
Title I Comprehensive Schoolwide Plan
SEMINOLE TRAILS ELEMENTARY SCHOOL (1711)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Overall Grade 5 ELA proficiency decreased 11.6%. Grade 5 ELA subgroups: ESE students saw a decrease in proficiency by 10.6%, ELL students no data reported, Black students decreased 13.8%, Hispanic students decreased by 4.7%. FY23 iReady Winter Diagnostics students in grades 3-5 grade level proficiency did increase from: 3rd: 24% to 38%, 4th: 22% to 39% and 5th: 29% to 33%. However, that still leaves an average of 69% if students working below grade level

2. List the root causes for the needs assessment statements you prioritized.

A lot of students missed phonics instruction due to Covid (currently catching up) Poor writing skills Technology overload Choppy read-alouds (stopping the story) Consistent use of BEST standards and lesson differentiation More parent support in education

3. Share possible solutions that address the root causes.

1. Phonics based instruction 2. Begin to read aloud: Get students excited about reading 3. Build a love for reading by exposing students to more diverse books. 4. Provide students with opportunities throughout the day to read. School-wide initiatives such as Drop Everything and Read (D.E.A.R) the last 15 minutes of each day. 5. Consistent PD and parent engagement

4. How will school strengthen the PFEP to support ELA?

Class Dojo- sharing a monthly at home reading strategy to continue to promote and support at home-learning. Information regarding ELA curriculum will be shared with parents on Curriculum Night and through Parent Conferences. Students receiving intervention will receive monthly letters updating parents about progress. Meetings about Title I, Literacy, SAC, data chats and flexible meetings

- **Parent Training**

1. Opening the library on certain afternoons for parents/families to come in with their child to check out books and work on book projects led by the media specialist. 2. Provide parents with opportunities and training on getting their child(ren) a library card. 3. Parent Training opportunities to familiarize parents with the B.E.S.T. standards and strategies as well as activities that can be done at home to reinforce learning.

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

Provide training and resources to parents, teachers, and students to support the science of reading.

- **Students**

Students will maintain a book baggy or selection of book(s) both literature and informational text that they are currently reading. Students will continue reading at home.

- **Parents**

Monitor and support reading at home. Attend literacy events at the school

- **Staff Training**

Staff will receive training around the B.E.S.T. Standards and how families can be involved to support learning at home. These can be family projects or motivational programs related to reading. This should be focused around high engagement and culturally relevant texts.

- **Accessibility**

Families will be provided audio/visual/ translation support during presentations. The school will contact district offices and community to support families that speak other languages, families with disabilities, migrant and homeless

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

In FY22, overall Grade 5 Math proficiency decreased 10.6%. Grade 5 Math subgroups: ESE students decreased in proficiency by 16.2%, ELL students decreased by 4.7%, Black students decreased by 9.9%, and Hispanic students increased by 1%. FY23 iReady Winter Diagnostics students in grades 3-5 grade level proficiency did increase from: 3rd: 12% to 27%, 4th: 22% to 37% and 5th: 20% to 34%. However, that still leaves an average of 67% of students working below grade level

2. List the root causes for the needs assessment statements you prioritized.

Challenge on reading word problems : comprehension Consistent pacing/ falling behind. Not enough time for reteach embedded in scope and sequence Strategy overload Students lacking foundational skills and time for remediation Ongoing PD on math best practice and consistent parent support

3. Share possible solutions that address the root causes.

Supplemental staff- coaching and teaching math vocabulary More resources- Math challenges (school-wide) for fluency and small group instruction Backwards design through PD Positive reinforcements/ celebrating student achievement Enhanced parent support and communication

4. How will school strengthen the PFEP to support Math?

• Communication

Parents will receive information related to math standards during Curriculum Night and Parent Conferences. Class Dojo will be used to share strategies Google Classrooms will be created to share videos to support students learning at home. (khan Academy); Provide parent support on Title I, curriculum, assessments, SAC and flexible meetings

- **Parent Training**

Host an interactive, family engagement night such as Parent vs. Student Math Family Game Night (Jeopardy, Escape Room, Operation Heist, etc) "Day in the Life" parent training, where parents can spend the evening sitting and learning in their child(ren)s math class to get better insight to what they are experiencing.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

Provide families with videos and or training to support math instruction at home.

- **Students**

Utilize resources at home to practice math facts.

- **Parents**

Monitor and support math learning at home. Attend school events to support learning of math at home.

- **Staff Training**

Supplemental curriculum to enhance student learning in each grade level (k-5). Train teachers to share math content with families using platforms such as Class Dojo or host a math lab for families.

- **Accessibility**

Provide audio and visual support for presentations. Utilize district and community offices and agency to support all families. Connect resources to things that are readily accessible in the home. Making math and resources more accessible for our parents- ELL, ESE, migrant and homeless.

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

On the FY22 SSA 5th Grade students performed overall proficiency of 30% and the FY22 Science Diagnostics a proficiency of 33% . On the FY23 District Winter Diagnostics, 5th grade students overall proficiency score is currently at 46%.

2. List the root causes for the needs assessment statements you prioritized.

Fifth grade only focuses on science Challenge on integrating it with other subjects Lacking time on the master schedule Struggling students are often pulled out for ELL and ESE Support Not even days to reteach and review before FAST

3. Share possible solutions that address the root causes.

More hand-on learning and resources Utilize Benchmark Readers through PD Teachers /classes going on more virtual field trips (integration) Science lab (Fine Arts) Vocabulary Competition (K-5) Fun Friday Science Departmentalize 5th

4. How will school strengthen the PFEP to support Science?

• Communication

Parents will learn about standards and content during Title I meeting, SAC, Curriculum Night and Parent Conferences. Science content will be highlighted on Class Dojo

• Parent Training

Interactive Science Night (baking, hand-on demonstrations, etc) Utilize community resources to provide demonstrations or activities with students

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

Provide videos, resources, and training sessions to support learning at home.

- **Students**

Use the steps of scientific inquiry to solve problems and answer questions.

- **Parents**

Monitor and support learning at home by modeling scientific inquiry. Attend school events to support learning at home.

- **Staff Training**

Staff will learn from community resources how to engage families around the area of science. Teachers will receive support for District Science Specialist and Seminole Trails Instructional Coach

- **Accessibility**

Parents will be provided audio/visual support during presentations to address the needs of all parent- ELL, ESE, migrant and homeless.

Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding optimum academic potentials.

Budget Total: \$52,562.25

Acct Description	Description						
Online subscription	Item			Quantity	Rate	Type	Total
	McCarthy Math (grades 3-5) Online Subscription/ Enrichment			12	\$20.00	Original	\$240.00
Behavioral Needs Assistant	Small grouping ELA K-5 instruction to targeted students						
Charter bus	Item			Quantity	Rate	Type	Total
	AVID college Tours - 2 trips; 1 for Sept; 1 for March; K-5 all subjects; Close by colleges and universities; Site and dates to be finalized			2	\$3,000.00	Original	\$6,000.00
Supplies	Item		Quantity	Rate	Supply Type	Type	Total
	Cases of paper		54	\$35.00	General Supplies	Original	\$1,890.00
	Expo Dry Erase Markers Large Pack		40	\$22.00	General Supplies	Original	\$880.00
	iReady Math consumables		250	\$20.00	Instructional Materials	Original	\$5,000.00
	Shipping		1	\$10.25	General Supplies	Original	\$10.25
	J and J Science Boothcamp Relay Race Game- 3-5		5	\$75.00	Instructional Materials	Original	\$375.00
	iReady ELA consumables		250	\$20.00	Instructional Materials	Original	\$5,000.00
	J and J Science Boothcamp Student Speedbag/set		5	\$400.00	Instructional Materials	Original	\$2,000.00
	J and J Science Boothcamp Student Workbook/set		5	\$200.00	Instructional Materials	Original	\$1,000.00
	Dry Erase Lap Boards pack of 25		20	\$40.00	General Supplies	Original	\$800.00
	J and J Science Boothcamp Drill Booklet/set		5	\$200.00	Instructional Materials	Original	\$1,000.00

Action Step: Parent/Family Engagement

Sustain the cohesive and collaborative efforts of parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

Budget Total: **\$4,863.00**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Communication Folders	700	\$1.35	Program Supplies	Original	\$945.00
	Agenda Books w/ shipping	700	\$1.59	Program Supplies	Original	\$1,113.00
	Kindergarten Round-Up (books & materials for parents to use with their students)	128	\$5.00	Program Supplies	Original	\$640.00
	STEM Night (books for parents to use with their students/materials for hands-on activities)	155	\$5.00	Manipulatives	Original	\$775.00
	Literacy Night (books for parents to use with their students)	100	\$2.00	Program Supplies	Original	\$200.00
	Colored paper	10	\$32.00	General Supplies	Original	\$320.00
	Copy paper	15	\$32.00	General Supplies	Original	\$480.00
Highlighters	10	\$5.00	General Supplies	Original	\$50.00	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Pens	10	\$5.00	General Supplies	Original	\$50.00
	Pencils	10	\$4.00	General Supplies	Original	\$40.00
	Ink	5	\$36.00	Technology	Original	\$180.00
	Folders	1	\$50.00	General Supplies	Original	\$50.00
	Post it Notes	2	\$10.00	General Supplies	Original	\$20.00

Action Step: Professional Development

Promote and monitor high-quality professional learning and collaboration that increase the effectiveness of instructional staff.

Budget Total: \$307,959.00

Acct Description	Description
Single School Culture Coordinator	PD support to K-5 staff on differentiated and data driven instruction through on-going professional development, SBT and PLCs in all content areas

Acct Description	Description									
Supplies	Item		Quantity	Rate	Supply Type			Type	Total	
	Printer ink and cartridges		4	\$50.00	Technology			Original	\$200.00	
	Chart Paper		22	\$30.00	General Supplies			Original	\$660.00	
	Copy Paper		15	\$35.00	General Supplies			Original	\$525.00	
Coach	Sharing of best practices in data driven and differentiated lessons in ELA grades K-2 supporting reading intervention and enrichment through coaching cycle and modelling									
Mobile devices	Item						Quantity	Rate	Type	Total
	Apple iPad; Intended Use - Facilitating data feedback conversations with staff and instructional coaching; SSCCs and Coach						2	\$800.00	Original	\$1,600.00
Teacher Collaboration	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	ELA, math and science teachers- Afterschool Planning; Teachers will plan after each PM Assessment in order to meet the needs of their students by analyzing data and aligning instructional resources.		15	\$25.00	1	2	6	Certified	Original	\$4,500.00
Single School Culture Coordinator	PD support to K-5 staff on differentiated and data driven instruction through on-going professional development, SBT and PLCs with in math and science focus									

Acct Description	Description									
Travel out-of-state	<table border="1"> <thead> <tr> <th data-bbox="422 203 1465 297">Item</th> <th data-bbox="1465 203 1612 297">Quantity</th> <th data-bbox="1612 203 1774 297">Rate</th> <th data-bbox="1774 203 1902 297">Type</th> <th data-bbox="1902 203 2030 297">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
NAESP Leadership Conference- Maryland; July 10-12, 2023; Purpose: Gain knowledge on best practices in instructional leadership and student achievement to share with all stakeholders; Registration- \$950; Transportation- \$400; Lodging- \$1200; Per Diem - \$150; Number of Attendees - 1	1	\$2,700.00	Original	\$2,700.00						

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

Our school strives to empower families to support their child’s cognitive and social-emotional development by strengthening district, school, family, and community partnerships through communication, resource support, and training.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will

support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Jamilah Johnson	Principal
Sydney Redlich	SAC Chairperson & Non-Instructional Representative
Christina Moore Morrow	Parent and SAC Member
Katherine Winne	SAC Secretary and Non-Instructional Representative
Bristol Bush	Assistant Principal
Soraida Mojica-Arias	Parent and SAC Member
Jaron Oswalt	Community Member SAC
Lois Gray	Staff and SAC Member
Christina Hamilton	Parent and SAC Member
Diorca Beltre	Parent and SAC Member
Gavin Davis	Parent and SAC Member
Malita Magliore	Parent and SAC Member
Ta-Miyah Lowe	SSCC and SAC Member

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

All parents and community members are invited to attend. For SAC, teachers nominate and vote on instructional members to represent them. Non-instructional staff nominate and vote on non-instructional staff. Parents nominate and vote on parent representation. The principal appoints our community member. All parents are welcomed and encouraged to attend and provide input at meetings whether they are voting members or not.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

The CNA Stakeholder meeting was held at a SAC Meeting on February 6, 2023 at 2:30 pm to discuss CNA, PFEP, and Compact. All input were recorded in the input meeting template. CNA evidence was submitted to Title I.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

The Comprehensive Needs Assessment was completed and reviewed with all stakeholders. All members were encouraged to ask questions and provide feedback. They enjoy hands on and interactive parent nights which include providing materials to complete the activities as well as take home activities. Members would like to continue the use of afterschool tutorial as well as tutorial support within the classroom "double down instruction". Stakeholders also supported allocating funds for parent trainings supplies and students communication handbooks

Name	Title
Bristol Bush	Assistant Principal
Jamilah Johnson	Principal
Ta-Miyah Lowe	SSCC

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

October 2, 2023 at 2:30pm in the media center. The session will be recorded so that it can be shared on our website for students who may not be able to attend.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Parents, teachers and community members will be notified via a flyer, Parent Link call-out/text message/email, Class Dojo and marquee.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Parent Communication will be prepared and delivered. An agenda in multiple languages will be prepared. A Google Slides presentation will be utilized to present information to parents. A staff member will be designated to record detailed minutes for the meeting. Computer, paper, pens will be needed.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Best Practices for Effective Communication with Parents Using Class Dojo

- What specific strategy, skill or program will staff learn to implement with families?

Teachers and staff will learn how to effectively use Class Dojo to communicate with parents and families using the features which include Messages and Class Story.

- What is the expected impact of this training on family engagement?

Families will be able to engage with the child's teacher on Class Dojo as well as stay up to date with events and activities happening in the classroom and at the school. Parent and family participation in school events will increase.

- What will teachers submit as evidence of implementation?

Teachers will submit a sample of a School Story and message posting as well as a list of families linked to Class Dojo. Teachers will be expected to post on their class story at least once a week.

- Month of Training

August

- Responsible Person(s)

Bristol Bush

2. Reflection/Evaluation of Training #1

- Name and Brief Description

Best Practices for Effective Communication with Parents Using Class Dojo. During this staff training, teachers and staff will learn how to effectively use Class Dojo to communicate with parents and families using the features which include Messages and Class Story.

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

CHAMPS Strategies for Effective Classroom Management and Parent Communication

- **What specific strategy, skill or program will staff learn to implement with families?**

Teachers will learn how to effectively use CHAMPS strategies in the classroom to create a safe classroom environment. Through this training, teachers will also learn how to communicate their classroom behavior plan and initiatives with parents and families. Allowing for all stakeholders to be involved and in agreement of classroom management expectations.

- **What is the expected impact of this training on family engagement?**

Parents and families will be aware of classroom expectations. This information will be communicated regularly to inform parents of student behavior using CHAMPS strategies and parent communication forms/hand outs.

- **What will teachers submit as evidence of implementation?**

Teachers will submit evidence of their classroom management plan with parent and student signature, in addition to any other parent communication in regards to student behavior (positive and negative).

- **Month of Training**

August

- **Responsible Person(s)**

TBD

4. Reflection/Evaluation of Training #2

- Name and Brief Description

CHAMPS Strategies for Effective Classroom Management and Parent Communication. During this staff training, teachers will learn how to effectively use CHAMPS strategies in the classroom to create a safe classroom environment. Through this training, teachers will also learn how to communicate their classroom behavior plan and initiatives with parents and families, allowing for all stakeholders to be involved in development of classroom management expectations.

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Family Literacy Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support student learning at home, parents/families will be able to interact with their children and staff to learn how to implement strategies and activities at home that support literacy instruction and the B.E.S.T. standards. Social studies content will be integrated.

- Describe the interactive hands-on component of the training.

Teachers will host interactive break-outs with students and their families focused on literacy activities and strategies that can be implemented at home. Break-outs will support the science of reading and a variety of rooms will be offered to provide choice for parents.

- What is the expected impact of this training on student achievement?

Families will learn how to support literacy at home with break-out sessions that will share activities and strategies that can be replicated at home to support learning in the classroom.

- Date of Training

January 2024

- **Responsible Person(s)**

Ta-Miyah Lowe and Katherine Winne

- **Resources and Materials**

Materials/hand-outs will be provided to families to engage in activities both during the event and at home. Light refreshments will be served to parents and families in attendance.

- **Will use funds for refreshments as noted in SWP:**

on

2. Reflection/Evaluation of Training #1

- **Name of Training**

Family Literacy Night

- **What were parents able to do as a result of the training?**

TBD

3. Parent and Family Capacity Building Training #2

- **Name of Training**

STEM Night

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

To support student learning at home, parents/families will be able to interact with their children and staff in demonstrations and hands-on stations to practice with STEM concepts that support the science standards.

- **Describe the interactive hands-on component of the training.**

Staff will host stations that will include demonstrations (cooking, science demos, experiments) that support science standards and real-world application.

- **What is the expected impact of this training on student achievement?**

Families will learn how to engage their children in real-world activities that support the standards related to STEM. This will reinforce the learning of concepts at school and increase engagement.

- **Date of Training**

October 2023

- **Responsible Person(s)**

Ta-Miyah Lowe and Sydnee Redlich

- **Resources and Materials**

Materials will be purchased and provided to families to engage in hands-on learning.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$300.00

4. Reflection/Evaluation of Training #2

- Name of Training

STEM Night

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

Yes

5. Parent and Family Capacity Building Training #3

- Name of Training

ASD Acceptance Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support student learning at home, parents/families will be able to interact with their children and staff in demonstrations and hands-on stations to learn how to better engage and support students with autism at home. Parents will also be able to learn how students with autism are supported on campus.

- Describe the interactive hands-on component of the training.

Staff will host stations that will include demonstrations that support state standards and real-world application. These stations will be differentiated to demonstrate how the teachers and parents can modify learning to best fit the needs of ASD students at home.

- What is the expected impact of this training on student achievement?

Families will learn how to engage their children in real-world activities that support the standards related to ASD. This will reinforce the learning of concepts at school and increase engagement.

- Date of Training

April 2024

- Resources and Materials

Materials will be purchased and provided to families to engage in hands-on learning. Light refreshments will be served to parents and families in attendance

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$300.00

6. Reflection/Evaluation of Training #3

- Name of Training

ASD Night

- What were parents able to do as a result of the training?

TBD

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Homeless/McKinney Vento Contact

- Describe how agency/organization supports families.

Families that are homeless are provided with resources and support to assist them with basic needs and connect them for more community support.

- Based on the description list the documentation you will provide to showcase this partnership.

A log will be maintained and periodically reviewed of communication and support provided through McKinney Vento.

- Frequency

By Trimester

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

The Boys and Girls Club/ Project FACT

- Describe how agency/organization supports families.

The Boys and Girls Club offers programs and support for fathers as well as mentoring for boys through the Manhood Club.

- Based on the description list the documentation you will provide to showcase this partnership.

Communication Evidence (school/organization) Invitations and Sign-In Sheets for Events Active participation in SAC meetings

- Frequency

By Event

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Boys Town

- Describe how agency/organization supports families.

They offer a series of ongoing Common Sense Parenting Workshops for families.

- Based on the description list the documentation you will provide to showcase this partnership.

Communication Evidence (school/organization) Invitations and Sign in Sheets for Classes

- Frequency

By Series

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

• Description

Seminole Trails will provide timely information about Title I programs, meetings, and other activities using fliers, parent call-outs, text messages, emails, marquee posts, and social media (Class Dojo, Twitter and Facebook). Parents will receive invitations in parents' preferred language using translation services from our CLF's and district resources. For in-person trainings, translation services by CLF's will be provided as needed. This includes our SAC meetings, Title I Annual Meeting, Curriculum Night, and CNA Stakeholder Meeting.

• List evidence that you will upload based on your description.

Evidence will include sample translated parent Communication documents- Social media post (Class Dojo, Twitter and Facebook), flyers, parent call-outs, posts, and meeting sign in sheets.

• Description

Seminole Trails Elementary School will inform parents about the curriculum and proficiency level expectations through Curriculum Night(s), ELL Parent Leadership Council Meetings, and parent/teacher conferences that are held at least twice per year in person, via phone, or virtually using Google Meet. Individual expectations will also be shared through SBT, CST, and ELL Parent Meetings.

• List evidence that you will upload based on your description.

Invitation, Evidence will include sign-in sheets/presentations for Curriculum Night, sign in sheets/presentations for ELL Parent Leadership Council, and sample conference notes from conferences held throughout the year.

• Description

Seminole Trails will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards through Curriculum Night as well during parent teacher conferences. Parents will receive information about how their child is progressing through progress reports, report cards each trimester and State Assessment parent letters shared after the completion of each progress monitoring assessment.

- List evidence that you will upload based on your description.

Evidence will include invitation, sign-in sheets/presentations for Curriculum Night. Sample report cards, progress reports, and parent letters will also be evidence collected.

- Description

Seminole Trails Elementary will inform parents about opportunities to participate in decision-making related to the education of their children by inviting all parents to participate and/or attend all School Advisory Meetings as well as Parent Teacher Organization (PTO) Meetings that are hosted monthly. Parents will also have the opportunity to provide input at our Annual Title I Meeting and Comprehensive Needs Assessment Meeting.

- List evidence that you will upload based on your description.

Evidence will include invites, sign-in sheets, and meeting minutes from monthly SAC Meetings and PTO meetings which will be shared on Class Dojo. Parent input will be reflected in required Title I documentation for Annual Meeting and Comprehensive Needs Assessment Meeting.

- Description

Seminole Trails will offer flexible meetings dates and times for training and activities using input from parents through survey information. Consistent of days of the week and times will be utilized throughout the year to maximize opportunity for family participation. If possible, activities and events will be offered using Google Meet to offer greater flexibility for parents. The school will offer childcare and/or refreshments at in person training, activities, and events whenever possible. For Curriculum Night, recordings will be offered to parents that are not able to attend live.

- List evidence that you will upload based on your description.

Evidence will include parent survey data as well as the activity calendar reflecting a variety of times/days for parents.

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school

meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- Description

ELL teachers at Seminole Trails Elementary host a Parent Leadership Council Meeting to support families with resources to use at home to support learning. Our CLF's offer translation services and are a direct line of communication for families. They offer translation at school events, parent teacher conferences, as well as paper communication. A Language Help Line will also be utilized as needed.

- List evidence that you will upload based on your description.

Evidence will include agendas for Parent Leadership Council Meetings. Additional evidence will include conference notes reflecting translation services and translated school communications (flyers, call-outs, invitations).

- Description

The entire school campus is accessible for those with a physical disability. Seminole Trails Elementary will offer vision or hearing support as needed using district support resources. At minimum, visuals will be provided as well as audio enhancement devices in parent training, activities and events. In more support is requested we will contact the ESE Dept. for more assistance.

- List evidence that you will upload based on your description.

Evidence will include pictures and/or presentation materials.

- **Description**

Seminole Trails will provide home visits as needed to share information and connect families with the migrant support services. The school will monitor for students that may be in need of migratory support services. We will contact the district's Migrant Office for more support and assistance to migrant population.

- **List evidence that you will upload based on your description.**

Evidence will include phone logs, home visit conference notes, if applicable. Flyers will be available for migrant families with support services available.

- **Description**

Seminole Trails upholds the McKinney-Vento Act and our contact works with our assigned liaison to support families experiencing homelessness. Our contact will keep in communication with families to assess need and/or provide necessary support services. Students that are experiencing homelessness will be monitored through the School-Based Team.

- **List evidence that you will upload based on your description.**

Evidence will include parent phone logs and sample SBT notes, Flyer

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

- **Name of Activity**

Mom and Dad Event (All Pro Dads/Moments with Mom)

- Brief Description

Students and family members will be invited to the school to have breakfast/refreshments and attend an event with a guest speaker focused on topics to benefit families. Each event will take place twice a year.

2. Activity #2

- Name of Activity

Vocabulary Parade

- Brief Description

Students and staff will dress reflecting a vocabulary word and participate in a parade. Families and community members will be invited to attend.

3. Activity #3

- Name of Activity

N/A

- Brief Description

N/A

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Promote positive behavior;
- Address social/emotional needs;
- Develop students organizational skills;

- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Seminole Trails Elementary School builds the skills of students outside of academic subject areas through a variety of programs that are school-based and through collaboration with community partners. As an AVID school, students in grades K-5 are taught organizational skills and study habits through school-wide systems for organizational tools and note-taking. Teachers foster a growth mindset, resilience, and persistence through the AVID philosophy that is implemented in all classrooms. The School-Wide Positive Behavior Support program provides students with opportunities to develop socially and emotionally through school-wide systems that promote a positive approach to behavior management and self-regulation. Our school counselor and behavior health professional provide students with the opportunity to participate in small group and/or individual counseling sessions focused on student need. Seminole Trails has a co-located mental health professional that provides service to students as well. Students in Kindergarten and First Grade participate in the Primary Project program through BoysTown. Students are recognized each month through our Character Counts program. Our school implements Morning Meeting daily to strengthen communication and classroom community.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

Seminole Trails Elementary School follows the MTSS/RTI framework. Students are monitored each trimester by administration in Pupil Progression meetings with the homeroom teachers. Students that are identified as not meeting grade level standards are provided small group intervention. All students receive tier 1 core instruction utilizing district curriculum that is aligned to the B.E.S.T. Standards. If a student has been provided an intervention and is demonstrating a need for further support, the teacher will refer the student to the School-Based Team (SBT) or Child Study Team (CST). This team is composed of administration, classroom teachers, ESE Contact, ELL teacher, Speech-Language Pathologist, School Counselor, BHP, Instructional Coach, School Psychologist, and others with resources on campus as needed. The team utilizes the Response To Intervention (RTI) system to develop an intervention and monitor the progress of the child's response to the intervention through multiple tiers of support. Students who require supplemental intervention will be provided additional time with an appropriate intervention. Progress will be monitored through data collection. Students who need additional support will receive an intensive intervention, which provides an increase in time and intensity of an intervention. If a child doesn't make adequate progress throughout the duration of the multiple tiers of support, then he/she will be referred to the Child Study Team. Tier 1 implementation at Seminole Trails Elementary School consists of the foundational instructional practices in academics and the school-wide discipline system for behavior. Overall for academics, all teachers provide core instruction using the standards-based Palm Beach Model for Instruction. Specifically In English Language Arts, students receive core instructional through a Balanced Literacy model consisting of whole-group and small group instruction. In Mathematics, teachers also utilize whole group and small group instruction that is standards-based. For behavior, all teachers teach expectations and help students monitor their behavior through a school-wide positive reinforcement monitoring system and using CHAMPS behavior management. Students are provided supplemental or intensive intervention according to the district's decision tree. Teachers monitor how students respond to instruction and refer them to the School-Based Team or Child-Study Team if needed. These teams initiate the Response To Intervention (RTI) process. Team members work together to identify the problem, select a research-based intervention, collect baseline data, and write a goal for the student. Implementation of this intervention occurs beyond Tier 1 core instruction. For example, in English Language Arts, students may receive supplemental instruction during the Differentiated Instruction period each day. Examples of behavior interventions could include an assigned mentor, counseling sessions, individual behavior plan, or a classroom-based intervention like a hot pass to request breaks. The MTSS or SBT meets weekly to review student cases. Data is reviewed and analyzed to determine if progress has been made. The intervention, level of support, or goal will be updated based upon the discussion of the team using the data to drive decisions being made.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications

- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

Seminole Trails Elementary School ensures that all students are provided a well-rounded education. Students' needs are carefully reviewed by trimester in Pupil Progression meetings and through the School-Based Team. Students are provided additional support within the school day through small group instruction. Grades 3-5 students' progress are monitored carefully and students demonstrating a need may provided additional support in our after school tutorial program. In PLC's, grade level teams work together to plan instruction based upon the district's scope and sequence and utilize resources provided in Blender to provide standards-based instruction. Students in grades 3-5 are considered using specified criteria for the Accelerated Math Program (AMP) and AVID Accelerated Academy classroom on each grade level to provide an enrichment opportunities. Our AVID implementation teaches students the skills needed to become successful students that will lead to success in college and careers. All students in grades K-5 are taught college and career readiness skills such as organization, note-taking, and setting goals. Opportunities for enrichment include the Advanced Math Placement (AMP) course for grades 3-5 students, After School Care Program, and the Shimmering Starz program funded by the 21st Century program. Field trip opportunities are provided throughout the year and guest speakers are invited to talk to students about various careers and special interests. Face to face and virtual support to students are made available. Students are offered the opportunity to participate in our SECME program and our 5th grade students have the opportunity to serve as Safety Patrols.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- ACT/SAT prep programs;
- Project-based learning opportunities;

- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

Students at Seminole Trails Elementary School are given the opportunity to learn college and career readiness skills through the school-wide Advancement Via Individual Determination (AVID) program. Students learn skills such as organization, note-taking, and goal setting to help them be more successful at the elementary school level and learn skills that are a foundation for postsecondary success. College and Career Week in September provides a week focused on college and career awareness. Students learn from guest speakers from a variety of career options. In addition, students learn about a variety of colleges and universities. Beyond AVID, students in the Accelerated Math Program (AMP) course in grades 3-5 receive the opportunity to begin a pathway to rigorous coursework that could eventually bear college credit. The AVID Acceleration Academy offers students on each grade level the opportunity to participate in a classroom focused on enrichment across subject areas.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K

- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

Seminole Trails Elementary School has multiple classes of Pre-kindergarten students receiving Exceptional Student Education (ESE) services. The Child Study Team for each student conducts transitional meetings for these students before entering Kindergarten. The team reviews the progress of each student, updates his/her Individual Education Plan (IEP), and determines appropriate placement for Kindergarten. All children entering Kindergarten at Seminole Trails and their families are invited each year to the Kindergarten Round-Up event. Families are invited from the community and local preschools and daycares are also invited. This event supports future Kindergartners by providing resources for the families and giving them information through presentations and a tour of the school. During the summer, Kindergarten students will come to our campus for a quick assessment so that we can collect data to help us get to know our new students and prepare for instruction. Students will be considered for our AVID Acceleration Classroom. Each fall, students and families have the opportunity to attend "Meet the Teacher" to meet their new teacher and visit the school before the school year begins.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Our teachers at Seminole Trails Elementary collaborate weekly for a professional learning team meeting called our DEN Huddle or Data-Driven Educational Network. Each team meets once a week to review data, plan for instruction, and develop instructional practices to support the B.E.S.T. standards. Along with the Single School Culture Coordinators and the Instructional Coach, the staff from Seminole Trails Elementary School also participates in professional development from staff at the regional and district level. All teachers participated in pre-school training offered by the district. Other vehicles for professional development include our teachers participating in the Math and Literacy Cadre professional development modules. Teachers also participate in Professional Development Day sessions (in person or virtually) on campus that specifically address needs reflected in our School Improvement Plan. Teachers can also attend professional development opportunities through the district and conferences with approval from administration. Teachers support and mentor each other through peer observations as part of their Professional Growth Plan action steps. Teachers new to our school are supported by the ESP or Educator Support Program by working with a mentor who is trained to support the development and mastery of the Florida Educator Accomplished Practices.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy

- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

The recruitment of teachers at Seminole Trails Elementary School includes participation in Job Fairs, word of mouth, and the utilization of social media, such as Twitter, to advertise vacancies. Once teachers are hired to join the staff, the path towards retaining the teachers begins. All teachers new to the school are invited to a Beginning of the Year Orientation and Onboarding Meeting. Teachers are supported through the ESP or Educator Support Program. All new staff members are invited to attend huddles that will be scheduled throughout the year focused on timely and meaningful topics to help them acclimate to teaching and a member of our team. Seminole Trails welcomes and encourages interns to be placed at our school to learn from our teachers and provide the opportunity for interns to join our team upon completion. The retention on teachers is increased through collaboration and support for teachers through team common planning and Professional Learning Communities. Teachers are provided coaching and support by the Single School Culture Coordinators and Instructional Coach. Teachers also receive support by resource teachers and team leaders. Monthly activities are done for staff to increase morale and show appreciation. Administration maintains an open door policy for all staff. Teachers are provided the opportunity to participate in collaborative planning (paid opportunity) during the summer as well as throughout the year. Teachers are provided the opportunity for part-time pay to support students through tutoring.