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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: 6/22/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	

* 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

4075 WILLOW POND RD, West Palm Beach, FL 33417

<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>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">86%</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;">96%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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 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	Position Title	Job Duties and Responsibilities
Johnson, Jamilah	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.
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.
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. Ms. Montgomery also serves as an LEA in IEP meetings for the ESE population at the school.
Thompson, Marshette	Other	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.
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.
Bush, Bristol	Other	She is the Single School Culture Coordinator for Seminole Trails Elementary. She supports teachers with coaching, planning and the delivery of effective lesson plans. She supports 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 grade level PLCs. She is the New Teacher Ambassador and supports all new teachers through that program and the ESP program.
Bickel, Laura	Other	As the Learning Team Facilitator, she supports teachers with coaching, planning and the delivery of effective lesson plans. She supports teachers with analyzing and interpreting data. She helps

Name	Position Title	Job Duties and Responsibilities
		<p>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 grade level PLCs. She is also the AVID Site Coordinator for the school.</p>
Shone, Jeffrey	Teacher, ESE	<p>Mr. Shone is a Varying Exceptionalities (VE) ESE teacher, who provides support facilitation for students in K-5 identified as Specific Learning Disabled, Other Health Impaired, and Autistic Spectrum Disorder. He also serves as the SAC Chairperson, the school's Marzano Liaison, a member of the professional development team, and the Site Coordinator for Shimmering Starz, the school's grant program through 21st CCLC.</p>
Wang, Amanda	Teacher, K-12	<p>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.</p>
Redlich, Sydnee	Teacher, K-12	<p>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.</p>
Joseph, Geniel	Teacher, K-12	<p>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.</p>
Shapiro, Ted	Teacher, K-12	<p>As Fine Arts team 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.</p>
Bretz, Jamie	Teacher, K-12	<p>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.</p>
Flores Sanchez, Aileen	Teacher, ESE	<p>As the team leader for the ASD 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 with problem solving with grade level issues.</p>

Name	Position Title	Job Duties and Responsibilities
Hunt, Lisa	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.
Kelly, Mary	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.
Brand, Gelin	Other	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 have all the supports they need to be successful.
Croll, Hannah	Other	As team leader for the Speech Language Pathologists at the school, 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.
Hamilton, Christina	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.
Morrow, Christina	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.
Beltre, Diorca	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.
Davis, Gavin	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.

Name	Position Title	Job Duties and Responsibilities
Oswalt, Jaron	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.
Magliore, Malita	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.
Mojica-Arias, Soraida	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.
Gray, Lois	Teacher, K-12	Ms. Gray is a teacher at the school, who is a member of the School Advisory Council (SAC). She provides input and supports the decision-making process relating to the creation of the annual School Improvement Plan (SIP).
Rising, Ronald	Paraprofessional	Dr. Rising is a paraprofessional at the school primarily supporting students with autism. Dr. Rising is an elected member of the School Advisory Council (SAC). He provides input and supports the decision-making process relating to the creation of the annual School Improvement Plan (SIP).
Cleare, Kathleen	Teacher, K-12	Ms. Cleare is a teacher at the school, who is a member of the School Advisory Council (SAC). She provides input and supports the decision-making process relating to the creation of the annual School Improvement Plan (SIP).

Demographic Information

Principal start date

Tuesday 6/22/2021, 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.*

22

Total number of teacher positions allocated to the school

63

Total number of students enrolled at the school

597

Identify the number of instructional staff who left the school during the 2020-21 school year.

15

Identify the number of instructional staff who joined the school during the 2021-22 school year.

16

Demographic Data

Early Warning Systems

2021-22

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	92	111	100	127	76	103	0	0	0	0	0	0	0	609
Attendance below 90 percent	0	33	22	32	8	20	0	0	0	0	0	0	0	115
One or more suspensions	0	4	1	7	4	7	0	0	0	0	0	0	0	23
Course failure in ELA	0	43	57	84	35	61	0	0	0	0	0	0	0	280
Course failure in Math	0	21	35	66	31	44	0	0	0	0	0	0	0	197
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	40	26	34	0	0	0	0	0	0	0	100
Level 1 on 2019 statewide FSA Math assessment	0	0	0	36	20	34	0	0	0	0	0	0	0	90
Number of students with a substantial reading deficiency	0	0	0	58	68	47	0	0	0	0	0	0	0	173
FY21 ELA Diag Levels 1 & 2	0	0	0	51	63	48	0	0	0	0	0	0	0	162
FY21 Math Diag Levels 1 & 2	0	0	0	45	54	56	0	0	0	0	0	0	0	155
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	30	37	71	35	53	0	0	0	0	0	0	0	226

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	0	4	0	10	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/16/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				49%	58%	57%	40%	57%	56%
ELA Learning Gains				58%	63%	58%	55%	61%	55%
ELA Lowest 25th Percentile				46%	56%	53%	64%	56%	48%
Math Achievement				57%	68%	63%	49%	65%	62%
Math Learning Gains				63%	68%	62%	59%	63%	59%
Math Lowest 25th Percentile				48%	59%	51%	57%	53%	47%
Science Achievement				36%	51%	53%	47%	56%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	44%	54%	-10%	58%	-14%
Cohort Comparison						
04	2021					
	2019	52%	62%	-10%	58%	-6%
Cohort Comparison		-44%				
05	2021					
	2019	45%	59%	-14%	56%	-11%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	49%	65%	-16%	62%	-13%
Cohort Comparison						
04	2021					
	2019	63%	67%	-4%	64%	-1%
Cohort Comparison		-49%				
05	2021					
	2019	58%	65%	-7%	60%	-2%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	33%	51%	-18%	53%	-20%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring across Grades 1-5 was accomplished by analyzing student achievement proficiency data based on various FSQ and USA assessments.

Grade 1 ELA iReady diagnostic (Fall, Winter, Spring) Math USA (Units 1-4), (Units 5-6), and (Units 7-9)

Grade 2 ELA FSQ (Modules 1, 2, 3) Math USA (Units 1-5), (Units 6-9), (Units 12-13)

Grade 3 ELA FSQ (Modules 1, 3, 5) Math USA (Units 1-5), (Units 8-11), (Units 12-13)

Grade 4 ELA FSQ (Modules 1, 3, 5) Math USA (Units 1-2), (Units 7-10), (Units 11-13)

Grade 5 ELA FSQ (Modules 1, 3, 5) Math USA (Units 1-2), (Units 7-10), (Units 13-16) Science USA (Units 2, 5, 8)

Noticeable: From the sources which were analyzed, data indicates student proficiency percentages across all grade levels, in both ELA and Math and the listed subgroups, generally fall around the 50% range. This can be translated as only half of the students being monitored are achieving proficiency when tested in these core content areas. Our SWD and ELL also achieve lower percentages of proficiency when compared to the overall student population monitored for each grade level in most cases.

Our student population percentage categorized as Free and Reduced Lunch accounted for 89% of the total enrollment for FY21. Progress monitoring of this subgroup category was not specifically tracked due to the size encompassing the majority of the total student enrollment and other considerations.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23	35	43
	Economically Disadvantaged			
	Students With Disabilities	15	24	29
	English Language Learners	23	18	27
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	56	62	72
	Economically Disadvantaged			
	Students With Disabilities	60	67	77
	English Language Learners	48	58	66

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61	53	64
	Economically Disadvantaged			
	Students With Disabilities	41	47	60
	English Language Learners	43	33	56
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	66	38	38
	Economically Disadvantaged			
	Students With Disabilities	62	20	26
	English Language Learners	52	30	22

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52	48	43
	Economically Disadvantaged			
	Students With Disabilities	44	41	34
	English Language Learners	55	43	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50	36	48
	Economically Disadvantaged			
	Students With Disabilities	48	28	42
	English Language Learners	47	40	57

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46	52	48
	Economically Disadvantaged Students With Disabilities	39	49	47
	English Language Learners	36	38	42
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42	38	35
	Economically Disadvantaged Students With Disabilities	36	41	34
	English Language Learners	36	33	28
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51	44	67
	Economically Disadvantaged Students With Disabilities	42	48	57
	English Language Learners	33	27	58
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53	38	50
	Economically Disadvantaged Students With Disabilities	47	42	41
	English Language Learners	44	31	48
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	58	63	69
	Economically Disadvantaged Students With Disabilities	49	48	63
	English Language Learners	50	57	67

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	25	50	58	16	34	42	13				
ELL	26	53		29	40		8				
ASN	43			57							
BLK	34	55	50	22	34	47	19				
HSP	40	64		40	36		23				
MUL	47			37							
WHT	54			31							
FRL	35	53	53	27	32	45	24				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	47

ESSA Federal Index	
Total Points Earned for the Federal Index	330
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	50
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
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	42

Multiracial Students	
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	43
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

FY21 student achievement scores match district data trends when compared to the district as a whole and similar Title I schools.

Overall FSA proficiency: In Grade 3 ELA 25%, Grade 4 ELA 31%, Grade 5 ELA 45%.

Our Grade 3 ELA subgroups:

ESE students saw a decrease in proficiency by 12%, ELL students decreased by 3%
Black students decreased by 18%, Hispanic students decreased by 20%

Our Grade 4 ELA subgroups:

ESE students saw a decrease in proficiency by 4%, ELL students decreased by 52%
Black students decreased by 14%, Hispanic students decreased by 27%

Our Grade 5 ELA subgroups:

ESE students saw a decrease in proficiency by 5%, ELL students and Black students did not demonstrate a significant change, Hispanic students decreased by 11%

Overall FSA Math proficiency: In Grade 3 Math 18%, Grade 4 Math 17%, Grade 5 Math 33%

Our Grade 3 Math subgroups:

ESE students saw a decrease in proficiency by 26%, ELL students decreased by 23%
Black students decreased by 30%, Hispanic students decreased by 17%

Our Grade 4 Math subgroups:

ESE students saw a decrease in proficiency by 30%, ELL students decreased by 75%
Black students decreased by 43%, Hispanic students decreased by 38%

Our Grade 5 Math subgroups:

ESE students saw a decrease in proficiency by 13%, ELL students decreased by 17%,
Black students decreased by 26%, and Hispanic students decreased by 25%

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

FY21 FSA Math student achievement scores decreased in Grade 3 (30%), Grade 4 (46%), and Grade 5 (24%). Overall FY21 Math scores for the SWD group decreased 23% when compared to FY19 scores. FY21 FSA Math scores for SWD students decreased in Grade 3 (26%), Grade 4 (30%), and Grade 5 (13%). The SWD group decreased 8% when comparing FY21 to FY20 District Diagnostic scores in Math. Grade 4 students in all subgroups demonstrated a decrease in proficiency in Mathematics. Based on the data collection, ELL students will require additional support as the subgroup with the biggest percentage decline in proficiency.

FY21 FSA ELA scores decreased by 20% in both Grades 3 and 4, but remained even in Grade 5. Overall FY21 ELA scores for the SWD group decreased 6% when compared to FY19 scores. FY21 FSA ELA scores for SWD students saw decreases in Grade 3 (12%), Grade 4 (4%), and Grade 5 (5%). The SWD group decreased 2.5% when comparing FY21 to FY20 District Diagnostic scores in ELA.

Based on K-2 iReady data from EOY diagnostic data: K students ended the year at a 71% proficiency level, Grade 1 students 42%, Grade 2 42%, Grade 3 51%, Grade 4 33%, and Grade 5 35%. This trend continues across the grade levels with students performing below 50% proficiency.

ELA and Math proficiency amongst students has decreased based on progress monitoring and state assessment data in multiple subgroups, and therefore needs improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Instructional time was impacted due to the hybrid learning environment and technology issues. The classroom environment continually evolved as students returned and exited school causing continuous disruption to the expected school cultural norms. As reflected in the comparative data involving iReady diagnostic scores, summer learning loss had an impact on students returning to begin the new school year.

In order to improve, the following actions would need to be addressed: Planning and delivering a focused curriculum aligned to grade level standards, research-based interventions, data-driven instruction with a focus on targeted small group instruction, identifying students who are not making adequate progress, and aggressively monitoring formative and summative assessment data to determine the next course of action teaching and/or reteaching content to identified students.

Additional actions include school-wide PBIS initiatives, school-wide CHAMPS classroom behavior management system, SEL components integrated throughout the schedule and curriculum, and more opportunities for intentional grade level planning with a focus on critical content. 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.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Although we saw drops in proficiency in ELA for the majority of our subgroups, we did see areas of strength in regard to learning gains for our Low 25% subgroup. This is promising data because this subgroup was the primary focus of last year's School Improvement Plan. It demonstrates successes from last year's SIP action step planning and delivery. Also, our Students with Disabilities (SWD) demonstrated FSAA proficiency in ELA and Math in Grades 3 (60% and 40%) and Grade 4 (57% and Math 43%).

FSA student achievement scores in the area of Science decreased in level of proficiency when compared to the previous year; however, the decrease in proficiency was smaller percentage wise than compared with ELA and Math proficiency percentage drops. Progress monitoring throughout the year also saw Grade 5 students perform at a higher proficiency level on monitored assessments as well.

What were the contributing factors to this improvement? What new actions did your school take in this area?

There was a concentrated effort to improve student achievement for Science. A school-wide monthly Science PLC was initiated that analyzed Science standards being taught in each grade level, and best practices were shared for planning and delivering the subject matter.

Last year's School Improvement Plan focused on targeting our Low 25% SWD subgroup in order to attain positive gains in FSA ELA student achievement scores. Deliberate planning and delivery of instruction was delivered and progress monitored to determine the effectiveness of the SIP action steps. These interventions and supports were not only targeting our Low 25% SWD subgroup, but the actions impacted the additional students with disabilities in these direct instruction units. The additional supports and smaller class sizes enabled more small group and 1:1 instruction to take place on a regular basis.

What strategies will need to be implemented in order to accelerate learning?

Deliberately planned small group instruction. Multi-faceted: Identifying students most in need of support by subject area. Additionally, targeting instruction on specific standards needing remediation based on student achievement data. Spiral review will also be implemented to solidify student learning.

New additions: A Single School Culture Coordinator position, Bristol Bush, a Learning Team Facilitator position, Laura Bickel, and new staff member, Elizabeth Sherman, the Accelerated Math Program (AMP) teacher. These new positions increase capacity to specifically address areas of need.

Professional Learning Communities (PLCs) and Grade Level team meetings will meet on a weekly basis. This includes Autistic Spectrum Disorder (ASD), English-Language Learners (ELL), and the Varying Exceptionality (VE) teams. Members of these teams will also attend grade level PLCs and team meetings weekly. STES administration will collaborate with teachers at the meetings.

Progress monitoring with fidelity (e.g., Small group lesson plans, iReady and Successmaker usage/pass rates, attendance, discipline data). Provide supplemental and intensive instruction in conjunction to the RTI process for identified students.

Professional development for the instructional staff targeted at areas of need based on student achievement data. This includes the core subject areas with emphasis on specific identified content standards.

Academic tutoring will be employed during school hours as well as afterschool to work with identified students must in need of academic supports.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

PLCs will be held weekly and offer opportunities for professional development by planning and modelling best practices for the instructional staff. The PLCs will be facilitated by our administrative team, including our new Single School Culture Coordinator and Learning Team Facilitator. District specialists will also share their expertise on specific subject matter at PLCs throughout the year based on data-driven identified needs.

Grade level instructional staff participated in CHAMPS training, which is a research-based classroom management system. This is a collaborative initiative with the Department of Safe Schools to promote universal school-wide expectations.

The following is a list of scheduled professional development completed, in-progress, or planned for this year:

AVID training
ELL/ESOL
PGP/Marzano trainings
J&J Bootcamp Science
Top Score Writing curriculum training for Grades 3-5
Florida BEST Standards/Benchmark K-2

Additional professional development training will be scheduled based on student needs determined through our progress monitoring of achievement and other data sources.

Grade level team meetings will also be utilized for teacher collaboration and planning with a focus on how to deliver upcoming content using the best practices necessary to ensure the most beneficial student achievement outcomes.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Developing capacity with new team leaders and the instructional leadership team, new processes (PLCs with administrators), team meetings/committee meetings focusing on promoting positive culture and environment, ongoing CHAMPS training, solidifying partnerships with district and community stakeholders, meeting frequently with the administrative to monitor systems in place and making adjustments when necessary.

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 facing our school community sparked by local and world events.

Seminole Trails will continue to be committed to remaining 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.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Aligns with School District of Palm Beach County's Strategic Theme 1, Goal #1: Overall Academic Proficiency, Goal #2: High-Quality Early Literacy Instruction, Goal #3: College and Career Readiness as well as Strategic Theme 2, Goal 5: Policies and Systems Aligned to the District's Mission and Vision, and Goal #7: Optimization of Resources.

Area of Focus Description and Rationale:

Overall FSA student achievement scores and district diagnostic scores in both ELA and Math demonstrated overall decreases in Grades 3-5 as well as in the majority of subgroups in each grade level. Progress monitoring throughout FY21 indicated student proficiency in ELA and Math for Grades 3-5 hovered around 50%, and lower percentages for our subgroups. Most noticeable were decreases in Grade 4 as well as decreases in our ESSA subgroups Students with Disabilities (SWD) and English Language Learners (ELL). Due to the demonstrated decreases in proficiency in a majority of our data components across all grade levels in both ELA and Math, the approach to remedy the situation is being developed on a macro level, but at the same time targeted at identified students most in need.

A multi-faceted action plan has been devised to address our identified needs. The plan centers on targeted small group instruction focusing on specific data-driven needs of identified students, which will be employed in Grades K-5 in both ELA and Mathematics. Interventions and supports will be utilized in classrooms across all grade levels in order to achieve success maximizing the potential of the action plan. The identified students will be instructed using proven research-based content deliberately chosen focusing on their areas of need, which will be determined according to analysis of individual student achievement data. Resources chosen and methods of instruction will meet the highest standards of professionalism and historical accuracy adhering to Florida State Statutes 1003.42 and S.B. Policy 2.09.

Increase FY22 FSA student scores in the Grades 3-5 ESE and ELL subgroups, when compared with FY21 scores.

Measurable Outcome:

ELL students in Grade 3-5 will increase the percent of students proficient by a minimum of 10% on the FSA FY22 ELA assessment, and a minimum of 5% on the FSA FY22 Math assessment.

ESE students in Grade 3-5 will increase the percent of students proficient by a minimum of 20% on the FSA FY22 ELA assessment, and a minimum of 20% on the FSA FY22 Math assessment. The SWD subgroup will demonstrate at least 41% proficiency in Grade 3-5 ELA and Math.

Grades 3-5 students will demonstrate a minimum of 47% proficiency on the FSA FY22 ELA assessment, and a minimum of 50% on the FSA FY22 Math assessment. ELA and Math learning gains 65%. Grade 5 students will demonstrate a minimum of 41% proficiency on the FSA FY22 Science assessment.

Monitoring:

The Area of Focus will be monitored through student achievement data (e.g., FSQs, USAs, iReady, Successmaker, district diagnostic data, formal/informal assessment), monitoring lesson plans, classroom walk-throughs and observations for evidence of implementation, and attendance and behavioral data. These data sources will be aggressively monitored by the administrative team, whom will collaborate with teachers during weekly PLCs and

grade level team meetings to analyze the data for effectiveness and to determine the next course of action.

Key members of the school leadership team, including the Principal Jamilah Johnson, Assistant Principal Jenifer Lo, Bristol Bush the Single School Culture Coordinator, and Learning Team Facilitator Laura Bickel will be monitoring the implementation of the evidence-based strategies in classrooms. They will work with grade level team leaders to review lesson plans to ensure rigorous standards-based content is being planned and student achievement data will be examined to pinpoint areas of concern to be addressed.

Person responsible for monitoring outcome:

Jamilah Johnson (jamilah.johnson@palmbeachschools.org)

Evidence-based Strategy:

1. Small group differentiated instruction: School will utilize academic tutors as an additional support. Specific iReady lessons will be assigned based on student achievement data to targeted students.
2. Professional Learning Communities (PLCs) with professional development infused
3. Afterschool and during school tutorials
4. Full day data-driven instructional planning
5. Incorporate AVID WICOR strategies across grade levels

Rationale for Evidence-based Strategy:

1. Small group instruction addresses learning deficits. Instruction can be focused precisely on what the students need to learn next to move forward, and can be differentiated to meet the needs of the individual learner.
2. PLCs meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students. They are a common and proven practice to promote teacher collaboration that increases student achievement.
3. Tutoring provides additional time and support addressing student deficits.
4. When teachers use data to drive their decisions and plans, they are able to respond to problems more effectively, construct new teaching methods, and advance skill sets faster. Current studies indicate that teachers in schools with data-focused programs believe using data improves instruction significantly.
5. WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels.

Action Steps to Implement

1. Targeted Small Group Instruction
 - a. School will employ a minimum of five academic tutors to provide double down support in Grades 3-5. Tutors will work with identified students needing support and content will focus on improving areas of deficiency based on student achievement data.
 - b. ESE support facilitation teachers push-in to the classrooms in Grades K-5 to provide additional support.
 - c. Small Group Instruction subject matter will be determined through needs based on student achievement data.
 - d. SSCC will provide training and ongoing to academic tutors and classroom teachers.
 - e. Administration will monitor lesson plans, data resources, and perform ongoing classroom visits and provide meaningful feedback to teachers.

Person Responsible

Jamilah Johnson (jamilah.johnson@palmbeachschools.org)

2. Professional Development/PLCs

- a. District support specialists and SSCC will deliver professional development on Florida BEST Standards

and planning for small group instruction

- b. SSCC and Learning Team Facilitator will facilitate PLCs to engage teachers in collaborative planning and data analysis to develop standards-based instruction.
- c. The K-5 grade levels, ASD, VE, and ELL teams will attend both a PLC and team meeting each week.
- d. There will be a focus on research-based instructional practices to incorporate throughout all content areas, but specifically ELA and Mathematics.
- e. Progress monitoring of lesson plans, student achievement data, and administrative walk throughs as evidence of implementation and effectiveness.

Person Responsible Jamilah Johnson (jamilah.johnson@palmbeachschools.org)

3. Afterschool and during school tutoring

- a. Employ a minimum of five academic tutors to work during regular school hours to maximize the support necessary for our student population. Afterschool tutoring will also be scheduled for students as well.
- b. Student achievement data will be analyzed to determine students most in need by subject area.
- c. Ongoing planning and professional development with tutors to ensure understanding of expectations and standards-based instruction using best practices.
- d. Monitoring lesson plans, data resources, classroom walks, student work samples, and student attendance sheets.
- e. Scheduled data chats with targeted student groups after each summative assessment.

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

4. Full Day Data-Driven Planning

- a. Create a schedule for substitutes to cover classrooms and deliver instruction in the absence of teachers.
- b. School leadership determine area of focus and need of full day planning based on data analysis.
- c. Determine the organization system to be utilized by Grades 3-5.
- d. Differentiated instruction will be planned and delivered to meet the needs of our ESE and ELL subgroups based on data analysis.
- e. Summative assessment data will be analyzed to align instructional resources and plan to support student learning.

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

5. AVID WICOR Strategies

- a. Implement AVID Elementary College Readiness System focused on WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) methodologies in order to facilitate students' access to rigorous academics across all content areas.
- b. SSCC and AVID district support personnel will train teachers in AVID strategies.
- c. Determine the organization system to be utilized by Grades 3-5.
- d. Incorporate WICOR strategies in planning and delivery of instruction.
- e. Monitoring lesson plans, data resources, classroom walks, and student work samples for evidence of WICOR being utilized.

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

#2. Instructional Practice specifically relating to ELA

Aligns with School District of Palm Beach County's Strategic Theme 1, Goal #1: Overall Academic Proficiency, Goal #2: High-Quality Early Literacy Instruction, Goal #3: College and Career Readiness as well as Strategic Theme 2, Goal 5: Policies and Systems Aligned to the District's Mission and Vision, and Goal #7: Optimization of Resources.

Area of Focus Description and Rationale:

House Bill (HB) 7011 signed into law by Governor DeSantis sets out to improve policies and practices to improve literacy outcomes for all students. HB 7011 creates a new section, s. 1008.365, Florida Statutes (F.S.), establishing the Reading Achievement Initiative for Scholastic Excellence (RAISE) within the Florida Department of Education.

The RAISE program establishes criteria for identifying schools for additional support. The criteria includes schools with students in grades Kindergarten through five, where 50 percent or more of its students, in any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Seminole Trails Elementary School has been identified as a school in need based on the FY22 ELA FSA Data. Students in grades 3-5 ended the school year with an overall score of 47% proficiency, 65% Learning Gains and 65% Learning Gains of student in the L25% range.

Our measurable outcomes will include the aggressive monitoring of our school-wide goals as it relates specifically to literacy and instruction around reading:

85% Proficiency

- 40% Proficiency for students in grade 3
- 45% Proficiency for students in grade 4
- 55% Proficiency for students in grade 5

Measurable Outcome:

Overall Proficiency 47%
 Overall Learning Gains 65%
 Overall Learning Gains for L25 65%

ESSA Sub groups:
 SWD Proficiency 40%
 ELL Proficiency 40%

Monitoring:

The Area of Focus will be monitored through student achievement data (e.g., FSQs, USAs, iReady, , district diagnostic data, formal/informal assessment), monitoring of lesson plans, classroom walk-throughs and observations for evidence of implementation. These data sources will be aggressively monitored by the administrative team, whom will collaborate with teachers during weekly PLCs and grade level team meetings to analyze the data for effectiveness and to determine the next course of action.

Key members of the school leadership team, including the Principal Jamilah Johnson, Assistant Principal Jenifer Lo, Bristol Bush the Single School Culture Coordinator, and

Learning Team Facilitator Laura Bickel will be monitoring the implementation of the evidence-based strategies in classrooms. They will work with grade level team leaders to review lesson plans to ensure rigorous standards-based content is being planned and student achievement data will be examined to pinpoint areas of concern to be addressed.

Person responsible for monitoring outcome:

Jamilah Johnson (jamilah.johnson@palmbeachschools.org)

Evidence-based Strategy:

1. Focused Standards Based Curriculum with a focus on ELA: The school will effectively provide direct instruction and utilize resources aligned to grade level standards (FL Ready & Benchmark) in order to strengthen the instructional core.
2. Professional Development/ Professional Learning Communities: Teachers will engage in ongoing professional learning, collaborative planning and data analysis in order to strengthen standards based instructional delivery practices and monitoring strategies.
3. Small Group Differentiation and Intervention- Teachers and support staff will use data to create targeted small group instructional plans and deliver lessons based on need in order to teach and reinforce reading strategies.
4. Data Driven Instructional Planning- Teachers will lead and participate in planning meetings with a focus on ELA standards and engaging instructional strategies.
5. AVID WICOR Strategies: Teachers will utilize WICOR strategies including 2 and 3 column note taking and collaborative conversations to increase comprehension and writing to support ELA.

Rationale for Evidence-based Strategy:

1. Focused Standards Based Curriculum helps guide the planning, implementation, and assessment of student learning. The use of standards to streamline instruction ensure that the teaching practices deliberately focus on agreed upon learning targets and instructional materials that are aligned to those targets.
2. Influencing the effectiveness of the Professional Learning Community structures within which teachers problem-solve and plan for effective instruction is a well-documented, evidenced-based approach for improving teacher efficacy.
3. Small Group Differentiated Instruction with strategically selected instructional materials ensures that the differentiated needs of students are met with targeted instruction and interventions.
4. Teachers will focus on differentiating instruction to support ESSA subgroups. Our SSCC and District Specialists will model, coach, and support teachers by providing job-embedded professional development.
5. AVID's mission is to support schools to close the achievement gap by preparing all students for college readiness and success in a global society.

Action Steps to Implement

- Focused Standards Based Curriculum with a focus on ELA:
- a. The school will implement a literacy framework with a focus on the gradual release model and aggressive monitoring techniques.
 - b. The SSCC will support teachers with utilizing FL Ready books, Top Score, Benchmark and standards based planning for students in grades 3-5 and provide ongoing support and professional development through PLCs.
 - c. Teachers will track student progress using monitoring sheets and provided ongoing actionable feedback to students.
 - d. Teachers will plan to utilize universal close reading strategies in order to support students with reading and comprehending complex text.

e. Academic support staff and resource teachers will utilize standards based resources and provide double down instruction to small groups based on areas of need.

Person Responsible Jamilah Johnson (jamilah.johnson@palmbeachschools.org)

Professional Development/ Professional Learning Communities:

- a. Teachers will engage in deep, focused professional development, collaborative planning and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA.
- b. Create a PLC and common planning schedule to ensure all teachers including resource teachers and classroom content area teachers. Align resources and scaffold instruction based on students' needs to ensure productive struggle focusing on efficacy and evidence based strategies.
- c. PLC agendas and focus developed through collaboration and data analysis for general education and ASD teachers.
- d. Monitor the application of strategies discuss through ongoing class visits, lesson plan collection and analysis of student work samples.
- e. Collaborative Planning/PLCs/PD: Teachers will work together within several planning structures including PLCs, common planning and team meetings in order to plan effective ELA lessons.

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

Small Group Differentiation and Intervention

- a. Teachers will receive ongoing support around how to identify need utilizing various data points.
- b. Teachers will identify students who are in need of Tier 2 and Tier 3 intervention and plan to deliver additional remedial instruction outside of the literacy block.
- c. Instructional support will be provided by ESE, ELL, Resource and other support staff with a focus on reading intervention and acceleration.
- d. Strengthen foundation level literacy skills and provide rigorous standards based instruction to students in grades K-2.
- e. Utilize culturally relevant resources incorporated within classroom libraries in order to increase student engagement.

Person Responsible Jamilah Johnson (jamilah.johnson@palmbeachschools.org)

Teachers will focus on differentiating instruction to support ESSA subgroups. Our SSCC and District Specialists will model, coach, and support teachers by providing job-embedded professional development.

- a. Teachers will develop their understanding of research-based strategies to utilize that best fit the needs of our ESSA subgroup learners.
- b. District support personnel and school-based specialists will collaborate with teachers in real time to provide modelling and feedback on instructional strategies to use with the ESSA subgroup learners.
- c. Instructional support staff will identify specific learning targets to focus on based on individual student achievement data.
- d. Deliberate planning to address individual student needs will be a collaborative efforts focused on during grade level PLCs and team meetings.
- e. Continuous progress monitoring to ensure implementation of lesson plans designed to meet the needs of ESSA subgroup learners and assessment of data to determine effectiveness.

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

AVID WICOR Strategies: Teachers will utilize WICOR strategies including 2 and 3 column note taking and collaborative conversations to increase comprehension and writing to support ELA.

- a. Implement AVID Elementary College Readiness System focused on WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) methodologies in order to facilitate students' access to rigorous academics across all content areas.
- b. SSCC and AVID district support personnel will train teachers in AVID strategies.

- c. Determine the organization system to be utilized by Grades 3-5.
- d. Incorporate WICOR strategies in planning and delivery of instruction.
- e. Monitoring lesson plans, data resources, classroom walks, and student work samples for evidence of WICOR being utilized.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to data provided by the Safe Schools for Alex School Safety Board, Seminole Trails Elementary ranks in the Very High category for School Incidents. The School Incident Ranking is #74 out of 82 elementary schools surveyed in Palm Beach County. Seminole Trails Elementary is ranked #1,262 out of 1,395 elementary schools statewide. According to their data, Seminole Trails Elementary averages 2.7 incidents for every 100 students compared to the statewide average of 1.0 incident for every 100 students. In order for students to maximize their learning potential, the school needs to be an environment which is welcoming, safe, and inclusive. When in place, these components lead to an ideal environment for students to grow and learn.

As part of our School Improvement Plan, the school is placing a high emphasis on establishing a positive single school culture, one which is welcoming and inclusive for all students and their families as well as supporting an environment conducive to learning. This will be accomplished with a focus on the culture and environment of the school through Positive Behavior Interventions and support. This action aligns with the Seminole Trails Elementary and School District of Palm Beach County Mission Statements. Establishing a positive school culture and environment is the responsibility of all stakeholders; however, our Principal Jamilah Johnson, Assistant Principal Jenifer Lo, and our new Single School Culture Coordinator Bristol Bush, will spearhead and monitor the initiatives to determine their effectiveness. Seminole Trails Elementary has a PBiS team which will support the administration in implementing initiatives and interventions and the progress monitoring of behavioral data. Attendance data will also be monitored in an effort to mitigate the percentage of students who are chronically tardy. Students arriving late not only miss out on their learning opportunities, but when late to class they disrupt the other students who are focused on learning.

Grade level instructional staff participated in CHAMPS training at the beginning of the year. CHAMPS is a research-based classroom management system. This is a collaborative initiative with the Department of Safe Schools to promote universal school-wide expectations. The program provides a clear, explicit, and predictable structure for our students to understand and be accountable for expectations for each activity throughout the day. It will also provide a school-wide structure that our students will understand as they move from grade level to grade level.

Students have also attended Positive Behavior Support assemblies to teach and reinforce student expectations. These will continue to take place during the year as necessary and highlight different portions of the day and the expectations necessary for students to be safe, respectful AVID learners.

Specific students will be identified and placed into our new mentoring program, which is led by our Single School Culture Coordinator, Ms. Bush. Identified students will be paired with an adult mentor at the school, who will check in with the student frequently, listen to what they have to say, and offer encouragement and support. Research shows students with mentors and good role models in life do better in school.

Schoolwide and classroom specific initiatives will be utilized to promote positive student behavior (e.g., Pawsitive Panthers, grade level Gathering Day special activities, Class Dojo, lunch/cafeteria rewards, additional class recess time earned). This year we will be recognizing students who shine with a special achievement certificate, small reward, photo, and a parent call home. The school will also collaborate with families and community members to achieve our shared goals and to promote success and improve the well-being of our students.

Social Emotional Learning (SEL) will continue to be a daily part of the school day during Morning Meetings. Students will develop positive, healthy relationships, which are vital to the success of a Single School Culture. This is accomplished through pre-planned, specific daily activities

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.

At the school level, there is much evidence on display to demonstrate a positive school culture and environment is being developed and embraced. Student behavioral data has been analyzed and an action plan has been developed to address concerns in order to shape a positive culture and environment conducive to learning and growth. The swPBIS action plan features several important facets including transparency, communication, and ongoing professional development with staff around school-wide positive behavior initiatives. The team members also meet with students who have been referred to review behavior plans and provide support. swPBIS monthly meetings are held to support initiatives based on data. Additionally, the school follows the MTSS process to provide additional support for students with behavioral and/or social-emotional needs when necessary.

Seminole Trails will continue to be committed to remaining 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. Classroom visits will be conducted by the administrative team and school leadership with a focus on classroom environment and culture in order to monitor for evidence of implementation.

The school collaborated with specialists from the district's Department of Safe Schools to facilitate school-wide CHAMPS training for the grade level instructional staff. CHAMPS is a research-based classroom management program. One of the benefits is that it provides a clear, explicit, and predictable structure for our students to understand and be accountable for expectations for each activity throughout the day. It will also provide a school-wide structure that our students will understand as they move from grade level to grade level.

Social Emotional Learning (SEL) is embedded into our daily schedule. Each school day students begin with the Morning Meeting. Morning Meeting activities highlight and allow students to practice critical skills involving empathy, using healthy coping skills, appreciating diversity, responsibility, and many more character education traits. Morning Meeting activities also supports students in developing positive relationships with their peers.

The new Single School Culture Coordinator, Bristol Bush, is spearheading a new mentorship program for students in order to decrease the number of out of school suspensions and tardiness. School-wide expectations are reviewed with students on a regular basis, and our high priority students receive academic

mentoring on a monthly basis.

There are many outlets to communicate news and celebrate success with staff and students. There is a monthly staff appreciation calendar, Ms. Johnson's weekly Panther News as well as her daily Welcome Message over the public announce system in the mornings. The school hosts many exciting activities such as School Spirit Week, AVID-College and Career Readiness Week, College Signing Day, Moving Up day, and award ceremonies. Students are recognized with certificates to celebrate student success on their FSQs and USAs and other types of student achievement assessments.

Communication with parents is very important to developing our positive single school culture. Communication will be translated into various languages in order to be inclusive to all families in our school community. 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.

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.

Seminole Trails Elementary is very fortunate to collaborate with community partners. 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, Publix, Equitable Finance, The Education Foundation, Grand Canyon University, The Family Creed, The Palm Beach County Food Bank, and Best Foot Forward.

Also important to recognize the school provides assistance to At-Risk Students by utilizing a District Migrant Liaison and a District Homeless Social Worker to support students, families, and teachers. Immigrant students and ELLs are supported via Title III, and Seminole Trails is a Welcoming and Inclusive School to all students and their families no matter what their immigration status might be.

The school has a 100% Accessible Breakfast and Supper program for families in need.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

School leadership, led by Principal Jamilah Johnson, will continue fostering a learning community that sets high expectations, accommodates diverse learners, addresses multiculturalism, and promotes collaboration & supports the social-emotional learning needs of all. The administrative team and team leaders monitor lesson plans to determine if students will be engaged in standards-based instruction and provided rigorous learning tasks to expand their knowledge base. The administrative team and team leaders also look for content and curriculum regarding the Florida State Statute 1003.42 and S.B. Policy 2.09. infused throughout lesson plans and evidence of its delivery to students through research-based instructional practices. These topics include (a) History of the Holocaust; (b) History of African and African Americans, (c) Hispanic Contribution, (d) Women's Contribution, (e) Sacrifices of Veterans and the value of Medal of Honor recipients.

Mrs. Lo, the Assistant Principal, supports and co-leads all school wide decisions around instructional practices, safety protocols, and school wide culture collaboratively with the Principal, Ms. Johnson. She supports teachers with instructional practices, communicates with parents, and provides administrative support in all areas of the school. Mrs. Lo heads up the school's Positive Behavior in Schools (PBIS) initiatives. This year, our school is collaborating with the Department of Safe Schools to provide the research-based classroom management program CHAMPS. Grade level instructional staff members participated in CHAMPS training, which provides a clear, explicit, and predictable structure for our students to understand and be accountable for expectations for each activity throughout the day. It will also provide a

school-wide structure that our students will understand as they move from grade level to grade level.

Our Single School Culture Coordinator, Bristol Bush, supports teachers with coaching, planning and the delivery of effective lesson plans. She supports 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 grade level PLCs. She is the New Teacher Ambassador and supports all new teachers through that program and the ESP program. Ms. Bush also serves as the school's Immigrant Support Program (ISP) contact, ensuring all students and their families regardless of their immigration status are welcomed and provided supports as needed.

Front office staff members our first line of creating positive welcoming environment to our students and guests.

Team Leaders are members of the school leadership team who serve an important role in supervising their grade level teachers. Team Leaders enable teaching peers to improve and ultimately increase their students' academic achievement by communicating the directives from administration, monitoring for implementation and the effectiveness of those directives, and serving as mentors for those on their team.

Ms. Brand, the ESE Coordinator, maintains Individual Educational Plan (IEP) documents and plans, coordinates, conducts and/or facilitates IEP Team meetings, IEP annual reviews and 3-year evaluations for a caseload of students with disabilities. Seminole Trails Elementary has an ESE student population of more than 32% of the total enrollment, including being a cluster site for students identified with Autistic Spectrum Disorder (ASD). Ms. Brand's role is to ensure the special education supports, services, and any modifications to their educational programming at school are being met and in compliance. If a student does not receive specific supports detailed in their IEP, it has the potential to start an adverse chain reaction of events which would impact the school.

Ramona Watson, Crystal Andrews, and our mental health professionals teach and reinforce positive behaviors and decision-making. They promote social and emotional competency and help students to apply self-coping skills in times of crisis. These efforts help ensure a positive, safe school environment.

Ms. Croll leads the Sunshine Committee at the school. The Sunshine Committee is a teacher-led group dedicated to brightening morale across campus by celebrating fellow staff members, planning team-building events, and offering our support during all seasons.

Parental involvement is essential for student development and offers many benefits. It also helps improve student behavior in the classroom. Having parents and teachers communicate more helps students feel more motivated in their classes; their self-esteem and attitudes in class improve. Research demonstrates the level of parental involvement is associated with academic success.

Community partners provide value and support to our students both academically and to their social-emotional well-being through their contributions of time, energy, and resources.

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.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$6,175.00
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	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	160-Other Support Personnel	1711 - Seminole Trails Elem. School	School Improvement Funds		\$6,175.00
			<i>Notes: Academic tutors</i>			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	160-Other Support Personnel	1711 - Seminole Trails Elem. School	School Improvement Funds		\$6,000.00
			<i>Notes: Academic tutors</i>			
					Total:	\$12,175.00