



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Seminole Trails Elementary School

4075 WILLOW POND RD

West Palm Beach, FL 33417

561-598-7000

www.edline.net/pages/seminole_trails_es

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 83%
Alternative/ESE Center No	Charter School No	Minority Rate 93%

School Grades History

2013-14 C	2012-13 C	2011-12 C	2010-11 C
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Seminole Trails Elem. School

Principal

Judith Garrard

School Advisory Council chair

Ana Bland, PhD & Mary Provost, EdD

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Judith T. Garrard	Principal
Bruce Saulter	Assistant Principal
Rachel South	Kindergarten Co-Team Leader
Kayla Thompson	Kindergarten Co-Team Leader
Katie Judge	1st Grade Team Leader
Marisa Herman	2nd Grade Team Leader
Victoria Turpie	3rd Grade Team Leader
Ana Bland	4th Grade Team Leader
Alexis Lewisohn	5th Grade Team Leader
Judy Langelier	ESOL/ELL Contact
Stephanie Kleinhenz	VE/ESE Team Leader
Christine Montgomery	ASD/ESE Team Leader
Lisa Seymour	Fine Arts Team Leader
Robin Kanel	PreK Team Leader

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Co-Chairs: Teachers

Secretary: Teacher

Members: School Principal, Parents, Educational Support Staff and Community/Business Partners

Involvement of the SAC in the development of the SIP

The SAC provided input and feedback for the development of goals, identification of resources (including, but not limited to, budget), and strategies that facilitate successful implementation and achievement of the school improvement plan.

Activities of the SAC for the upcoming school year

Review school's vision, mission and purpose to ensure they align with School Improvement Plan (SIP).
Review and approve SIP.

Monitor and revise SIP as needed throughout the school year (including budget).

Develop, monitor and/or revise SAC Bylaws.

Projected use of school improvement funds, including the amount allocated to each project

If SAC funds are received during FY14, the school will purchase materials (books) for the Media Center. The projected total of funds is: \$3,500.00.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Judith Garrard

Principal

Years as Administrator: 17

Years at Current School: 10

Credentials

BA-Elementary Education, Florida Atlantic University; Master of Education, Educational Florida Atlantic University; Specialist in Education-Educational Leadership, Florida Atlantic University; Florida
 Certifications: Elementary Education (1-6), English to Speakers of Other Languages (ESOL) Endorsement, Educational Leadership (All Levels), School Principal (All Levels)

Performance Record

Principal of Seminole Trails in 2012-2013: Grade C: Reading Mastery: 52%, Math Mastery: 52%, Writing Mastery: 62%, Science Mastery: 28%, Learning Gains in Reading: 69%, Learning Gains in Math: 50%, Learning Gains for Lowest 25% in Reading: 76%, Learning Gains for Lowest 25% in Math: 56%.
 2011-2012: Grade C: Reading Mastery: 47%, Math Mastery: 44%, Writing Mastery: 69%, Science Mastery: 31%, Learning Gains in Reading: 66%, Learning Gains in Math: 53%, Learning Gains for Lowest 25% in Reading: 74%, Learning Gains for Lowest 25% in Math: 57%.
 2010-2011: Grade C: Reading Mastery: 71%, Math Mastery: 65%, Science Mastery 54%, AYP: 77%; Black, Economically Disadvantaged, and SWD, did not make AYP in Reading or Math and Hispanic Students did not make AYP in Math
 2009-2010: Grade B, Reading Mastery: 75%, Math Mastery: 68%, Science Mastery: 43%, AYP: 77%; Black, Economically Disadvantaged, and SWD, did not make AYP in Reading or Math and Hispanic Students did not make AYP in Math
 2008-2009: Grade: A, Reading Mastery: 82%, Math Mastery: 80%, Science Mastery: 51%, AYP: 100%
 2007-2008 Grade: A, Reading Mastery: 70%, Math Mastery: 71%, Science Mastery: 55%, AYP: 90%, SWD did not make AYP in Reading; Black and SWD did not make AYP in Math.
 2006-2007 Grade: A, Reading Mastery: 76%, Math Mastery: 79%, Science Mastery: 44%, AYP: 97%, SWD did not make AYP in Math
 2005-2006 Grade: C, Reading Mastery: 69%, Math Mastery: 59%, AYP: 87%, SWD did not make AYP in Reading; Black, Economically Disadvantaged, and SWD did not make AYP in Math
 2004-2005. Grade: B, Reading Mastery: 65%, Math Mastery: 60%, AYP: 100%

Bruce Saulter		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	Bachelor of Arts-Elementary Education, Hanover College; Masters of Science-Educational Leadership, Nova Southeastern University. Florida Certifications: Elementary Education (K-6), Educational Leadership (All Levels)	
Performance Record	Assistant Principal of Seminole Trails in 2012-2013: Grade C: Reading Mastery: 52%, Math Mastery: 52%, Writing Mastery: 62%, Science Mastery: 28%, Learning Gains in Reading: 69%, Learning Gains in Math: 50%, Learning Gains for Lowest 25% in Reading: 76%, Learning Gains for Lowest 25% in Math: 56%.	

Instructional Coaches

# of instructional coaches	1
# receiving effective rating or higher	(not entered because basis is < 10)
Instructional Coach Information:	

Jenifer Lo		
Part-time / School-based	Years as Coach: 0	Years at Current School: 10
Areas	Reading/Literacy	
Credentials	Masters Degree in Curriculum and Instruction; Bachelors Degree in Social Science. Certified to teach K-6 (elementary), social science 6-12 and holds ESOL endorsement K-12.	
Performance Record	Fiscal year 2014 will be Mrs. Lo's first year as a part-time Reading Coach at Seminole Trails Elementary School.	

Jenifer Lo		
Part-time / School-based	Years as Coach: 0	Years at Current School: 10
Areas	Other	
Credentials	Masters Degree in Curriculum and Instruction; Bachelors Degree in Social Science. Certified to teach K-6 (elementary), social science 6-12 and holds ESOL endorsement K-12.	
Performance Record	Fiscal year 2014 will be Mrs. Lo's first year as a part-time Learning Team Facilitator at Seminole Trails Elementary School.	

Classroom Teachers

of classroom teachers

67

receiving effective rating or higher

67, 100%

Highly Qualified Teachers

100%

certified in-field

58, 87%

ESOL endorsed

37, 55%

reading endorsed

9, 13%

with advanced degrees

26, 39%

National Board Certified

0, 0%

first-year teachers

3, 4%

with 1-5 years of experience

27, 40%

with 6-14 years of experience

27, 40%

with 15 or more years of experience

12, 18%

Education Paraprofessionals

of paraprofessionals

16

Highly Qualified

16, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Regular meetings of new teachers with Principal; individual responsible: Principal.
2. Regular Educator Support Team meetings with new teachers and preservice teachers. The school enhanced the district sponsored program to include all 12 Accomplished Educator Practices; individual responsible: Assistant Principal.
3. Regular meetings of new teachers with Beginning Teacher Assistance Program in addition to the district sponsored Educator Support Program; individual responsible: Assistant Principal.
4. Partnering new teachers with veteran staff (mentoring); individual responsible: Assistant Principal.
5. New teachers will regularly assess data and plan with veteran teachers; individual responsible: Principal.
6. Soliciting referrals from current employees; individual responsible: Principal.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Seminole Trails Elementary School supports new teachers through its Beginning Teacher Assistance Program (BTAP). Veteran teachers provide consistent assistance to new teachers in topics ranging from lesson planning to curriculum to resources to classroom routines and procedures to classroom and behavior management strategies to working with families, etc. New teachers receive constructive feedback in all aspects of teaching throughout their first year experience. Additionally, new teachers are provided with professional development opportunities to maximize their success.

1. New Teacher: Keisha Maharajh, First Grade; Mentor: Rachel South, Kindergarten; Rationale: Ms. South is a Clinical Educator and her experience teaching primary students will benefit Ms. Maharajh in her development as an educator in her first full year of teaching at Seminole Trails.
2. New Teacher: Jennifer Maltby, First Grade; Mentor: Jenifer Lo, Reading Coach & Learning Team Facilitator; Rationale: Ms. Lo is a Clinical Educator, the Reading Coach and Learning Team Facilitator. She has valuable experience as a primary reading resource teacher, and her expertise will support Ms. Maltby in her first year of teaching.
3. New Teacher: Renford Williams, Fourth Grade; Mentor: Ana Bland, Fourth Grade; Rationale: Dr. Bland is a Clinical Educator and Fourth Grade Team Leader. Her experience in teaching fourth grade students will provide support for Mr. Williams in his first full year of teaching at Seminole Trails.
4. New Teacher: Jennifer Medici, Fifth Grade; Mentor: Alexis Lewisohn, Fifth Grade; Rationale: Ms. Lewisohn is a Clinical Educator and Fifth Grade Team Leader. Her experience in teaching fifth grade math and science will support Ms. Medici in her first full year of teaching at Seminole Trails.
5. New Teacher: John Rodriguez, Music; Mentor: Bruce Saulter, Assistant Principal; Rationale: Mr. Saulter is a Clinical Educator and has seven years experience as a classroom teacher. He'll be able to support Mr. Rodriguez with his classroom management and pedagogy of teaching, and will reach out to other Music teachers if Mr. Rodriguez needs support with the Music curriculum.
6. New Teacher: Jacqueline Wood, Teacher for Students with Autism; Mentor: Christine Montgomery, Teacher for Students with Autism; Rationale: Ms. Montgomery is a Clinical Educator and has experience in teaching students with Autism. Her expertise will support Ms. Wood in her first year of teaching at Seminole Trails.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school-based MTSS Leadership Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments in collaboration with the school-based Professional Development Team. After determining that effective Tier 1- Core Instruction is in place, the team identifies students who are not meeting identified academic targets. The identified students are referred to the school-based MTSS Leadership Team.

The MTSS Leadership Team uses a Problem Solving Model to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team ensures the necessary resources are available and the intervention is implemented with fidelity. Each case is assigned a case liaison to support the interventionist (e.g., teacher, guidance counselor) and report back on all data collected for further discussion at future meetings.

Problem Solving Model (from the Problem Solving & Response to Intervention Project, 2008)

The four steps of the Problem Solving Model are:

- Problem Identification entails identifying the problem and the desired behavior for the student.
- Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
- Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
- Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school based MTSS Leadership Team is comprised of the following members: Principal, ESE contact, ELL teacher, school psychologist, classroom teacher(s), reading coach/learning team facilitator, school nurse, speech/language pathologist, guidance counselor, and the MTSS/Rtl Meeting Facilitator.

Principal: The principal provides a common vision for the use of data-based decision-making to ensure: a sound, effective academic program is in place; a process to address and monitor subsequent needs is created; the MTSS Leadership Team is implementing Rtl processes; assessment of Rtl skills of school staff is conducted; fidelity of implementation of intervention support is documented; adequate professional development to support Rtl implementation is provided; and, effective communication with parents regarding school-based MTSS/Rtl plans and activities occur. With the principal's leadership, the MTSS Leadership Team provides direct support/participation in the development, implementation and monitoring of the SIP.

Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

English Language Learner Teacher: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. The ELL teacher collaborates with general education teachers. He/she also provides information on the cultural

backgrounds of students and the assessment and acquisition of English as a second language as it relates to academic progress.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Instructional Coach Reading/Learning Team Facilitator: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

School Nurse: Provides input on the student medical needs and concerns. He/she updates the team on the results of school-wide screenings and communicates with families to support medical needs.

Guidance Counselor: The School Guidance Counselor Elementary provides the MTSS with a mental health/counseling perspective by understanding and collectively responding to the needs presented by diverse student populations. Additionally, he/she serves as an interventionist and as a resource for community-based supports for students and families.

MTSS/Rtl Meeting Facilitator: The MTSS/Rtl Meeting Facilitator will serve as the coordinator for consistent meeting planning and data entry. Additionally, he/she will assist in the design, development and implementation of progress monitoring plans, data collection and analysis, implementation of Tier 2 and Tier 3 interventions, and offer professional development and technical assistance to school-based personnel.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The School-based Leadership Team, the Literacy Leadership Team, and the MTSS/Rtl Leadership Team consistently monitor implementation of the core curriculum as well as Tier 2 and 3 interventions to ensure fidelity. Information is reported to and reviewed by the School Advisory Council regularly. Adjustments are made to the SIP on as needed basis.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data:

- Florida Comprehensive Assessment Test (FCAT)
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)
- Palm Beach County Fall Diagnostics
- Palm Beach Writes (Palm Beach Performance Assessment)
- School District of Palm Beach County Literacy Assessment System (LAS)
- Diagnostic Assessment for Reading (DAR)
- Progress Monitoring and Reporting Network (PMRN)

- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Assessment for Reading (DAR)
- Palm Beach County Winter Diagnostics
- Palm Beach Writes (Palm Beach Performance Assessment)
- Progress Monitoring and Reporting Network (PMRN)
- School District of Palm Beach County Literacy Assessment System (LAS)

End of year data:

- Florida Assessment for Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes
- School District of Palm Beach County Literacy Assessment System (LAS)

Frequency of required Data Analysis and Action Planning Days: Once within a cycle of instruction (refer to appropriate focus calendar).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be offered to the MTSS/RtI Meeting Facilitator by district coordinators. The MTSS/RtI Meeting Facilitator and team members will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the

following:

- Problem Solving Model
- Positive Behavioral Intervention and Support (PBIS)
- data-based decision-making to drive instruction
- progress monitoring
- selection and availability of research-based interventions
- tools utilized to identify specific discrepancies in reading.

Parents will be provided information concerning MTSS and data-based problem solving through a variety of communication sources, including but not limited to, newsletters, face-to-face meetings, and the school's website, etc.

The administration, faculty and staff will support the implementation/monitoring of MTSS at Seminole Trails Elementary School by identifying the school-based MTSS Leadership Team, clearly identifying the functions of this team and its means for collaboration and consultation with other school-based teams at the school. Furthermore, the MTSS Leadership Team will participate in the development, implementation and monitoring of the school improvement plan. Moreover, the problem solving model recommended by Florida's MTSS program developers will be instituted as well as supported by the School District of Palm Beach County. The data sources and management systems listed previously in this plan will be used to monitor and summarize student data. Finally, professional development activities necessary to support and inform the MTSS process will be ongoing throughout the school year.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 2,160

Seminole Trails Elementary School will host a Girls on the Run afterschool program for eighteen girls. According to Girls on the Run of Palm Beach County brochure, the program "uses the power of running to prepare girls for a lifetime of self-respect and healthy living. The curriculum creatively incorporates training for a 5k with lessons that encourage third through eighth grade girls to develop essential life skills. ... During the 12-week program, girls are empowered with a greater sense of self-awareness, a foundation in team building and a sense of achievement."

For more information on this program, please see: www.girlsontherunPBC.org.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected in a pre/posttest format. Data will be analyzed via formative and summative methods. Data will include: Attendance, physical performance (goal to walk and/or run 5k), and pre/post measure of self-awareness on a paper/pencil assessment.

Who is responsible for monitoring implementation of this strategy?

The Club Sponsor/SAI Teacher will be responsible for monitoring implementation of the strategy and reporting student performance.

Strategy: Before or After School Program

Minutes added to school year: 33,210

The 21st Century Community Learning Centers (21st CCLC) initiative, Kreative Kidz Program, is a federally funded learning program offered at Seminole Trails Elementary School. This afterschool program is designed to provide academic enrichment activities that assist students in meeting state and local achievement standards. The program provides a range of services designed to reinforce and complement the general curriculum as well as support families in literacy and other educationally related topics (project-based learning, physical activities, and technology).

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Pre and post test data are gathered for each unit. Student and parent feedback are collected and analyzed. Permanent products (work samples)/projects are also evaluated.

Who is responsible for monitoring implementation of this strategy?

Mr. Renford Williams & Mrs. Gillian Gayle, Co-Directors

Strategy: Before or After School Program

Minutes added to school year: 1,440

Selected students will participate in the afterschool Chorus Club. The club will meet two times per month for 1.5 hours each session (from October to May). Club members will explore music history, gain an appreciation of several types of music, and sing/perform. The club is designed to support and motivate students in participating in activities that support enjoyment of school-based activities.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Observations, student feedback

Who is responsible for monitoring implementation of this strategy?

The Music Teacher and 5th grade Team Leader are responsible for monitoring effectiveness and implementation of the strategy.

Strategy: Before or After School Program

Minutes added to school year: 2,160

Battle of the Books is an online contest to test knowledge and comprehension of the Florida Sunshine State Youth Reader Award (SSYRA) winning books. Participants will read and discuss all 11 SSYRA books.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Online contest, Reading Counts quizzes, EdModo -- online chat group for discussion

Who is responsible for monitoring implementation of this strategy?

The Media Specialist and SAI Teacher are responsible for monitoring effectiveness and implementation of the strategy.

Strategy: Before or After School Program

Minutes added to school year: 3,600

Vocabulary Parade: Each student will select a vocabulary word, learn the definition, provide word usage and a meaningful sentence, and create a physical representation (costume) of their word. Students will wear their costume to school and participate in the school-wide parade.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

After the parade, each student will demonstrate knowledge of three new vocabulary words learned through the activity through a paper/pencil task in which they choose how to represent the words.

Who is responsible for monitoring implementation of this strategy?

The Club/Event Sponsor is responsible for monitoring the implementation of the strategy and reporting student performance.

Strategy: Before or After School Program

Minutes added to school year: 6,480

Explore Literacy K-2 is an afterschool academic initiative offered via the Seminole Trails Afterschool Program. Participants receive supplemental instruction and/or enrichment in literacy-based lessons. These lessons are aligned with the Common Core Standards for Reading. They incorporate engaging fiction and non-fiction read alouds that build on prior knowledge. Additionally, the lessons build fluency using age appropriate Reader's Theatre. Finally, lessons are supplemented with technology extensions for further understanding while concurrently providing hands on activities and projects.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Afterschool counselors will monitor participant performance via observations and documentation of reading fluency rate.

Who is responsible for monitoring implementation of this strategy?

The Afterschool Program Site Director is responsible for monitoring implementation of the strategy and reporting student performance.

Strategy: Before or After School Program

Minutes added to school year: 6,480

STEAM (Science, Technology, Engineering, Arts, Math) is an afterschool academic initiative offered via the Seminole Trails Afterschool Program for students in grades 3 to 5. Participants receive supplemental instruction and/or enrichment in STEAM. The program uses the 5E Learning Cycle (engage, explore, explain, elaborate, evaluate) and is aligned with the School District's Scope and Sequence as well as the Common Core Standards. STEAM allows students to explore information using cooperative learning, daily hands on activities and experiments.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected via student journals, observations of note and general record keeping.

Who is responsible for monitoring implementation of this strategy?

The Afterschool Program Site Director is responsible for monitoring implementation of the strategy and reporting student performance.

Strategy: Before or After School Program

Minutes added to school year: 24,600

After school tutorial in core academic subjects

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data are collected via progress monitoring of student academic performance in the areas targeted for instruction.

Who is responsible for monitoring implementation of this strategy?

The Tutoring Director and Assistant Principal are responsible for monitoring implementation of the strategy and reporting student performance.

Strategy: Before or After School Program

Minutes added to school year: 1,500

Science, Engineering, Communications, Mathematics and Enrichment (SECME) group/club: Twenty students will participate in the SECME club. The club will meet after school three times each month. The focus of the club is hands on learning with a focus on science, technology, engineering and mathematics (STEM) education, resulting in creating global citizens who are college and career ready. The culminating activity for students who will be participating in the club will be the SECME District Competition held in February.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Monitor diagnostic and FCAT scores for math and science

Who is responsible for monitoring implementation of this strategy?

The Club Sponsor/Part-time Math/Science Resource Teacher will be responsible for monitoring the implementation of the strategy and reporting student performance.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Jenifer Lo	Reading Coach/Learning Team Facilitator/Chair
Lisa Seymour	Media Specialist
Sandy Backman	SAI Teacher
Judy Langelier	ESOL/ELL Contact
Mary Provost	ESE Teacher/MTSS/Rtl Facilitator
Judith Garrard	Principal
Alexis Bellfy	Teacher
Elizabeth Bare	Teacher
Amber Schur	Reading Resource Teacher
Nina McKennon	Teacher/Resource
Robin Green	Teacher
Stephanie Kleinhenz	ESE Teacher

How the school-based LLT functions

The LLT will collect data from teacher observations, anecdotal notes, classroom walk-throughs, student work folders, and the School District of Palm Beach County Literacy Assessment System (LAS) to monitor and support the major initiative. The data will be used to plan a course of action, guiding professional development, instructional planning, and parent training. The LLT will meet monthly throughout the year to analyze data and monitor implementation.

The reading coach will facilitate the work of the team. Administration will provide support and resources and will conduct classroom walk-throughs and observations. The media specialist will support classroom instruction and media literacy. The SAI teacher, primary and intermediate resource teachers will provide remedial instruction and support strong core instruction and tier II and III interventions from experience and participation in the MTSS/RtI process. The classroom teacher with ESE certification will support strong core instruction and tier II and III interventions. Together the team has access to a variety of resources and data, along with experience analyzing data and implementing effective instruction.

Major initiatives of the LLT

The LLT will support teachers, students and families in the implementation of the School District of Palm Beach County's literacy initiative designed to enhance mastery of the standards targeted by the Common Core State Standards as well as benchmarks targeted by the Next Generation Sunshine State Standards. Additionally, the LLT will incorporate a problem solving approach designed to facilitate the school improvement planning process while at the same time increasing students' independent and consistent achievement in English Language Arts.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Seminole Trails Elementary School requires that all teachers support and promote literacy skills. All faculty receive and participate in professional development designed to facilitate literacy and academic achievement. Additionally, all faculty meet weekly in teams with the Learning Team Facilitator/Reading Coach to discuss educational planning, instruction, evidence-based practices and progress monitoring. Teachers meet periodically with the school's administration to discuss student data. Teachers are also observed while providing instruction by the school's administration. Lesson plans are further reviewed and monitored.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

A Kindergarten Round-Up is held each April where parents are informed of readiness skills and given a tour of the school and an opportunity to visit classrooms. The program is advertised at local preschool programs and information about readiness for kindergarten is shared by teachers.

In addition, Seminole Trails Elementary School hosts several pre-kindergarten special education programs. Individual transitional meetings from these programs to kindergarten are held to plan to meet the needs of students. Vertical articulation meetings are held between pre-kindergarten and kindergarten teachers regarding grade level expectations.

All incoming kindergarten students are assessed upon entering kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. The Florida Kindergarten Readiness Screener (FLKRS) is administered to assess the readiness of each child for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System™ (ECHOS™) and the Florida Assessments for Instruction in Reading (FAIR). Specifically, the Early Childhood Observation System (ECHOS) will be used to assess basic academic skill development and academic school readiness of incoming students and the Florida Assessments for Instruction in Reading (FAIR) will be used to measure Letter Naming and Phonemic Awareness. The Oral Language Assessment (OLA) will be used to ascertain oral language skills of incoming students. In addition to academic/school readiness

assessments, all incoming kindergarten students will be assessed in the area of social/emotional development. Specifically, the Teacher-Child Rating Scale (TCRS) will be completed for each incoming kindergarten student by the classroom teacher. The TCRS measures children's development in 4 areas: Assertiveness, Behavioral Control, Peer Social and Task Orientation. In addition, the Scale for Assessing Emotional Disturbance (SAED 2) will be used as a screening tool. It has 10 questions related to children's social/emotional and behavioral development. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding prosocial behavior, self-regulation, self-concept, and self-efficacy.

Screening data will be collected and aggregated. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. A trained and supervised child associate will provide individual social skills instruction weekly for 30-40 minutes for one semester to targeted students through Primary Project.

Academic screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	52%	No	63%
American Indian				
Asian	64%	60%	No	68%
Black/African American	54%	47%	No	59%
Hispanic	65%	56%	No	69%
White	66%	68%	Yes	69%
English language learners	57%	34%	No	61%
Students with disabilities	38%	25%	No	45%
Economically disadvantaged	54%	47%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	105	33%	43%
Students scoring at or above Achievement Level 4	58	18%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		16%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		59%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	224	69%	79%
Students in lowest 25% making learning gains (FCAT 2.0)	48	76%	80%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	53	57%	67%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	25	27%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	24	26%	36%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	58	60%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	52%	No	58%
American Indian				
Asian	76%	80%	Yes	78%
Black/African American	47%	46%	No	52%
Hispanic	62%	57%	No	66%
White	71%	61%	No	74%
English language learners	56%	43%	No	60%
Students with disabilities	38%	31%	No	44%
Economically disadvantaged	48%	50%	Yes	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	107	33%	43%
Students scoring at or above Achievement Level 4	58	18%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		45%
Students scoring at or above Level 7	[data excluded for privacy reasons]		32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	162	50%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	35	56%	60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	17%	27%
Students scoring at or above Achievement Level 4	10	9%	14%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		55%
Students scoring at or above Level 7	[data excluded for privacy reasons]		55%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	757	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	24	3%	2%
Students retained, pursuant to s. 1008.25, F.S.	32	4%	3%
Students who are not proficient in reading by third grade	67	50%	40%
Students who receive two or more behavior referrals	61	7%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	34	4%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

1. Communication: A variety of communication tools will be used including daily home/school folders, newsletters, agenda books, marquee, fliers, Edline, and Parent Link phone messaging system. Communication will be translated into various languages. 2. Parenting: Families are involved in the development and approval of the Title I Family/School Compact and Parent Involvement Plan. Events are organized throughout the year to train parents for capacity and academic support. These events includes Curriculum Night, New Panther Family Breakfasts, Building Better Readers Night, FCAT Night, Dr. Seuss Night, and Math, Science, and STEM Night. 3. Volunteering: The Volunteer Coordinator recruits family members to be volunteers at Seminole Trails Elementary. Volunteers are trained at a Volunteer Orientation and recognized through an appreciation breakfast and Volunteer of the Year Award nominations. 4. Learning At Home: Areas of focus are identified through student achievement data and the Title I Family Involvement Survey. Parent trainings are developed by analyzing these data and identifying effective strategies and resources for learning at home (technology tools, print materials, etc.). 5. Decision Making: Parents are invited to participate in various ways to provide input for making educational decisions. These opportunities include the School Advisory Council, Parent Teacher Organization, Parent Leadership Council, School Effectiveness Questionnaire, and Title I Family Involvement Survey. 6. Collaborate With Community Partners: Seminole Trails Elementary utilizes partnerships with local businesses and organizations to support the educational development of all students. These partnerships include Girls On The Run, Keiser University, Child Safe Kit, Grimaldi's Pizzeria, Big Brothers Big Sisters, Anne and Sam Klein Jewish Coalition for Literacy, and the Palm Beach Lakes Community High School Teacher Academy.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents/families will attend a minimum of two events, trainings, or conferences during the academic year	450	60%	65%

Area 10: Additional Targets

Additional targets for the school

Seminole Trails Elementary School will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to:

- * History of Holocaust
- * History of Africans and African Americans
- * Hispanic Contributions
- * Women's Contributions
- * Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Declaration of Independence	757	100%	100%
U.S. Constitution	757	100%	100%
Federalist Papers	255	100%	100%
Flag Education	757	100%	100%
Elements of Civil Government	757	100%	100%
History of the United States	495	100%	100%
History of Holocaust	757	100%	100%
History of Africans and African Americans	757	100%	100%
Principles of Agriculture	242	100%	100%
History of the State	112	100%	100%
Conservation of Resources	757	100%	100%
Health Education (Human Growth and Development)	757	100%	100%
Health Education (Injury Prevention and Safety)	757	100%	100%
State Board of Education Mandates	757	100%	100%
Study of Hispanic Contributions	757	100%	100%
Study of Women's Contributions	757	100%	100%
Free Enterprise U.S. Economy	757	100%	100%
Character Development	757	100%	100%
Veterans/Memorial Day	757	100%	100%

Goals Summary

- G1.** Teachers, parents, community members/partnerships will work together to increase student achievement and successful participation in school related activities.
- G2.** Students will demonstrate minimum proficiency or above in English Language Arts (reading, writing, listening, and speaking) by consistently participating in a balanced literacy program.
- G3.** Students will demonstrate minimum proficiency or above in math and science by consistently participating in a rigorous curriculum that is differentiated to meet their needs and interests.
- G4.** Students will participate in academic instruction that is well planned, based on individual student needs, and relevant to increasing achievement in all subject areas while concurrently reducing behavioral issues, discipline referrals, and suspensions.

Goals Detail

G1. Teachers, parents, community members/partnerships will work together to increase student achievement and successful participation in school related activities.

Targets Supported

- Writing
- Science - Elementary School
- STEM
- Parental Involvement
- EWS - Elementary School
- Additional Targets

Resources Available to Support the Goal

- Teachers, parents, families, volunteers, community members and community partnerships
- School-based Organizations and Meetings: Parent Teacher Organization (PTO), the School Advisory Council (SAC), Title I Meetings, Parent Leadership Council Meetings
- A variety of school-based activities designed to increase home-school partnerships and increase student achievement. These activities include, but are not limited to: Building Better Readers and Writers Night; Writing Night; Math, Science, and Science Technology Engineering and Math (STEM) Night; Meet the Teacher; Curriculum Night; FCAT Night; Dr. Seuss Night; the Pumpkin Bash; Kindergarten Roundup; Vocabulary Parade; Book Fairs; Field Day; Fine Arts Gala; Talent Show; Panther Passport; grade level performances and events; family breakfast for new families each trimester; etc.
- Parent Involvement Plan and Family/School Compact
- Title I funding to support parent involvement

Targeted Barriers to Achieving the Goal

- Some parents/families may not have knowledge of instructional strategies or access to academic materials and resources.
- Parents may have limited ability, due to competing demands on time, to attend school-based activities.
- Parents who speak English as a second language may be reluctant to participate in school-based activities.

Plan to Monitor Progress Toward the Goal

Analyze student achievement data, participation in school related activities, and parent/family involvement

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student performance data, communication logs, and attendance records

G2. Students will demonstrate minimum proficiency or above in English Language Arts (reading, writing, listening, and speaking) by consistently participating in a balanced literacy program.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Parental Involvement
- EWS - Elementary School
- Additional Targets

Resources Available to Support the Goal

- Personnel (in addition to homeroom: Fine Arts teachers, the Guidance Counselor, Exceptional Student Education/Varying Exceptionality teachers, Speech Language Pathologists, the English as Second Language [ESOL/ELL] teacher, Community Language Facilitators (CLFs); Part-time reading coach/part-time learning team facilitator, primary resource teacher, part-time resource teacher, part-time intermediate resource teacher and supplemental academic instruction [SAI] teacher
- Parents
- Volunteers
- Staff developers, Area 4 Instructional Specialists, and District Office Personnel
- School-based Committees: School Advisory Council [SAC], the Parent Leadership Committee [PLC], the Parent Teacher Organization [PTO], the Literacy Leadership Team [LLT], the Multi-Tier System of Supports/Response to Intervention [MTSS/RtI] Leadership Team, etc.
- Ongoing professional development opportunities and coaching cycles for faculty; and, training opportunities for parents
- Title I funds, as allocated, to support academic performance in the area of reading/literacy.
- English Language Arts resources/materials/programs: Books, instructional materials, online resources, technology, immediation intensive intervention (iii), SAI, tutoring, enrichment opportunities, etc.
- Administrative support via the development and implementation of a master schedule, provision of common planning time for teachers, and exemplary school leadership.

Targeted Barriers to Achieving the Goal

- Faculty may experience challenges while implementing the Palm Beach County Balanced Literacy Framework as they are concurrently learning the components of the framework while at the same time developing units of study to teach students. Additionally, teachers may require ongoing professional development and modeling in order to be successful in this endeavor.
- New teachers may not possess the skills or knowledge base necessary to administer the Literacy Assessment System (LAS), Florida Assessments for Instruction in Reading (FAIR), district diagnostic assessments, Scholastic Reading Inventory (SRI), etc., in order to progress monitor student progress and analyze results/data to guide instruction.
- Without proper pacing, all grade level benchmarks/standards may not be addressed.
- Some students may not master content and skills at expected rates and/or respond to core instruction thereby requiring additional time and/or instructional methods to master content and skills.

- Some students may not demonstrate targeted academic writing skills (i.e., spelling, punctuation, capitalization, mechanics/grammar, vocabulary) and/or expressive language skills necessary for successful performance on writing assessments.
- Some students may not reach their potential without enrichment activities and extended opportunities to think critically.

Plan to Monitor Progress Toward the Goal

Student performance data, Data Chats, Pupil Progression information, attendance records

Person or Persons Responsible

Administration, Reading Coach/Learning Team Facilitator, teachers, students and Staff Developers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Time task calendar, review of progress monitoring assessment data and FCAT scores, conference notes, attendance records.

G3. Students will demonstrate minimum proficiency or above in math and science by consistently participating in a rigorous curriculum that is differentiated to meet their needs and interests.

Targets Supported

- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science - Elementary School
- STEM
- EWS - Elementary School
- Additional Targets

Resources Available to Support the Goal

- Personnel (in addition to homeroom: Fine Arts teachers, the Guidance Counselor, Exceptional Student Education/Varying Exceptionality teachers, Speech Language Pathologists, the English as Second Language [ESOL/ELL] teacher, Community Language Facilitators (CLFs); Part-time reading coach/part-time learning team facilitator, primary resource teacher, part-time resource teacher, part-time intermediate resource teacher and supplemental academic instruction [SAI] teacher
- Parents
- Volunteers
- Staff developers, Area 4 Instructional Specialists/Resource Teachers, and District Office Personnel
- School-based Committees: School Advisory Council [SAC], the Parent Leadership Committee [PLC], the Parent Teacher Organization [PTO], the Literacy Leadership Team [LLT], the Multi-Tier System of Supports/Response to Intervention [MTSS/RtI] Leadership Team, etc.
- The South Florida Science Center will provide activities, with teacher assistance, to facilitate and promote participation in science, technology, engineering, and math [STEM].
- Professional development opportunities for faculty and training opportunities for parents
- Title I funds, as allocated, to support academic performance in the areas of math, science, writing, and technology.
- Math, Science, and Technology resources/materials/programs: Books, instructional materials, blended curriculum resources from school district and area, online resources, technology [computers, iPads, Mobis, etc.], tutoring, enrichment opportunities and events for families, etc.
- Administrative support via the development and implementation of a master schedule, provision of common planning time for teachers, and exemplary school leadership.

Targeted Barriers to Achieving the Goal

- Without proper pacing, all grade level benchmarks/standards may not be addressed.
- Some students may not master content and skills at expected rates and/or respond to core instruction thereby requiring additional time and/or instructional methods to master content and skills. Additionally, some students may not have the necessary reading and/or writing skills to demonstrate proficiency with math and science content. Furthermore, some students may lack foundational skills in reading, writing, and math, as well as lack content area knowledge in science and technology.

- Some students may not reach their potential without enrichment activities and extended opportunities to think critically.

Plan to Monitor Progress Toward the Goal

Student performance data, Data Chats, Pupil Progression information, attendance records

Person or Persons Responsible

Administration, Reading Coach/Learning Team Facilitator, teachers, students and Staff Developers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Time task calendar, review of progress monitoring assessment data and FCAT scores, conference notes, attendance records.

G4. Students will participate in academic instruction that is well planned, based on individual student needs, and relevant to increasing achievement in all subject areas while concurrently reducing behavioral issues, discipline referrals, and suspensions.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- EWS - Elementary School
- Additional Targets

Resources Available to Support the Goal

- Personnel (Exceptional Student Education teachers, paraprofessional staff, Speech Language Pathologists, Crisis Intervention Teacher, general education teachers, Guidance Counselor, related service personnel (e.g., Occupational Therapist, Physical Therapist, etc.), Data Processor, Attendance Clerk, School-based Administration, District Office Support Personnel, etc.)
- Parents
- Volunteers
- Staff developers, Area 4 Instructional Specialists/Resource Teachers and District Office Personnel
- School-based Committees: School Advisory Council [SAC], the Parent Leadership Committee [PLC], the Parent Teacher Organization [PTO], the Literacy Leadership Team [LLT], the Multi-Tier System of Supports/Response to Intervention [MTSS/RtI] Leadership Team, School-wide Positive Behavior Supports (SwPBS) Team, etc.
- Professional development opportunities
- Planning time with support personnel
- Instructional resources and materials (e.g., Touch Math, SRA Reading Mastery, PCI Reading Program, manipulatives, assistive technology, computer software such as Boardmaker, Unique Learning Systems, etc.).

Targeted Barriers to Achieving the Goal

- Competing demands on teacher time may make instructional planning and collaboration challenging
- Some students may exhibit behavior that disrupts academic instruction and decreases their opportunity for academic success
- Some students may not be able to demonstrate their knowledge and skills due to their disabilities and/or impaired communication

- Some students may experience inconsistent home-school routines, which may result in a lack of consistent communication between all parties involved, thereby influencing homework completion, attendance, and parental participation.

Plan to Monitor Progress Toward the Goal

Students will increase academic engagement time as shown by decreasing disruptive behavior, increasing attendance and demonstrating learning gains while participating in instruction that is based on their individual needs

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student performance data, lesson plans, discipline data, attendance data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Teachers, parents, community members/partnerships will work together to increase student achievement and successful participation in school related activities.

G1.B1 Some parents/families may not have knowledge of instructional strategies or access to academic materials and resources.

G1.B1.S1 The school will provide parents with instructional resources, strategies, and tools by offering multiple opportunities to attend events and trainings hosted on different days and times. Furthermore, school personnel will consistently update the school event calendar on Edline, as well as using newsletters, flyers, and phone-calls to communicate information about events.

Action Step 1

Plan events to support academic content and order/create tools and/or resources for parents/families.

Person or Persons Responsible

Grade level teams, subject area experts, event committees, Administration

Target Dates or Schedule

Preschool and then monthly throughout academic year

Evidence of Completion

School event calendar, event flyers, event planning notes, the parent link on Edline and public notice via the school marquee

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Parent attendance and participation will be monitored through sign in sheets and Panther Passports.

Person or Persons Responsible

Event Committee Members, Assistant Principal

Target Dates or Schedule

On the day of each event

Evidence of Completion

Sign in sheets and Panther Passports

Plan to Monitor Effectiveness of G1.B1.S1

Monitor attendance rates and patterns per event to assess effectiveness of day/time of offering

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Following each event

Evidence of Completion

Data chart to show the name of event, time, day of week, and the number of attendees

G1.B2 Parents may have limited ability, due to competing demands on time, to attend school-based activities.

G1.B2.S1 The school will host events for parents on a variety of days and times throughout the academic year. Additionally, the school will communicate with parents/families via telephone, email, newsletters, student agendas, school/family communication folders, the U.S. mail, home visits and Edline (school website).

Action Step 1

Develop event calendar and generate communication medium for individual parents/families

Person or Persons Responsible

School-based Leadership Team, teachers

Target Dates or Schedule

Preschool and then ongoing throughout the year

Evidence of Completion

Event calendar, communication logs, attendance records

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Home/school communication and family involvement via participation

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Communication logs, attendance records

Plan to Monitor Effectiveness of G1.B2.S1

Parent/family involvement via attendance and/or communication

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Communication logs, attendance records, data summaries

G1.B3 Parents who speak English as a second language may be reluctant to participate in school-based activities.

G1.B3.S1 The school will provide parents/families with access to community language facilitators and bilingual teachers to translate information at parent meetings, trainings and school events.

Action Step 1

Determine parental/family need for first language communication

Person or Persons Responsible

Teachers, Community Language Facilitators

Target Dates or Schedule

Ongoing

Evidence of Completion

Student registration forms, Education Data Warehouse (EDW) reports

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Parent/family access to translation

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Communication logs, attendance records, Panther Passports

Plan to Monitor Effectiveness of G1.B3.S1

Provision of Community Language Facilitators and access to bilingual teachers increase parent participation

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Communication logs, attendance records

G2. Students will demonstrate minimum proficiency or above in English Language Arts (reading, writing, listening, and speaking) by consistently participating in a balanced literacy program.

G2.B1 Faculty may experience challenges while implementing the Palm Beach County Balanced Literacy Framework as they are concurrently learning the components of the framework while at the same time developing units of study to teach students. Additionally, teachers may require ongoing professional development and modeling in order to be successful in this endeavor.

G2.B1.S1 Support teachers via ongoing professional development meetings while implementing the Balanced Literacy Framework (i.e., staff developers provide onsite development and host monthly cohort meetings with lead teachers; the Reading Coach/Learning Team Facilitator provides coaching meetings; teachers have common planning time; off-site literacy program trainings and content specific trainings are available).

Action Step 1

Using the Balanced Literacy Framework Rollout Implementation Cycle, provide teachers with time to participate in professional development, collaborate, plan and implement the Framework.

Person or Persons Responsible

Teachers, lead teachers, the Leadership Team, the Professional Development Team, Staff Developers, and the Reading Coach/Learning Team Facilitator

Target Dates or Schedule

Pre-school and on a monthly basis throughout the year

Evidence of Completion

Professional development logs and cohort schedule, lesson plans, notes from meetings, data and non-evaluative classroom visits

Facilitator:

Curriculum Staff Developers, Reading Coach/Learning Team Facilitator, Area Instructional Specialist and/or resource teachers

Participants:

Teachers

Action Step 2

Provision of Coaching Cycles designed to support instructional methods in English Language Arts

Person or Persons Responsible

Reading Coach/Learning Team Facilitator and teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Coaching Log, notes from non-evaluative classroom visits

Facilitator:

Reading Coach/Learning Team Facilitator

Participants:

Teachers

Action Step 3

Acquisition of instructional resources and materials essential for student achievement/learning; subsequent professional development in use of resources/materials

Person or Persons Responsible

Administration with input from teachers, the Media Specialist and the Reading Coach/Learning Team Facilitator

Target Dates or Schedule

Preschool and periodically throughout the academic year

Evidence of Completion

Invoices, attendance rosters from professional development

Facilitator:

District Support Personnel, the Reading Coach/Learning Team Facilitator, Expert Teachers

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Classroom observations/walkthroughs monitoring implementation and student performance/response

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Implementation checklists, observation feedback, and student performance data

Plan to Monitor Effectiveness of G2.B1.S1

Lesson plans, observations, student performance data, teacher feedback

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student data and assessments; professional development feedback from teachers

G2.B2 New teachers may not possess the skills or knowledge base necessary to administer the Literacy Assessment System (LAS), Florida Assessments for Instruction in Reading (FAIR), district diagnostic assessments, Scholastic Reading Inventory (SRI), etc., in order to progress monitor student progress and analyze results/data to guide instruction.

G2.B2.S1 New teachers will participate in professional development so that they possess the necessary knowledge and skills to administer the LAS, the FAIR, district diagnostic assessments, SRI, etc., in order to successfully progress monitor student progress and use data to guide instructional decisions.

Action Step 1

Attend professional development designed to support progress monitoring assessments required by the school, District and State

Person or Persons Responsible

New teachers, other teachers as required

Target Dates or Schedule

As scheduled

Evidence of Completion

Attendance records/sign in sheets and/or inservice points

Facilitator:

District professional development personnel

Participants:

New teachers, other teachers as required

Action Step 2

Maintain "current" computer technology within the school building

Person or Persons Responsible

Administration

Target Dates or Schedule

Annually

Evidence of Completion

Technology inventory reports

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Observe teachers administering assessments following participation in professional development opportunities

Person or Persons Responsible

Reading Coach/Learning Team Facilitator, mentor teachers

Target Dates or Schedule

Following professional development and during administration of assessment

Evidence of Completion

Fidelity checks

Plan to Monitor Effectiveness of G2.B2.S1

Use of performance data to guide instructional planning

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, student performance data

G2.B3 Without proper pacing, all grade level benchmarks/standards may not be addressed.

G2.B3.S1 The School-based Leadership Team will develop and institute an instructional focus calendar to facilitate pacing of instruction.

Action Step 1

Develop and institute an instructional focus calendar

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

Pre-school and then revisit as needed during year

Evidence of Completion

Completed instructional focus calendar

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Lesson plans correspond to instructional focus calendar

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Per unit of study

Evidence of Completion

Lesson plans and instructional focus calendar

Plan to Monitor Effectiveness of G2.B3.S1

Student performance on informal and formal assessments

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student assessment data

G2.B4 Some students may not master content and skills at expected rates and/or respond to core instruction thereby requiring additional time and/or instructional methods to master content and skills.

G2.B4.S1 Teachers will monitor student progress through informal and formal assessments (CBM, diagnostic, SRI, FAIR, LAS, and Core K-12 assessments) and adjust instruction/interventions based on individual student data.

Action Step 1

Collect student performance data and make instructional decisions

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student data and lesson plans

Action Step 2

Students will be provided with access to online resources designed to support academic performance in English Language Arts and the content areas. Programs include, but are not limited to: Tumblebooks, sirsDiscoverer, Starfall, FCAT Explorer, Newspapers and Magazines, Florida Kids, eLibrary, Sweet Search, Brain Pop Jr., Brain Pop, Destination Reading, etc.

Person or Persons Responsible

Teachers, school-based personnel

Target Dates or Schedule

Before, during and afterschool; and, online access from home and community

Evidence of Completion

Classroom schedules, attendance rosters

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Comparison of performance data to instructional plans

Person or Persons Responsible

Grade-level teams, Reading Coach/Learning Team Facilitator

Target Dates or Schedule

Ongoing

Evidence of Completion

Minutes of meetings, student data, lesson plans

Plan to Monitor Effectiveness of G2.B4.S1

Student performance -- learning gains

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student performance data, report cards, pupil progression

G2.B4.S2 Provide afterschool tutoring for targeted students.

Action Step 1

Identify students in need of afterschool tutoring (Reading and/or Writing)

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

At the beginning of the year and then post diagnostic assessments

Evidence of Completion

Lists of students targeted for instruction

Action Step 2

Purchase materials to support instruction in afterschool tutoring (Reading and/or Writing)

Person or Persons Responsible

Administration

Target Dates or Schedule

As needed

Evidence of Completion

Invoices

Action Step 3

Develop curriculum/lesson plans for afterschool tutorial program

Person or Persons Responsible

Teachers

Target Dates or Schedule

Prior to tutoring cycles

Evidence of Completion

Curriculum/lesson plans

Plan to Monitor Fidelity of Implementation of G2.B4.S2

Impact of afterschool tutoring on student academic performance

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

During and following tutoring cycles

Evidence of Completion

Student pretest and posttest performance data

Plan to Monitor Effectiveness of G2.B4.S2

Students who participate in afterschool tutoring will make learning gains

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student performance data

G2.B4.S3 The MTSS/Rtl Leadership Team will support teachers in completing the 4-step problem solving model process designed to integrate academic and behavioral instruction and intervention to enhance student success in the general curriculum.

Action Step 1

Teachers will receive professional development and support in using the 4-step problem solving model (to support reading and/or writing)

Person or Persons Responsible

Teachers

Target Dates or Schedule

During scheduled professional development and at School-based MTSS/Rtl meetings

Evidence of Completion

Professional development logs, attendance records

Facilitator:

School-based MTSS/Rtl Leadership Team, District Support Personnel, Administration

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B4.S3

Tier 2 and Tier 3 Interventions

Person or Persons Responsible

Teachers, Case Liaisons and Administration

Target Dates or Schedule

As scheduled (weekly, 6-to-8 weeks, and/or as needed)

Evidence of Completion

Attendance logs, performance data, notes

Plan to Monitor Effectiveness of G2.B4.S3

Student response to intervention

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

As scheduled

Evidence of Completion

Student performance data

G2.B5 Some students may not demonstrate targeted academic writing skills (i.e., spelling, punctuation, capitalization, mechanics/grammar, vocabulary) and/or expressive language skills necessary for successful performance on writing assessments.

G2.B5.S2 Teachers will provide students with differentiated instructional techniques designed to support written language skills and share these techniques with parents/families so that they may be supported in the home.

Action Step 1

Teachers will participate in professional development designed to support student academic achievement/performance in writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

As scheduled

Evidence of Completion

Inservice attendance rosters

Facilitator:

District Resource Teachers/Professional Development Personnel

Participants:

Teachers

Action Step 2

Identify students in need of differentiated instructional techniques designed to support written language skills

Person or Persons Responsible

Teachers

Target Dates or Schedule

At the beginning of the school year and then periodically throughout the year

Evidence of Completion

Student assessment data

Action Step 3

Develop an informational session for parents/families that will assist their children with targeted academic writing skills

Person or Persons Responsible

Teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

Writing Night Agenda

Action Step 4

Teachers will hold individual conferences with 4th grade students to discuss writing performance

Person or Persons Responsible

Teachers and students

Target Dates or Schedule

Early Winter 2014

Evidence of Completion

Conference logs

Plan to Monitor Fidelity of Implementation of G2.B5.S2

Observation of instruction and parent/family feedback

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Observational notes and parent surveys/evaluations

Plan to Monitor Effectiveness of G2.B5.S2

Student performance on writing assessments

Person or Persons Responsible

Teachers, Administrators

Target Dates or Schedule

As scheduled

Evidence of Completion

Student performance data

G2.B6 Some students may not reach their potential without enrichment activities and extended opportunities to think critically.

G2.B6.S1 The school and teachers will provide students with opportunities for enrichment and extend opportunities to think critically by offering before and afterschool activities, clubs, field trips, and differentiating instruction.

Action Step 1

Identify and plan enrichment opportunities

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Pre-school and then periodically throughout the year

Evidence of Completion

Lists and/or descriptions of opportunities with corresponding dates/times

Plan to Monitor Fidelity of Implementation of G2.B6.S1

Activities, clubs, field trips and differentiated instruction

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Each trimester

Evidence of Completion

Attendance records, observations, student feedback

Plan to Monitor Effectiveness of G2.B6.S1

Impact of student participation in enrichment opportunities and/or differentiated instruction on academic performance

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student performance data

G3. Students will demonstrate minimum proficiency or above in math and science by consistently participating in a rigorous curriculum that is differentiated to meet their needs and interests.

G3.B1 Without proper pacing, all grade level benchmarks/standards may not be addressed.

G3.B1.S1 The School-based Leadership Team will develop and institute an instructional focus calendar to facilitate pacing of instruction.

Action Step 1

Develop and institute an instructional focus calendar

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

Pre-school and then revisit as needed during year

Evidence of Completion

Completed instructional focus calendar

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Lesson plans correspond to instructional focus calendar

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Per unit of study

Evidence of Completion

Lesson plans and instructional focus calendar

Plan to Monitor Effectiveness of G3.B1.S1

Student performance on informal and formal assessments

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student assessment data

G3.B2 Some students may not master content and skills at expected rates and/or respond to core instruction thereby requiring additional time and/or instructional methods to master content and skills. Additionally, some students may not have the necessary reading and/or writing skills to demonstrate proficiency with math and science content. Furthermore, some students may lack foundational skills in reading, writing, and math, as well as lack content area knowledge in science and technology.

G3.B2.S1 Teachers will monitor student progress through informal and formal assessments (CBM, diagnostic tests, and Core K-12 assessments) and adjust instruction/interventions based on individual student data.

Action Step 1

Collect student performance data and make instructional decisions using a variety of means (informal and formal assessments, computer-based assessments, etc.)

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student data and lesson plans

Facilitator:

Professional Staff Developers, Science Experts

Participants:

Teachers

Action Step 2

Purchase necessary supplies/materials to support math and science (afterschool tutorial program)

Person or Persons Responsible

Math/Science Teacher, Administration

Target Dates or Schedule

Ongoing, as needed

Evidence of Completion

Invoices

Action Step 3

Provide students with access to online resources designed to support/promote achievement in math and/or science (e.g., FCAT Explorer, Destination/Riverdeep, Gizmos, World Book, Pebble Go, PBS Kids, Kids Info Bits, Early World of Learning, National Geographic 4 Kids, Brain Pop Jr., Brain Pop, Think Central, netTrekker, etc.)

Person or Persons Responsible

Teachers, school personnel

Target Dates or Schedule

Before, during and afterschool; online access from home and community

Evidence of Completion

Classroom-based computer access schedules, before and afterschool schedules

Action Step 4

Create mechanism for Part-time Math/Science Resource teacher to access funding to support attendance in professional development and/or to use leave

Person or Persons Responsible

Administration

Target Dates or Schedule

As needed during the academic calendar year

Evidence of Completion

Professional development attendance logs and leave requests

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Comparison of performance data to instructional plans

Person or Persons Responsible

Grade-level teams, Reading Coach/Learning Team Facilitator, Intermediate Resource Teacher and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Minutes of meetings, student data, lesson plans

Plan to Monitor Effectiveness of G3.B2.S1

Student performance -- learning gains

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

student performance data, report cards, pupil progression

G3.B2.S2 Provide afterschool tutoring for targeted students.

Action Step 1

Identify students in need of afterschool tutoring (math and/or science)

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

At the beginning of the year and then post diagnostic assessments

Evidence of Completion

Lists of students targeted for instruction

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Impact of afterschool tutoring on student academic performance

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

During and following tutoring cycles

Evidence of Completion

Student pretest and posttest performance data

Plan to Monitor Effectiveness of G3.B2.S2

Students who participate in afterschool tutoring will make learning gains

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student performance data

G3.B2.S3 The MTSS/Rtl Leadership Team will support teachers in using the 4-step problem solving model process designed to integrate academic and behavioral instruction and intervention to enhance student success in the general curriculum.

Action Step 1

Teachers will receive professional development and support in using the 4-step problem solving model (math and/or science)

Person or Persons Responsible

Teachers

Target Dates or Schedule

During scheduled professional development and at School-based MTSS/Rtl meetings

Evidence of Completion

Professional development logs, attendance records

Facilitator:

School-based MTSS/Rtl Leadership Team, District Support Personnel, Administration

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S3

Tier 2 and Tier 3 Interventions

Person or Persons Responsible

Teachers, Case Liaison's and Administration

Target Dates or Schedule

As scheduled (weekly, 6-to-8 weeks, and/or as needed)

Evidence of Completion

Attendance logs, performance data, notes

Plan to Monitor Effectiveness of G3.B2.S3

Student response to intervention

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

As scheduled

Evidence of Completion

Student performance data

G3.B3 Some students may not reach their potential without enrichment activities and extended opportunities to think critically.

G3.B3.S1 The school and teachers will provide students with opportunities for enrichment and extend opportunities to think critically by offering before and afterschool activities, clubs, field trips, and differentiating instruction.

Action Step 1

Identify and plan enrichment opportunities

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Pre-school and then periodically throughout the year

Evidence of Completion

Lists and/or descriptions of opportunities with corresponding dates/times

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Activities, clubs, field trips and differentiated instruction

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Each trimester

Evidence of Completion

Attendance records, observations, student feedback

Plan to Monitor Effectiveness of G3.B3.S1

Impact of student participation in enrichment opportunities and/or differentiated instruction on academic performance

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student performance data

G4. Students will participate in academic instruction that is well planned, based on individual student needs, and relevant to increasing achievement in all subject areas while concurrently reducing behavioral issues, discipline referrals, and suspensions.

G4.B1 Competing demands on teacher time may make instructional planning and collaboration challenging

G4.B1.S1 School Administration will provide teachers with instructional planning time, resources, and opportunities for collaboration

Action Step 1

Identify instructional planning time for faculty

Person or Persons Responsible

Administration

Target Dates or Schedule

Pre-school and update as needed

Evidence of Completion

Master schedule and teacher schedules

Action Step 2

Identify educational technology required for supporting and/or enhancing instruction as well as supporting professional development for teachers, parents/families, and support personnel

Person or Persons Responsible

Administration, Instructional Technology Specialist Assistant (ITSA), Media Specialist, Teachers

Target Dates or Schedule

On going

Evidence of Completion

Instructional technology inventory, teacher surveys

Facilitator:

ITSA, teachers, Administration, District Support Personnel

Participants:

Teachers, parents/families, support personnel

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Instructional planning and collaboration

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Team meeting notes, lesson plans

Plan to Monitor Effectiveness of G4.B1.S1

Teacher planning and instructional procedures will meet student needs

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Ongoing (at a minimum of every 6 weeks)

Evidence of Completion

Progress reports, student performance data

G4.B2 Some students may exhibit behavior that disrupts academic instruction and decreases their opportunity for academic success

G4.B2.S1 Teachers will use a Tier 1 School-wide Positive Behavior Support (SwPBS) system, as well as develop Tier 2 and 3 individual behavior plans (may include social stories, peer mentoring, small group social skills instruction, token economies, etc.) for students who disrupt and/or miss instruction due to behavior.

Action Step 1

Teachers will be informed of SwPBS systems and supported in developing individual behavior plans

Person or Persons Responsible

The SwPBS Team, ESE teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting agendas, behavior plans

Facilitator:

Administration and the SwPBS Team Members

Participants:

Teachers and support personnel

Action Step 2

Incentives will be provided for appropriate student behavior

Person or Persons Responsible

Administration and SwPBS Team

Target Dates or Schedule

Periodically throughout the academic year

Evidence of Completion

Behavior data, meeting minutes

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Observation of student behavior across school settings and classroom behavior systems

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student discipline data

Plan to Monitor Effectiveness of G4.B2.S1

Instructional and behavior systems will be reviewed to determine impact on student behavior and academic performance

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

At least monthly

Evidence of Completion

Student performance data, student discipline data, attendance/suspension data

G4.B2.S2 Students in Exceptional Student Education (ESE) programs will be provided with accommodations and/or modifications based on their Individualized Education Program (IEP) plans.

Action Step 1

Necessary accommodations and/or modifications will be identified for students in ESE programs

Person or Persons Responsible

The Individualized Education Program (IEP) Team

Target Dates or Schedule

At least annually and updated as needed

Evidence of Completion

Accommodations spreadsheet, IEPs

Facilitator:

ESE Contact, ESE teachers, Administration

Participants:

Teachers and support personnel

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Students receive accommodations and/or modifications as outlined on IEPs

Person or Persons Responsible

Teachers, ESE teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Conference staffing notes, informal observations

Plan to Monitor Effectiveness of G4.B2.S2

Students will increase time spent engaged in instruction and reduce disruptive behavior

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student achievement and behavior data

G4.B2.S3 The MTSS/Rtl Leadership Team will support teachers in using the 4-step problem solving model designed to integrate academic and behavioral instruction and intervention to enhance student success in the general curriculum.

Action Step 1

Teachers will receive professional development and support in using the 4-step problem solving model (to support behavior)

Person or Persons Responsible

Teachers

Target Dates or Schedule

During scheduled professional development and at School-based MTSS/Rtl meetings

Evidence of Completion

Professional development logs, attendance records

Facilitator:

School-based MTSS/Rtl Leadership Team, District Support Personnel, Administration

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B2.S3

Tier 2 and Tier 3 Interventions

Person or Persons Responsible

Teachers, Case Liaisons and Administration

Target Dates or Schedule

As scheduled (weekly, 6-to-8 weeks, and/or as needed)

Evidence of Completion

Attendance logs, performance data, notes

Plan to Monitor Effectiveness of G4.B2.S3

Student response to intervention

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

As scheduled

Evidence of Completion

Student performance data

G4.B3 Some students may not be able to demonstrate their knowledge and skills due to their disabilities and/or impaired communication

G4.B3.S1 ESE teachers, related service providers, and support personnel will incorporate research-based strategies and instructional techniques specifically designed to meet the needs of students with significant disabilities so that they may demonstrate academic gains with respect to Access Points and the General Curriculum.

Action Step 1

Identify and implement strategies/techniques designed to meet the needs of students with significant disabilities

Person or Persons Responsible

ESE Teachers, Area Resource Teachers, District Support Personnel

Target Dates or Schedule

As needed; minimum of annually

Evidence of Completion

Lesson plans, IEPs

Facilitator:

ESE Teachers, Area Resource Teachers, Staff Developers

Participants:

ESE Teachers and support personnel

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Students will receive instruction that is supported by research and that corresponds to their individual needs

Person or Persons Responsible

ESE Teachers, ESE Contact, Administration

Target Dates or Schedule

Each trimester

Evidence of Completion

Observations, progress reports

Plan to Monitor Effectiveness of G4.B3.S1

Students will demonstrate academic gains with respect to Access Points and the General Curriculum

Person or Persons Responsible

ESE Teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress reports, IEP goal data

G4.B4 Some students may experience inconsistent home-school routines, which may result in a lack of consistent communication between all parties involved, thereby influencing homework completion, attendance, and parental participation.

G4.B4.S1 Teachers will establish and use consistent routines/methods for relaying information to parents/families about school related information (academic and behavioral).

Action Step 1

Employ methods of communication and transfer of information between school/home via Edline, notes in agendas, communication folders, color system, emails, letters, phone calls, newsletters, conferences, progress reports

Person or Persons Responsible

Administration, teachers, parents, support staff, guidance counselor, Community Language Facilitators (CLFs), the School-based MTSS/RtI Leadership Team, the Child Study Team, etc.

Target Dates or Schedule

Daily and/or as needed to share information with individual students/families

Evidence of Completion

Parent signature, conference notes, data, meeting notes

Facilitator:

Administration

Participants:

Administration, teachers, parents, support staff, guidance counselor, CLFs, team members

Action Step 2

The school will use reward systems designed to increase student on-time arrival and attendance in school

Person or Persons Responsible

Teachers, the Attendance Clerk, Administration

Target Dates or Schedule

Student attendance will be monitored daily and rewarded monthly

Evidence of Completion

Attendance records, data records of classroom winners

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Fidelity checks of routines/methods/use of communication via home/school

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing and as needed

Evidence of Completion

Conference notes, minutes from meetings

Plan to Monitor Effectiveness of G4.B4.S1

Increase in consistent communication between school and home

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

Ongoing and as scheduled

Evidence of Completion

Communication data, behavioral data and academic performance data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Our school integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, mentoring and implementation of SwPBS programs.

Title I, Part A

Title I funding is used at the school to purchase a part-time reading coach, a primary resource teacher, a part-time math resource teacher and a part-time intermediate resource teacher. Professional development activities and materials are supported through this funding. Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school.

The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

Funds are used at the district level as needed for the schools.

Title I, Part D

District Migrant Liaison provides services and support to our few qualifying students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title II

Funds are used at the district level as needed for the schools to assist with coaching needs and professional development.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for retained grade 3 Level 1 readers. Seminole Trails has a teacher funded through SAI funds who provides supplemental reading instruction to struggling students in the intermediate grades.

Violence Prevention Programs

The school promotes respect for oneself and others as the foundation for a safe school environment. In addition to positive, character building lessons, the school sends anti-bullying messages. Measures are in place to investigate bullying, counsel victims and instigators, and to deliver consequences as appropriate. Support and resources are provided by the Department of Safety and Learning Environment. Additionally, Seminole Trails implements a School-wide Positive Behavior Support Program.

Nutrition Programs

Seminole Trails' students benefit from access to the 100% Accessible Breakfast program. Families may apply for free or reduced lunch eligibility.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Career education is integrated into the core curriculum via guidance classes and supported by core classroom teachers. An annual Career Day event is held, hosting community speakers.

Job Training

N/A

Other

Required Instruction Listed in FL Statute 1003.42(2), as applicable to appropriate grade levels.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Students will demonstrate minimum proficiency or above in English Language Arts (reading, writing, listening, and speaking) by consistently participating in a balanced literacy program.

G2.B1 Faculty may experience challenges while implementing the Palm Beach County Balanced Literacy Framework as they are concurrently learning the components of the framework while at the same time developing units of study to teach students. Additionally, teachers may require ongoing professional development and modeling in order to be successful in this endeavor.

G2.B1.S1 Support teachers via ongoing professional development meetings while implementing the Balanced Literacy Framework (i.e., staff developers provide onsite development and host monthly cohort meetings with lead teachers; the Reading Coach/Learning Team Facilitator provides coaching meetings; teachers have common planning time; off-site literacy program trainings and content specific trainings are available).

PD Opportunity 1

Using the Balanced Literacy Framework Rollout Implementation Cycle, provide teachers with time to participate in professional development, collaborate, plan and implement the Framework.

Facilitator

Curriculum Staff Developers, Reading Coach/Learning Team Facilitator, Area Instructional Specialist and/or resource teachers

Participants

Teachers

Target Dates or Schedule

Pre-school and on a monthly basis throughout the year

Evidence of Completion

Professional development logs and cohort schedule, lesson plans, notes from meetings, data and non-evaluative classroom visits

PD Opportunity 2

Provision of Coaching Cycles designed to support instructional methods in English Language Arts

Facilitator

Reading Coach/Learning Team Facilitator

Participants

Teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Coaching Log, notes from non-evaluative classroom visits

PD Opportunity 3

Acquisition of instructional resources and materials essential for student achievement/learning; subsequent professional development in use of resources/materials

Facilitator

District Support Personnel, the Reading Coach/Learning Team Facilitator, Expert Teachers

Participants

Teachers

Target Dates or Schedule

Preschool and periodically throughout the academic year

Evidence of Completion

Invoices, attendance rosters from professional development

G2.B2 New teachers may not possess the skills or knowledge base necessary to administer the Literacy Assessment System (LAS), Florida Assessments for Instruction in Reading (FAIR), district diagnostic assessments, Scholastic Reading Inventory (SRI), etc., in order to progress monitor student progress and analyze results/data to guide instruction.

G2.B2.S1 New teachers will participate in professional development so that they possess the necessary knowledge and skills to administer the LAS, the FAIR, district diagnostic assessments, SRI, etc., in order to successfully progress monitor student progress and use data to guide instructional decisions.

PD Opportunity 1

Attend professional development designed to support progress monitoring assessments required by the school, District and State

Facilitator

District professional development personnel

Participants

New teachers, other teachers as required

Target Dates or Schedule

As scheduled

Evidence of Completion

Attendance records/sign in sheets and/or inservice points

G2.B4 Some students may not master content and skills at expected rates and/or respond to core instruction thereby requiring additional time and/or instructional methods to master content and skills.

G2.B4.S3 The MTSS/RtI Leadership Team will support teachers in completing the 4-step problem solving model process designed to integrate academic and behavioral instruction and intervention to enhance student success in the general curriculum.

PD Opportunity 1

Teachers will receive professional development and support in using the 4-step problem solving model (to support reading and/or writing)

Facilitator

School-based MTSS/RtI Leadership Team, District Support Personnel, Administration

Participants

Teachers

Target Dates or Schedule

During scheduled professional development and at School-based MTSS/RtI meetings

Evidence of Completion

Professional development logs, attendance records

G2.B5 Some students may not demonstrate targeted academic writing skills (i.e., spelling, punctuation, capitalization, mechanics/grammar, vocabulary) and/or expressive language skills necessary for successful performance on writing assessments.

G2.B5.S2 Teachers will provide students with differentiated instructional techniques designed to support written language skills and share these techniques with parents/families so that they may be supported in the home.

PD Opportunity 1

Teachers will participate in professional development designed to support student academic achievement/performance in writing.

Facilitator

District Resource Teachers/Professional Development Personnel

Participants

Teachers

Target Dates or Schedule

As scheduled

Evidence of Completion

Inservice attendance rosters

G3. Students will demonstrate minimum proficiency or above in math and science by consistently participating in a rigorous curriculum that is differentiated to meet their needs and interests.

G3.B2 Some students may not master content and skills at expected rates and/or respond to core instruction thereby requiring additional time and/or instructional methods to master content and skills. Additionally, some students may not have the necessary reading and/or writing skills to demonstrate proficiency with math and science content. Furthermore, some students may lack foundational skills in reading, writing, and math, as well as lack content area knowledge in science and technology.

G3.B2.S1 Teachers will monitor student progress through informal and formal assessments (CBM, diagnostic tests, and Core K-12 assessments) and adjust instruction/interventions based on individual student data.

PD Opportunity 1

Collect student performance data and make instructional decisions using a variety of means (informal and formal assessments, computer-based assessments, etc.)

Facilitator

Professional Staff Developers, Science Experts

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student data and lesson plans

G3.B2.S3 The MTSS/RtI Leadership Team will support teachers in using the 4-step problem solving model process designed to integrate academic and behavioral instruction and intervention to enhance student success in the general curriculum.

PD Opportunity 1

Teachers will receive professional development and support in using the 4-step problem solving model (math and/or science)

Facilitator

School-based MTSS/RtI Leadership Team, District Support Personnel, Administration

Participants

Teachers

Target Dates or Schedule

During scheduled professional development and at School-based MTSS/RtI meetings

Evidence of Completion

Professional development logs, attendance records

G4. Students will participate in academic instruction that is well planned, based on individual student needs, and relevant to increasing achievement in all subject areas while concurrently reducing behavioral issues, discipline referrals, and suspensions.

G4.B1 Competing demands on teacher time may make instructional planning and collaboration challenging

G4.B1.S1 School Administration will provide teachers with instructional planning time, resources, and opportunities for collaboration

PD Opportunity 1

Identify educational technology required for supporting and/or enhancing instruction as well as supporting professional development for teachers, parents/families, and support personnel

Facilitator

ITSA, teachers, Administration, District Support Personnel

Participants

Teachers, parents/families, support personnel

Target Dates or Schedule

On going

Evidence of Completion

Instructional technology inventory, teacher surveys

G4.B2 Some students may exhibit behavior that disrupts academic instruction and decreases their opportunity for academic success

G4.B2.S1 Teachers will use a Tier 1 School-wide Positive Behavior Support (SwPBS) system, as well as develop Tier 2 and 3 individual behavior plans (may include social stories, peer mentoring, small group social skills instruction, token economies, etc.) for students who disrupt and/or miss instruction due to behavior.

PD Opportunity 1

Teachers will be informed of SwPBS systems and supported in developing individual behavior plans

Facilitator

Administration and the SwPBS Team Members

Participants

Teachers and support personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Meeting agendas, behavior plans

G4.B2.S2 Students in Exceptional Student Education (ESE) programs will be provided with accommodations and/or modifications based on their Individualized Education Program (IEP) plans.

PD Opportunity 1

Necessary accommodations and/or modifications will be identified for students in ESE programs

Facilitator

ESE Contact, ESE teachers, Administration

Participants

Teachers and support personnel

Target Dates or Schedule

At least annually and updated as needed

Evidence of Completion

Accommodations spreadsheet, IEPs

G4.B2.S3 The MTSS/RtI Leadership Team will support teachers in using the 4-step problem solving model designed to integrate academic and behavioral instruction and intervention to enhance student success in the general curriculum.

PD Opportunity 1

Teachers will receive professional development and support in using the 4-step problem solving model (to support behavior)

Facilitator

School-based MTSS/RtI Leadership Team, District Support Personnel, Administration

Participants

Teachers

Target Dates or Schedule

During scheduled professional development and at School-based MTSS/RtI meetings

Evidence of Completion

Professional development logs, attendance records

G4.B3 Some students may not be able to demonstrate their knowledge and skills due to their disabilities and/or impaired communication

G4.B3.S1 ESE teachers, related service providers, and support personnel will incorporate research-based strategies and instructional techniques specifically designed to meet the needs of students with significant disabilities so that they may demonstrate academic gains with respect to Access Points and the General Curriculum.

PD Opportunity 1

Identify and implement strategies/techniques designed to meet the needs of students with significant disabilities

Facilitator

ESE Teachers, Area Resource Teachers, Staff Developers

Participants

ESE Teachers and support personnel

Target Dates or Schedule

As needed; minimum of annually

Evidence of Completion

Lesson plans, IEPs

G4.B4 Some students may experience inconsistent home-school routines, which may result in a lack of consistent communication between all parties involved, thereby influencing homework completion, attendance, and parental participation.

G4.B4.S1 Teachers will establish and use consistent routines/methods for relaying information to parents/families about school related information (academic and behavioral).

PD Opportunity 1

Employ methods of communication and transfer of information between school/home via Edline, notes in agendas, communication folders, color system, emails, letters, phone calls, newsletters, conferences, progress reports

Facilitator

Administration

Participants

Administration, teachers, parents, support staff, guidance counselor, CLFs, team members

Target Dates or Schedule

Daily and/or as needed to share information with individual students/families

Evidence of Completion

Parent signature, conference notes, data, meeting notes

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Teachers, parents, community members/partnerships will work together to increase student achievement and successful participation in school related activities.	\$3,823
G2.	Students will demonstrate minimum proficiency or above in English Language Arts (reading, writing, listening, and speaking) by consistently participating in a balanced literacy program.	\$157,277
G3.	Students will demonstrate minimum proficiency or above in math and science by consistently participating in a rigorous curriculum that is differentiated to meet their needs and interests.	\$38,099
G4.	Students will participate in academic instruction that is well planned, based on individual student needs, and relevant to increasing achievement in all subject areas while concurrently reducing behavioral issues, discipline referrals, and suspensions.	\$2,598
Total		\$201,797

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Personnel	Professional Development	Technology	Total
Title I	\$17,392	\$175,195	\$8,710	\$500	\$201,797
Total	\$17,392	\$175,195	\$8,710	\$500	\$201,797

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Teachers, parents, community members/partnerships will work together to increase student achievement and successful participation in school related activities.

G1.B1 Some parents/families may not have knowledge of instructional strategies or access to academic materials and resources.

G1.B1.S1 The school will provide parents with instructional resources, strategies, and tools by offering multiple opportunities to attend events and trainings hosted on different days and times. Furthermore, school personnel will consistently update the school event calendar on Edline, as well as using newsletters, flyers, and phone-calls to communicate information about events.

Action Step 1

Plan events to support academic content and order/create tools and/or resources for parents/families.

Resource Type

Other

Resource

Books, supplies (consumable) and refreshments for family involvement events

Funding Source

Title I

Amount Needed

\$3,823

G2. Students will demonstrate minimum proficiency or above in English Language Arts (reading, writing, listening, and speaking) by consistently participating in a balanced literacy program.

G2.B1 Faculty may experience challenges while implementing the Palm Beach County Balanced Literacy Framework as they are concurrently learning the components of the framework while at the same time developing units of study to teach students. Additionally, teachers may require ongoing professional development and modeling in order to be successful in this endeavor.

G2.B1.S1 Support teachers via ongoing professional development meetings while implementing the Balanced Literacy Framework (i.e., staff developers provide onsite development and host monthly cohort meetings with lead teachers; the Reading Coach/Learning Team Facilitator provides coaching meetings; teachers have common planning time; off-site literacy program trainings and content specific trainings are available).

Action Step 1

Using the Balanced Literacy Framework Rollout Implementation Cycle, provide teachers with time to participate in professional development, collaborate, plan and implement the Framework.

Resource Type

Personnel

Resource

Part-time Reading Coach, Full time Reading Resource Teacher, Part-time Reading Resource Teacher

Funding Source

Title I

Amount Needed

\$130,053

Action Step 3

Acquisition of instructional resources and materials essential for student achievement/learning; subsequent professional development in use of resources/materials

Resource Type

Other

Resource

Library books, exemplar texts, supplies (consumable products)

Funding Source

Title I

Amount Needed

\$13,194

G2.B2 New teachers may not possess the skills or knowledge base necessary to administer the Literacy Assessment System (LAS), Florida Assessments for Instruction in Reading (FAIR), district diagnostic assessments, Scholastic Reading Inventory (SRI), etc., in order to progress monitor student progress and analyze results/data to guide instruction.

G2.B2.S1 New teachers will participate in professional development so that they possess the necessary knowledge and skills to administer the LAS, the FAIR, district diagnostic assessments, SRI, etc., in order to successfully progress monitor student progress and use data to guide instructional decisions.

Action Step 1

Attend professional development designed to support progress monitoring assessments required by the school, District and State

Resource Type

Professional Development

Resource

Substitutes for teacher release time to attend professional development

Funding Source

Title I

Amount Needed

\$4,112

Action Step 2

Maintain "current" computer technology within the school building

Resource Type

Technology

Resource

Wireless computer mice for laptop lab and Mobis

Funding Source

Title I

Amount Needed

\$500

G2.B4 Some students may not master content and skills at expected rates and/or respond to core instruction thereby requiring additional time and/or instructional methods to master content and skills.

G2.B4.S2 Provide afterschool tutoring for targeted students.

Action Step 1

Identify students in need of afterschool tutoring (Reading and/or Writing)

Resource Type

Personnel

Resource

Salaries for teachers providing instruction in afterschool tutoring program (Reading and/or Writing - combined)

Funding Source

Title I

Amount Needed

\$5,239

Action Step 2

Purchase materials to support instruction in afterschool tutoring (Reading and/or Writing)

Resource Type

Other

Resource

Supplies for afterschool tutorial program (consumables)

Funding Source

Title I

Amount Needed

\$125

Action Step 3

Develop curriculum/lesson plans for afterschool tutorial program

Resource Type

Personnel

Resource

Salaries for teachers developing curriculum/lesson plans for use in afterschool tutoring program

Funding Source

Title I

Amount Needed

\$1,438

G2.B4.S3 The MTSS/RtI Leadership Team will support teachers in completing the 4-step problem solving model process designed to integrate academic and behavioral instruction and intervention to enhance student success in the general curriculum.

Action Step 1

Teachers will receive professional development and support in using the 4-step problem solving model (to support reading and/or writing)

Resource Type

Professional Development

Resource

Books and supplies (consumable)

Funding Source

Title I

Amount Needed

\$2,000

G2.B5 Some students may not demonstrate targeted academic writing skills (i.e., spelling, punctuation, capitalization, mechanics/grammar, vocabulary) and/or expressive language skills necessary for successful performance on writing assessments.

G2.B5.S2 Teachers will provide students with differentiated instructional techniques designed to support written language skills and share these techniques with parents/families so that they may be supported in the home.

Action Step 4

Teachers will hold individual conferences with 4th grade students to discuss writing performance

Resource Type

Personnel

Resource

Substitutes for Title I funded classroom teachers

Funding Source

Title I

Amount Needed

\$616

G3. Students will demonstrate minimum proficiency or above in math and science by consistently participating in a rigorous curriculum that is differentiated to meet their needs and interests.

G3.B2 Some students may not master content and skills at expected rates and/or respond to core instruction thereby requiring additional time and/or instructional methods to master content and skills. Additionally, some students may not have the necessary reading and/or writing skills to demonstrate proficiency with math and science content. Furthermore, some students may lack foundational skills in reading, writing, and math, as well as lack content area knowledge in science and technology.

G3.B2.S1 Teachers will monitor student progress through informal and formal assessments (CBM, diagnostic tests, and Core K-12 assessments) and adjust instruction/interventions based on individual student data.

Action Step 1

Collect student performance data and make instructional decisions using a variety of means (informal and formal assessments, computer-based assessments, etc.)

Resource Type

Personnel

Resource

Salary for part-time Math/Science Resource teacher

Funding Source

Title I

Amount Needed

\$31,587

Action Step 2

Purchase necessary supplies/materials to support math and science (afterschool tutorial program)

Resource Type

Other

Resource

Supplies (consumable materials)

Funding Source

Title I

Amount Needed

\$250

Action Step 4

Create mechanism for Part-time Math/Science Resource teacher to access funding to support attendance in professional development and/or to use leave

Resource Type

Personnel

Resource

Substitutes for Title I funded classroom teacher (Part-time Math/Science Resource teacher)

Funding Source

Title I

Amount Needed

\$1,023

G3.B2.S2 Provide afterschool tutoring for targeted students.

Action Step 1

Identify students in need of afterschool tutoring (math and/or science)

Resource Type

Personnel

Resource

Salaries for teachers for afterschool tutorial program (math and science - combined)

Funding Source

Title I

Amount Needed

\$5,239

G4. Students will participate in academic instruction that is well planned, based on individual student needs, and relevant to increasing achievement in all subject areas while concurrently reducing behavioral issues, discipline referrals, and suspensions.

G4.B1 Competing demands on teacher time may make instructional planning and collaboration challenging

G4.B1.S1 School Administration will provide teachers with instructional planning time, resources, and opportunities for collaboration

Action Step 2

Identify educational technology required for supporting and/or enhancing instruction as well as supporting professional development for teachers, parents/families, and support personnel

Resource Type

Professional Development

Resource

Printers and laptops

Funding Source

Title I

Amount Needed

\$2,598