase learning gains and achievement. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified subgroups; ELL and SWD students; who will receive strategic, be targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring.

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. Increasing students learning gains academically allows for our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities.

Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future.

Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD will be provided during staff meetings and on professional development days. Leadership will be assigned to support the students and build relationships with them to motivate and incentivize.

1. ELA Achievement for the Lowest 25th Percentile of Students
2. Student Attendance
3. ELA Achievement
4. Science Achievement
5. Math Achievement for the Lowest 25th Percentile of Students

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

The FY21 school year begins under a distance learning model with students facing greater challenges to achieve. The challenges are more pronounced for Students with Disabilities (SWD). Research indicates this subgroup learns best with direct instruction individualized to match preferred learning modalities. This is difficult to deliver via distance learning.

The majority of the Lowest 25th Percentile of Students at Seminole Trails Elementary are categorized as SWD. This is the only subgroup identified as falling under the ESSA Federal Index 41% proficiency threshold. Seminole Trails Elementary is a cluster site for Autistic Spectrum Disorder (ASD) students, and 33% of the total student population are identified as Exceptional Student Education (ESE) students. Creating an action plan to positively impact ELA Student Achievement for our Students with Disabilities will encompass a large percentage of students school-wide, while concurrently targeting our Lowest 25th Percentile of Students. Both historical data and the most recent data collected indicates this should be our primary area of focus.

Area of Focus Description and Rationale:

Learning gains for ELA Achievement for SWD decreased 3% when comparing 2018 to 2019 data. ELA Learning Gains for the Lowest 25th Percentile of Students in the SWD subgroup decreased 18% when comparing 2018 to 2019 data. Overall, ELA Achievement in the Lowest 25th Percentile of Students decreased 18% when comparing 2018 to 2019 data. The decrease does not fall in line with district or state averages for this subgroup, which remained the same and increased. More recent data for ELA Achievement for SWD was measured by District Diagnostic in 2020. Students scoring on Level 3,4,&5 in the SWD subgroup decreased 1.2 percent from 2019 data collected. When comparing fall to winter i-Ready FY20 diagnostic data, the Lowest 25th Percentile of Students made positive gains in Grades 3 & 4; however, there was a decrease for Grade 5.

Measurable Outcome:

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%). This outcome supports Long-Term Objective 1; Increase reading on grade level by Grade 3, and Long-Term Objective #2; Ensure high school readiness.

Person responsible for monitoring outcome:

Judith Garrard (judith.garrard@palmbeachschools.org)

Evidence-based Strategy:

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.

1. PLCs instituted for Autistic Spectrum Disorder (ASD) and English-Language Learners (ELL). (ASD and ESOL team leaders will monitor)
2. Professional development targeted at identified areas of weakness in ELA. (PD team will monitor)
3. Continue use of iReady (The Instructional Coach and classroom teachers will monitor)
4. Progress monitoring with fidelity (e.g., Small group lesson plans, iReady usage/pass rates, attendance). Provide supplemental and intensive instruction in conjunction to the RTI process for identified students. (The Administrative Team and SBT will monitor)
5. We will continue to be an AVID school (The Administrative Team will monitor)
6. Distance Learning Plans created for ESE students detailing how instruction and related-services will be delivered during distance learning. (ESE Contact and classroom teachers will monitor)

Rationale for

1. PLCs empower teachers. Working with colleagues allows teachers to reflect on their own processes and develop their skills. What results will benefit students both academically and

socially.

2. Professional development targeted at identified areas of weakness in ELA to improve best practices.
3. i-Ready provides teachers with actionable insight into student needs. Diagnostic results set a personalized learning path for each student, ensuring instruction matches their unique learning needs.
4. Progress monitoring is utilized to quantify student rate of improvement responsiveness to instruction, and to evaluate the effectiveness of instruction. Student attendance will be monitored to mitigate negative impact on learning as a result of absenteeism.
5. AVID offers a variety of classroom activities, lesson plans, and research-based resources relevant to students.
6. Distance Learning Plans support ESE students as a form of monitoring that instruction and related-services are being provided in accordance with district and federal guidelines.

Evidence-based Strategy:

Action Steps to Implement

1. Professional Learning Communities (PLC):

- a. PLCs will launch for the Autistic Spectrum Disorder (ASD) and English as a Second 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 September 2020. Small group instruction for the identified Lowest 25th Percentile of Students is a focus of the planning and collaboration. Data analysis is an integral part of the PLC process in order to determine future action steps.
- c. School administrators and the instructional coach attend the PLC meetings for support. School administrators collect lesson plans on a weekly basis, provide constructive feedback, conduct observations, and examine data in order to continuously monitor of effectiveness.
- d. Targeted training in identified areas of weakness in ELA and best practices during distance learning will take place during the PLC meetings as well.

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

2. Professional Development:

- a. iReady for all teachers during PLCs
- b. District-mandated requirements for Professional Development during pre-school.
- c. Distance Learning Professional Development focusing on best practices to engage students and provide rigorous instruction, both in the classroom and during Distance Learning, provided by Seminole Trails instructional leaders during the pre-school.
- d. Ongoing targeted training in identified areas of weakness in ELA and best practices during distance learning will take place during the PLC meetings.
- e. Pre-School Professional Development training including topic, "Online Teaching for Students with Disabilities", "Effective Teaching Practices for Students with Disabilities: Focusing on Content Areas", "Supporting Students with Diverse Needs in a Digital Classroom", "Classroom Strategies to Support Resilience in Students With Diverse Needs".

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

3. Continued use of iReady to be monitored by classroom teachers and the Instructional Coach.

Person Responsible Bristol Bush (bristol.bush@palmbeachschools.org)

4. Progress monitoring with fidelity:

- a. Monitoring of small group lesson plans, iReady usage/pass rate, and student attendance
- b. Based on data, provide supplemental and intensive instruction in conjunction to the RTI process for identified students.
- c. The data used is grade level specific and is derived from multiple data sources (iReady, FSA scores, Reading Record levels). 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 provided by classroom teachers for 30 minutes daily outside of the core ELA block. Tier 3 interventions are provided by resource teachers daily in addition to Tier 2 interventions and also take place outside of the 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.

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

5. Continue implementation of AVID system and strategies. The AVID system provides tools, which help educators implement and refine instructional practices and provide key academic and social supports students need to thrive.

Person Responsible Jenifer Lo (jenifer.lo@palmbeachschools.org)

6. Distance Learning Plans have been established to address the individual needs of Students with Disabilities. Varying Exceptionality (VE) and ESE teachers have created plans to map the days, times, and frequency Students with Disabilities (SWD) will be provided support facilitation to address their Individual Education Plans goals and objectives as well as detailing what tools and interventions will be required to support each student toward maximizing his/her learning while under the distance learning model of instruction. Each Distance Learning Plan is shared with the classroom teacher (for SWD in General Education classrooms) and with the parents to make sure everyone is aware of the plan. This lends an added monitoring mechanism by communicating with all stakeholders the plan established for increasing academic achievement for each student.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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.

Whether it be in the physical school building or during distance learning, 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 Area 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 Area of Focus.

Seminole Trails Elementary engages in a continuous cycle of school improvement extending to more than academics. A focus is placed on the social, physical, and emotional needs of students, which enables students to focus on their academic needs in order to perform optimally in the classroom. Much thought, discussion, and planning has been invested in addressing the unique challenges distance learning presents and the issues facing our school community sparked by world events.

Through the School Based Team (SBT) and the PBS initiatives, the core and supplemental academic and behavioral needs of our students are addressed. The Area of Focus supports the long-terms 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 multi-cultural studies enriches our students' educational experience and demonstrates our commitment to connect meaningfully with all facets of our school community. World events may present a roadblock in terms of physically visiting locations, but it also provides wide avenues for exploring the arts, historical events, touring faraway countries, and investigating different cultures through virtual field trips and other avenues of delivering distance learning to our students.

The administration hosted, "Beginning the Conversation" this summer, which was an open forum and discussion about cultural equity in education and current world events, and how these topics potentially impact the Seminole Trails Elementary school community. Black and African-American subgroup is the largest percentage student population represented at Seminole Trails, which made addressing these topics more meaningful. Administration placed an emphasis on teachers participating in professional development addressing cultural equity and cultural responsiveness in addition to addressing these topics.

Seminole Trails Elementary integrates and continuously develops a Single School Culture by

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

- a. Communication: Many communication tools will be used including daily home/school folders, agenda books, marquee, fliers, School Messenger website, Parent Link, and Teacher Reach phone messaging systems. Communication will be translated into various languages. Communication with families has increased with the shift to Distance Learning, and it is more vital than ever to support our families.
- 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 build capacity for 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 community members to be volunteers at Seminole Trails Elementary. Volunteers are trained at a Volunteer Orientation, 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 the data and identifying effective strategies and resources for learning at home (e.g., technology tools, print materials, etc.).
- e. Decision Making: Parents are invited 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.
- g. Monitoring: Progress monitoring of academics, behavior, and attendance are continuous and involve a host of school personnel on a weekly and daily basis. Additionally 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 (SAC) provides input and approval. The SAC meets monthly and plays an integral part in monitoring and planning to support strengthening family engagement at the school, student achievement, and the school climate.
- h. Support for At-Risk Students: 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.
- i. Basic Needs: Seminole Trails Elementary has a 100% Accessible Breakfast program and a supper program for families in need.
- j. Distance Learning: Seminole Trails Elementary has been meticulous in planning, preparing for, and addressing the challenge of ensuring all students have access to and are delivered the best educational

experience possible during Distance Learning. Administrators, teachers, and support staff provide support to students and their families technically to access learning, and on an emotional level.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$728.00
Function	Object	Budget Focus	Funding Source	FTE	2020-21	
5000	120-Classroom Teachers	1711 - Seminole Trails Elem. School	School Improvement Funds		\$728.00	
		<i>Notes: Tutoring for Lowest 25th Percentile of Students in ELA and additional targeted individuals under performing in ELA proficiency.</i>				
Total:					\$728.00	