Seminole Trails Elementary School

2022-23 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: 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (48%) 2018-19: C (51%) 2017-18: C (53%)
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	ATSI
* 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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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	he 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	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.
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.
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).
Shone, Jeffrey	Teacher, ESE	Mr. Shone is an ESE Teacher for students who are identified with 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.
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

Name	Position Title	Job Duties and Responsibilities
		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	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.
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).
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.
Redlich, Sydnee	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.
Flores, Evelyn	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.
Thomas, Darnielle	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.
Cerevert, Augusme	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
Ortiz, Marlene	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.

Demographic Information

Principal start date
Tuesday 6/22/2021, Jamilah Johnson

Number of teachers with a 2022 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.*
2

Number of teachers with a 2022 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.*
14

Total number of teacher positions allocated to the school
60

Total number of students enrolled at the school
623

Identify the number of instructional staff who left the school during the 2021-22 school year.
11

Identify the number of instructional staff who joined the school during the 2022-23 school year.
10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	99	109	114	116	105	80	0	0	0	0	0	0	0	623
Attendance below 90 percent	0	39	44	21	20	15	0	0	0	0	0	0	0	139
One or more suspensions	0	2	7	6	4	6	0	0	0	0	0	0	0	25
Course failure in ELA	0	14	19	61	42	19	0	0	0	0	0	0	0	155
Course failure in Math	0	10	17	49	31	20	0	0	0	0	0	0	0	127
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	16	17	20	0	0	0	0	0	0	0	53
Level 1 on 2022 statewide FSA Math assessment	0	0	0	11	15	22	0	0	0	0	0	0	0	48
Number of students with a substantial reading deficiency	19	29	32	47	0	0	0	0	0	0	0	0	0	127

Using the table above, complete the table below with the number of students by current grade level who have 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	13	21	51	38	30	0	0	0	0	0	0	0	153

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	3	0	0	16	1	0	0	0	0	0	0	0	0	20
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

Sunday 9/25/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%	59%	56%				49%	58%	57%
ELA Learning Gains	57%						58%	63%	58%
ELA Lowest 25th Percentile	62%						46%	56%	53%
Math Achievement	43%	53%	50%				57%	68%	63%
Math Learning Gains	52%						63%	68%	62%
Math Lowest 25th Percentile	55%						48%	59%	51%
Science Achievement	30%	59%	59%				36%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	44%	54%	-10%	58%	-14%
Cohort Comparison		0%				
04	2022					
	2019	52%	62%	-10%	58%	-6%
Cohort Comparison		-44%				
05	2022					
	2019	45%	59%	-14%	56%	-11%
Cohort Comparison		-52%				

				MATH			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	49%	65%	-16%	62%	-13%
Cohort Comparison		0%				
04	2022					
	2019	63%	67%	-4%	64%	-1%
Cohort Comparison		-49%				
05	2022					
	2019	58%	65%	-7%	60%	-2%
Cohort Comparison		-63%				

				SCIENCE			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	33%	51%	-18%	53%	-20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	22	39	38	26	31	33	18				
ELL	30	72	68	53	82	75	24				
BLK	36	54	67	36	40	50	23				
HSP	37	53	50	63	76		46				
FRL	37	55	59	44	53	60	27				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49

ESSA Federal Index	
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	57
Total Points Earned for the Federal Index	395
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	58
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
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	55
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Overall FSA ELA proficiency increased 2%. ELA Learning Gains increased 3%. The Learning Gains of the Lowest 25th Percentile of Students increased 5%.

Overall Grade 3 ELA proficiency increased 15.9%. Grade 3 ELA subgroups: ESE students increased in proficiency by 10.9%, ELL students increased by 8.5%, Black students increased by 14.7%, Hispanic students increased 26.2%.

Overall Grade 4 ELA proficiency increased 4.9%. Grade 4 ELA subgroups: ESE students saw a decrease in proficiency by 7.1%, ELL students increased by 7.1%, Black students increased by 9.1%, Hispanic students increased by 16.5%.

Overall Grade 5 ELA proficiency decreased 11.6%. Grade 5 ELA subgroups: ESE students saw a decrease in proficiency by 10.6%, ELL students no data reported, Black students decreased 13.8%, Hispanic students decreased by 4.7%.

Overall FSA Math proficiency increased 15%. Math Learning Gains decreased 9%. The Learning Gains

of the Lowest 25th Percentile of Students increased 7%.

Overall Grade 3 Math proficiency increased 39.9%. Grade 3 Math subgroups: ESE students increased in proficiency by 27%, ELL students increased by 22.7%, Black students increased by 29.6%, Hispanic students increased by 46.4%.

Overall Grade 4 Math proficiency increased 17.9%. Grade 4 subgroups: ESE students increased 19.7% in proficiency, ELL students increased by 36.1%, Black students increased by 17.6%, Hispanic students increased by 9.6%.

Overall Grade 5 Math proficiency decreased 10.6%. Grade 5 Math subgroups: ESE students decreased in proficiency by 16.2%, ELL students decreased by 4.7%, Black students decreased by 9.9%, and Hispanic students increased by 1%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our SWD ESSA subgroup demonstrates the greatest need for improvement in ELA Achievement. SWD saw a decrease in ELA Achievement of 3% (25% in 2021 compared to 22% in 2022), ELA Learning Gains decreased 11% (50% in 2021 compared to 39% in 2022), and ELA Learning Gains for the Lowest 25 Percentile of Students decreased 20% (58% in 2021 compared to 38% in 2022).

Our SWD subgroup demonstrated also decreases in Math Achievement as well. Math Learning Gains decreased 3% (34% in 2021 compared to 31% in 2022) and Math Learning Gains for the Lowest 25 Percentile of Students decreased 9% (42% in 2021 compared to 33% in 2022).

Our overall Grade 5 ELA and Math proficiency decreased in 2022 when compared to 2021. Digging deeper and examining and comparing the subgroup data from other grade levels, the decreases demonstrated are largely found in the ESE subgroup in both ELA and Math. The ESE subgroup in other grade levels, with the exception of Grade 4 ELA, all demonstrated increases in proficiency. The ELL, Black, and Hispanic student subgroups also demonstrate proficiency increases in other grade levels outside of Grade 5. In Grade 5, these subgroups demonstrated decreases in proficiency; however, when comparing the data set percentage decreases with the previous year (i.e., the percentage decrease in 2022 to 2021 was less than the percentage loss comparing 2021 to 2019 data), it indicates an upward trend for the Black, ELL, and Hispanic subgroups.

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

Staffing was a contributing factor impacting our areas of improvement. Two of the school's ESE support facilitation teachers, who support ESE students in Grade 5, served as long-term substitutes for unexpected teaching vacancies during the year. Due to the substitute shortage, ESE, ELL, and Reading support facilitation teachers as well as administrators filled those needs.

In order to improve, the following actions would need to be addressed: Planning and delivering a focused curriculum aligned to the new B.E.S.T. ELA 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 PBS 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 2022 state assessments, showed the most improvement?

There was significant growth across subject areas and in each tested grade level at the school.

Overall FSA Math proficiency increased 15%.

iReady diagnostic data (Fall 2021 On Level% to May 2022 On Level%)
Kindergarten 18% to 73%
Grade 1 15% to 48%
Grade 2 17% to 43%

Grade 3 demonstrated growth in both ELA and Math student achievement as evidenced on the FSA. Overall Grade 3 ELA proficiency increased 15.9%. Grade 3 ELA subgroups: ESE students increased in proficiency by 10.9%, ELL students increased by 8.5%, Black students increased by 14.7%, Hispanic students increased 26.2%. Overall Grade 3 Math proficiency increased 39.9%. Grade 3 Math subgroups: ESE students increased in proficiency by 27%, ELL students increased by 22.7%, Black students increased by 29.6%, Hispanic students increased by 46.4%.

Grade 4 demonstrated growth especially in Math. Overall Grade 4 Math proficiency increased 17.9%. Grade 4 subgroups: ESE students increased 19.7% in proficiency, ELL students increased by 36.1%, Black students increased by 17.6%, Hispanic students increased by 9.6%. Grade 4 also demonstrated growth in overall ELA proficiency 4.9% and ELL students increased by 7.1%, Black students increased by 9.1%, Hispanic students increased by 16.5%.

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

The action plan as part of last year's School Improvement Plan was an integral contributing factor to the areas of demonstrated improvement. There was a focused on Standards Based Curriculum to guide the planning, implementation, and assessment of student learning. The use of standards to streamline instruction, ensuring teaching practices were deliberately focused on agreed upon learning targets, and instructional materials were aligned to those targets. Teachers collaborated, problem-solved, and planned for effective instruction. Small Group Differentiated Instruction with strategically selected instructional materials ensured that the differentiated needs of students were met with targeted instruction and interventions. Teachers focused on differentiating instruction to support ESSA subgroups. The school's Single School Culture Coordinator, District Specialists, and Teacher Leaders/Mentors modeled, coached, and supported teachers by providing job-embedded professional development and communicating best instructional practices. A culture of high expectations and proficiency was created by celebrating student who were proficient on summative and formative assessments. Academic tutors pulled small groups during instructional time, and certified teachers provided the opportunities for before, after, and Saturday tutoring sessions.

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

Each grade level at the school has a class which has been identified as an accelerated learning class. All Grade 3 classes are being exposed to the AMP curriculum in Mathematics. The school is embracing

"accelerate, not remediate" as a mantra with an action plan to translate the mantra into reality.

Professional Learning Communities (PLCs) and Grade Level team meetings will continue to meet on a weekly basis. STES administration will collaborate with teachers at the meetings. Special committee groups have also been established and will meet on a monthly basis. Each group is targeting a specific focus area of importance at the school. Groups include an ASD committee, an Accelerated Learning committee, a school-wide Positive Behavior Support committee, an ESE committee, a Social-Emotional Learning (SEL) committee, and a Culture and Climate committee.

Progress monitoring with fidelity (e.g., Small group lesson plans, iReady usage/pass rates, attendance, discipline data) will continue at the school as well as providing 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.

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 and our Single School Culture Coordinator. 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
Florida B.E.S.T. Standards/Benchmark K-5
Talk, Read, Talk, Write facilitated by the Multicultural Department
Monthly professional development will be embedded into faculty meetings strategically focused on the following areas: Reading intervention, ELL strategies, ESE strategies for students with autism, and Accelerated Academy.

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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	When examining student achievement data from FY21 to FY22, the proficiency level increase for ELA was two percent compared to the proficiency increase for Mathematics which was 15% overall. First since all academics are rooted in English Language Arts in some form, it was decided this was the best area to focus on. There are 39% students performing at or above the proficiency level. Grade 3 and 4 students demonstrated gains in overall FSA ELA proficiency last year when compared to 2021; however, Grade 5 students demonstrated a decrease. Focusing on ELA interventions will address this identified area needing improvement. Our SWD subgroup demonstrated the largest proficiency level decreases overall last year compared to other groups in ELA, especially in Grades 4 and 5. Targeted Interventions in ELA will benefit the SWD subgroup students. While other subgroups demonstrated increases across grade levels in ELA when compared to 2021 data, those gains were not as large as the gains from increases the Black, ELL, and Hispanic subgroups made in Math when comparing 2022 to 2021 student achievement data. This is another reason to place more of an emphasis on ELA as an area of focus as opposed to Math at this time. Through a collaborative staff effort, rigorous standards-based instruction will be deliberately planned, delivered to students with fidelity, progressed monitored to ensure its intended effect is met, and the student achievement data will be analyzed to determine the next action steps necessary going forward to achieve our goals. Focusing on increasing student achievement proficiency in English Language Arts aligns with the School District of Palm Beach County's New Strategic Plan including Theme A: Academic Excellence and Growth and Theme D: Committed and Impactful Employees.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	English Language Arts (ELA) Achievement and Learning Gains will demonstrate a minimum increase of eight percentage points when compared with FY22 FSA student achievement data. We will measure growth comparing data from our beginning of the year i-Ready diagnostic and FAST assessment with the following checkpoints: By February 2023 i-Ready diagnostic data and FAST assessment By May 2023 i-Ready diagnostic data and FAST assessment
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Area of Focus will be monitored through student achievement data (e.g., Grades K-5 FAST data, FSQs, USAs, iReady, district diagnostic data, formal/informal assessment), monitoring lesson plans, monthly classroom Instructional Reviews with specific feedback and look-fors, 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 will be monitoring the implementation of the evidence-based strategies in classrooms on a weekly basis as well as formalized monthly Instructional Reviews. 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: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Targeted Small Group Instruction
a. School will employ 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.
f. Administration will monitor fidelity of interventions provided during differentiated instructional time.

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 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 ESOL 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.
f. Reading Coach will provide ongoing support with a focus on the B.E.S.T. standards (ELA)

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

3. After school and during school tutoring
a. Employ academic tutors to work during regular school hours to maximize the support necessary for our student population. After school 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   Jamilah Johnson (jamilah.johnson@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   Jamilah Johnson (jamilah.johnson@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. AP and AVID district support personnel will train teachers in AVID strategies.
c. Determine the organization system to be utilized by Grades K-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   Jamilah Johnson (jamilah.johnson@palmbeachschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our Students With Disabilities (SWD) subgroup demonstrated the largest proficiency level decreases overall last year compared to other groups in ELA, especially in Grades 4 and 5. Targeted Interventions in English Language Arts (ELA) will benefit the SWD subgroup students. In Grades 4 and 5 when comparing data from 2021 to 2022, Grade 4 students decreased in proficiency 7.1%, and Grade 5 students decreased 10.6%. In Math, SWD in Grade 5 students decreased in proficiency 16.2%. Since all academics are rooted in English Language Arts in some form, it was decided English Language Arts had to be addressed as an area of focus specifically for SWD. Additionally, there are 39% students performing at or above the proficiency level in Math in the SWD subgroup in Grade 3-5. With the SWD subgroup constituting over a third of the school's student population, it is crucial to address this subgroup's areas of need in both core subject areas. Through a collaborative staff effort, rigorous standards-based instruction will be deliberately planned, delivered to students with fidelity, progressed monitored to ensure its intended effect is met, and the student achievement data will be analyzed to determine the next action steps necessary going forward to achieve our goals. Focusing on increasing student achievement proficiency in English Language Arts and Mathematics for our SWD subgroup aligns with the School District of Palm Beach County's New Strategic Plan including Theme A: Academic Excellence and Growth and Theme D: Committed and Impactful Employees.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students with Disabilities (SWD) will demonstrate a minimum increase of ten percentage points in both English Language Arts (ELA) and Mathematics Achievement when compared to FY22 FSA student achievement data. We will measure growth comparing data from our beginning of the year i-Ready diagnostic and FAST assessment with the following checkpoints: By February 2023 i-Ready diagnostic data and FAST assessment By May 2023 i-Ready diagnostic data and FAST assessment
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Area of Focus will be monitored through student achievement data (e.g., Grades K-5 FAST data, FSQs, USAs, iReady, formal/informal assessment), monitoring lesson plans, monthly classroom Instructional Reviews with specific feedback and look-fors, 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 will be monitoring the implementation of the evidence-based strategies in classrooms on a weekly basis as well as formalized monthly Instructional Reviews. 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	Jamilah Johnson (jamilah.johnson@palmbeachschools.org)

monitoring outcome:	
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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 6. Accelerated teacher for targeted student population
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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 promote teacher collaboration that increases student achievement. 3. Tutoring provides additional time and support addressing student deficits. 4. 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. 6. Targeting specific students to address needs with high quality instruction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Targeted Small Group Instruction
a. School will employ 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 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 ESOL 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.
f. SSCC will provide ongoing coaching support for standards-based instruction.

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

3. After school and during school tutoring
a. Employ academic tutors to work during regular school hours to maximize the support necessary for our student population. After school 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   Jamilah Johnson (jamilah.johnson@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   Jamilah Johnson (jamilah.johnson@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. AP and AVID district support personnel will train teachers in AVID strategies.
c. Determine the organization system to be utilized by Grades K-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)

6. Accelerated Math Lab
a. The accelerated math teacher will provide lessons for K-5 students as part of the fine arts rotation to provide hands-on lessons and enrichment lessons for each of the math strands aligned to the B.E.S.T. standards.

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

If we focus on the new B.E.S.T. ELA standards-based instruction to increase overall K-2 proficiency school-wide in ELA, then we will increase student proficiency in Grade 3. Grade 3 is a benchmark year in terms of research indicating whether someone will become a successful reader in their lifetime. Bolstering students reading skills prior to reaching Grade 3 is critical. Grade 3 is also a year that sees students challenged with more rigorous progress monitoring assessments. We must do our best to prepare them with the foundational reading skills necessary to become successful before they reach Grade 3. Focusing on increasing student achievement proficiency in English Language Arts aligns with the School District of Palm Beach County's New Strategic Plan including Theme A: Academic Excellence and Growth.

i-Ready end of the year diagnostic data from May 2022 indicates the following percent of students were performing one or more levels below their grade:

Kindergarten: 27% (incoming Grade 1)
Grade 1: 52% (incoming Grade 2)
Grade 2: 58% (incoming Grade 3)

According to Spring iReady diagnostic our kindergarten and first grade students need additional development in phonics and phonological awareness. Our second grade students need additional development in vocabulary and comprehension of literature and informational text.

Through a collaborative staff effort, rigorous B.E.S.T. ELA standards-based instruction will be deliberately planned, delivered to students with fidelity, progressed monitored to ensure its intended effect is met, and the student achievement data will be analyzed to determine the next action steps necessary going forward to achieve our goals.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Through a collaborative staff effort, rigorous B.E.S.T. ELA standards-based instruction will be deliberately planned, delivered to students with fidelity, progressed monitored to ensure its intended effect is met, and the student achievement data will be analyzed to determine the next action steps necessary going forward to achieve our goal of increasing ELA proficiency in Grades 3-5. Focusing on increasing student achievement proficiency in Grades 3-5 English Language Arts aligns with the School District of Palm Beach County's New Strategic Plan including Theme A: Academic Excellence and Growth.

There are more than 60% of students who are not proficient in reading by the end of Grade 3 of those tested. Grade 3 and 4 students demonstrated gains in overall FSA ELA proficiency last year when compared to 2021; however, Grade 5 students demonstrated a decrease. Focusing on ELA interventions will address this identified area needing improvement. Our SWD subgroup demonstrated the largest proficiency level decreases overall last year compared to other groups in ELA, especially in Grades 4 and 5. Targeted Interventions in ELA will benefit the SWD subgroup students.

i-Ready end of the year diagnostic data from May 2022 indicates the following percent of students were performing one or more levels below their grade:

Grade 3: 40% (incoming Grade 4)
Grade 4: 65% (incoming Grade 5)
Grade 5: 79% (exiting to Middle School Grade 6)

The i-Ready data further solidifies the need to focus instructional practice on ELA. As students progress from grade to grade, the subject matter becomes more complex. According to the iReady spring diagnostic our third and fourth graders need continued development in the area of phonics, vocabulary, and comprehension. Our fifth grade students need additional development in vocabulary and comprehension of literature and informational text.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

We will measure growth comparing data from our beginning of the year i-Ready diagnostic and FAST assessment with the following checkpoints:
By February 2023 i-Ready diagnostic data and FAST assessment
By May 2023 i-Ready diagnostic data and FAST assessment

Grades 3-5: Measureable Outcome(s)

We will measure growth comparing data from our beginning of the year i-Ready diagnostic and FAST assessment with the following checkpoints:

By February 2023 i-Ready diagnostic data and FAST assessment
By May 2023 i-Ready diagnostic data and FAST assessment

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The Area of Focus will be monitored through student achievement data (e.g., Grades K-5 FAST data, FSQs, USAs, iReady, district diagnostic data, formal/informal assessment), monitoring lesson plans, monthly classroom Instructional Reviews with specific feedback and look-fors, 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 will be monitoring the implementation of the evidence-based strategies in classrooms on a weekly basis as well as formalized monthly Instructional Reviews. 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:
Select the person responsible for monitoring this outcome.

Johnson, Jamilah, jamilah.johnson@palmbeachschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Teachers will participate in systematic instructional strategies (PLC) in order to analyze and plan for instruction. Teachers will deliver instruction will a focus on the gradual release model/standards-based explicit instruction. Teachers will provide scaffolder and ongoing corrective feedback while monitoring for student achievement. Teachers will provide data-driven differentiated instruction based on needs.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

The evidence-based practices/programs address the need for explicit core instruction as well as scaffolded instruction based on the needs of students. These practices have a proven track record of helping students meet or exceed grade level expectations based on our target population. These resources have been vetted by the school district as our focused curriculum and aligns to the B.E.S.T. standards.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership: The literacy leadership team meetings twice per month to discuss goals and it pertains to ELA data as well as effective strategies for instruction. The Literacy Leadership team selects an area focus each month in order to assess the fidelity of implementation of current programming. Literacy Coaching: This school year, a Reading Coach has been hired to support teachers with analyzing standards, planning for instruction, disaggregating and planning for data driven small group instruction as well as providing ongoing coaching and support. Assessment: Ongoing formative weekly assessments as well as summative Unit assessments will be utilized as a way to progress monitor and track student achievement. Professional Learning: Instructional staff will participate in professional learning weekly during PLCs as well as month during faculty meetings.	Johnson, Jamilah, jamilah.johnson@palmbeachschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 swPBS action plan features several important facets including transparency, communication, and ongoing professional development with staff around school-wide positive behavior initiatives. The Student Support Team also meets weekly to review and provide students with interventions and counseling that have been referred for additional support SWPBS 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 continues its commitment to 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 BEST 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 instruction in order to monitor for evidence of implementation.

The school utilizes CHAMPS, which 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 behavioral 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 support students in developing positive relationships with their peers.

Mrs. Lo spearheads the mentorship program for students 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 weekly basis.

There are many outlets to communicate news and celebrate success with staff and students. There is a monthly staff appreciation calendar, Mrs. Johnson's weekly Panther News as well as her daily Welcome Message over the public announcement system in the mornings. The school hosts many exciting activities such as field trips, School Spirit Week, AVID-College and Career Readiness Week, College Signing Day, Moving Up Day, and award ceremonies. Students are recognized with "Green Team" certificates to celebrate student success on their unit assessments as well as positive referrals for behavior.

Communication with parents is very important to developing our positive single school culture. Class Dojo is an online platform used as a primary tool of communication this year. 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 and Family Engagement 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, the Palm Beach Lakes Community High School Teacher Academy, Primary Project, Mounts Botanical Garden, Family Church at Village, Back to Basics, 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 regardless of immigration status.

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

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

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 provide 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 Mrs. Johnson. She supports teachers with instructional practices, communicates with parents, and provides administrative support in all areas of the school. Mrs. Lo leads the school's School-wide Positive Behavior in Schools (SWPBS) initiatives. The school continues to collaborate 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 behavioral expectations for each activity throughout the day. We teach, model, and reinforce school-wide expectations 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 serves as the School-based Team Leader is a member of the PD team, and supports grade level PLCs. She is the Voluntary Lead Mentor and supports all new teachers through the ESP program with Mrs. Lo. 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 support as needed.

Front office staff members are often the first line of contact, and they create a positive welcoming environment to our students and guests.

Team Leaders are members of the school leadership team who serve an important role as liaisons with grade level teachers and leadership. Team Leaders enable teaching peers to improve and ultimately increase their students' academic achievement through communication, implementation, and monitoring of school-wide goals and initiatives. Team leaders also help to build supportive and collaborative relationships among the students and teachers on the 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 33% 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.

Ramona Campbell, Crystal Andrews, and our student support team 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.

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, such as Equitable Advisors, Family Church and the Boys and Girls Club, 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 and PTO meet monthly and play an integral part in monitoring and planning to support strengthening family engagement at the school, student achievement, and the school climate.