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

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# ELA

## 1. List prioritized needs statements.

Comparing FY24 PM 3 (53%) data to overall FY25 PM 2 (31%), data students in 3rd - 5th grade are within 32% of our school-wide end of year proficiency goal. Overall Goal for ELA 63%. FY25 (PM1 vs PM2) 3rd Grade: 24% to 31% 4th Grade: 23% to 28% 5th Grade: 22% to 35% FY25 iReady Fall vs. Winter Diagnostics students in grades 3-5 grade level proficiency did increase from: 3rd: 36% to 48% 4th: 21% to 31% 5th: 31% to 34%. The overall ELA proficiency increased from 29% 43%.

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

-There is gap in K-2 foundational skills. -There is limited time in the ELA instructional block to build necessary background knowledge and vocabulary skills as it relates to comprehension. -Lack of parent capacity and knowledge of how to support learning at home. -Lack of engagement strategies - Teachers struggle with differentiating instruction for ELL students and ESE students.

## 3. Share possible solutions that address the root causes.

-Targeting professional development on differentiated instruction for teachers facilitated by SSCC's. -Opportunities for co-teaching and modeling by veteran teachers -Using the school news to expose students to new vocabulary \* Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home focusing on vocabulary and comprehension - Resources to send home with parents to support with guided reading. Additional Resources: -iReady Reading toolbox for differentiated instruction resources for ELL students and SWD. \*Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources - Florida Coach Book (Reading) as a resource for at-home learning and additional practice. -Staff trainings/ Teacher PD on explicit reading instruction and planning. - iReady Reading consumables for small group instruction -CommonLit subscription for small group instruction/differentiation/at-home learning. - Resources for PD facilitated by SSCC's (Summer pre-school planning, 1/2 day instructional planning, 1/2 day data-driven professional development) - Additional funding is needed for summer workshops/conferences for STES admin. Focused on the core areas on instruction and relevant teaching practices that are innovative and engaging. -Provide extended learning opportunities through tutorial programs (Morning, Afternoons, Spring Break, etc.)

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

- Communication

- Increased communication through Class Dojo. -Sending home parent letters that align with the units in Benchmark -Will work on strengthening our communication with parents regarding the curriculum and proficiency level expectations and sharing assessment results and student progress. -We will continue to provide ongoing communication of Title 1 information through the use of agenda books daily, call outs, Class Dojo, school website, and marquee

- Parent Training

-Strategies for guided reading at home -Choosing a just right book and practice comprehension -Parents will be given literacy materials/activities to help support their child at home.

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

- School

-Provide additional trainings and literacy night(s) to provide families with resources and strategies to encourage reading at home. -Track students progress on unit assessments and iReady. -Share students progress with parents in a timely manner. -Provide a safe, supportive, and effective learning environment to increase student achievement.

- Students

-Select books to read at home while at school. -Track their reading at home on a daily basis. -Track their progress on iReady Reading daily -Practicing what is being taught in school at home and completing homework \* Practice activities and strategies at home that support foundational skills (phonics, decoding, vocabulary, comprehension).

- Parents

-Attend parent trainings, such as literacy night -Openly communicate concerns and be open to hearing the concerns of the school as it relates to their students progress in reading. -Support the school through ensuring their child is completing all required task in a timely manner and to the best of their ability. -Have access to Class Dojo to communicate with the teacher(s) and hear campus news as it relates to reading. -Monitor and encourage student(s) to read at home - \* Focus on phonics and vocabulary development in grades K-5 to increase proficiency.

- Staff Training

-How to effectively communicate with parents and share goals and data. -Teachers will be trained on how to build parent capacity during Literacy Night to support student learning at home. Literacy Night focusing on reading foundational skills-fluency, vocabulary development, phonics, phonemic awareness.

- Accessibility

-Providing additional and constant resources that are digital/virtual. -We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education.

## Math

### 1. List prioritized needs statements.

Comparing FY24 PM 3 data (58%)to overall FY25 PM2(33%) data, students in grades 3-5 are within 35% of our school-wide end of year proficiency goal of 68%. FY25 (PM1 vs PM2) 3rd Grade Proficiency: 10% to 19% 4th Grade Proficiency: 0% to 11% 5th Grade Proficiency: 4% to 17% 6th Grade AMP Proficiency: 53% to 78% FY25 iReady Fall vs. Winter Diagnostics students in grades 3-5 grade level proficiency did increase from: 3rd: 14% to 34%, 4th: 24% to 36% 5th: 23% to 37%. Overall proficiency increased from 15% to 33% for Math.

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

Students struggle with foundational skills - \* Lack of fundamental skills (addition, subtraction, multiplication, and division facts) Fact Fluency Weakness Grade level gaps (vertical alignment) Key words and vocabulary limited \* Lack comprehension of word problems due to reading deficiencies. \* Lack of teacher knowledge of the math standards \* Lack of parent capacity and knowledge of how to support learning at home

### 3. Share possible solutions that address the root causes.

-small groups focused on foundational skills - \* Provide extended learning opportunities through tutorial programs -homework that supports foundational skills -school-wide math initiatives -teachers need to attend PD to support Math instruction -Purchased additional digital and hard copy resources to supplement instruction -Provide students with additional math programs to support fluency skills. -Teachers will attend math PD to support using manipulatives in class to support the lack of foundational skills. -Purchase math incentives to motivate students \* Provide opportunities for students to use hands-on experiences/practice to support student learning -Purchase additional math resources that will support ELL and SWD in math -Admin (SSCCs) will attend math PD to support teachers during PLC (strategies for engagement and instruction) -Having a Single School Culture for Home work -Digital resource where videos could be shared with families -Grade level planning time -Provide PD to train and support teachers in math instruction. -Provide assistive technology/online resources to support student learning and access to technology for students, teachers, and parents (ex: iReady, IXL, etc.) \* Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home

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

#### • Communication

-Class Dojo to communicate with parents -Parent letters sent home -Will work on strengthening our communication with parents regarding the curriculum and proficiency level expectations and sharing assessment results and student progress. -We will continue to provide ongoing communication of Title 1 information through the use of agenda books daily, call outs, Class Dojo, school website, and marquee

#### • Parent Training

-Common Math Changes -Train parents on the new way to do math -Parents will be given math materials/activities to help support their child at home. (ex: manipulatives)

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

#### • School

-provide additional resources to support math -Share sample problems and resources with families. -Provide digital resources to support math at home. -Provide a safe, supportive, and effective learning environment to increase student achievement. \* Focus on fluency (addition, subtraction, multiplication, and division facts) in grades K-5 to increase student proficiency (parent training and materials)

- **Students**

-practice fluency skills at home -Master and practice fluency skills - \* Focus on fluency (addition, subtraction, multiplication, and division facts) in grades K-5 to increase student proficiency (strategies to work on at school and home) -Practicing what is being taught in school at home and completing homework

- **Parents**

-Monitor and support math instruction. -Assist with homework -attend school events. -Ensuring that students attend school every day on time and ready to learn. \* Focus on fluency (addition, subtraction, multiplication, and division facts) in grades K-5 to increase student proficiency (strategies to implement at home).

- **Staff Training**

-meeting families where there are real life application -Teachers will be trained on how to build parent capacity during Math Night to support student learning at home. Math Night focusing on math foundational skills-addition, subtraction, multiplication, and division.

- **Accessibility**

-Additional guides for digital/virtual learning -We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education.

## **Science**

### **1. List prioritized needs statements.**

On the FY24 SSA, 5th Grade students performed overall proficiency of 51% and the FY25 Science Diagnostics a proficiency of 48%. Our goal for FY25 school year proficiency is 65%.

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

-Not enough science focus in Kindergarten-4th Grade -Science Vocabulary instruction is limited -Support in PLCs for teacher background knowledge  
-Students pulled during science for Differentiated Instruction/Intervention -Lack of student prior knowledge -Lack of equipment to do hands-on labs for our students -Lack of resources for PD Facilitated by SSCCs (Common Planning and Pre-School Planning) \* Lack of materials/resources/online technology -Consumables to support science instruction

3. Share possible solutions that address the root causes.

-Science during fine arts -Vocabulary Bowl/Competition for students to understand vocabulary -Science homework for Kindergarten-5th Grade - Professional Learning Communities that focus on science instruction, data analysis, and planning -Professional Development from Instruction Leaders (SSCCs) in science -STEM School Wide Activities -Provide opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources (student workbooks, whiteboards, materials for science experiments, etc.) - Provide assistive technology/online resources to support student learning and access to technology for students, teachers, and parents -Provide extended learning opportunities through tutorial programs for science during morning, afterschool, Spring Break, etc. -Generation G digital resource to support science instruction

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

• Communication

-Communication through Class Dojo that includes class messages and individual parent message. -Parent letters and newsletters to include science information. -Will work on strengthening our communication with parents regarding the curriculum and proficiency level expectations and sharing assessment results and student progress. -We will continue to provide ongoing communication of Title 1 information through the use of agenda books daily, call outs, Class Dojo, school website, and marquee

• Parent Training

-Science Night (STEM) to include resources and strategies for supporting science learning at home. -Science Project training for parents to support students at home.

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

- **School**

The school will share science resources for activities that can be done at home, which will include vocabulary building activities as well. -Provide a safe, supportive, and effective learning environment to increase student achievement.

- **Students**

-Students will use the scientific method to answer questions. \* Focus on science vocabulary in grades K-5 to increase student proficiency (strategies to work on at school and home) -Students will share science information with parents. -Students will complete science homework. -Practicing what is being taught in school at home and completing homework

- **Parents**

-Parents will monitor learning at home and attend school science nights to support student learning. -Ensuring that students attend school every day on time and ready to learn. \* Focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (strategies to implement at)

- **Staff Training**

-Real life application (Training to include how instruction can relate to real-life). -Teachers will be trained on how to build parent capacity during STEM Night to support student learning at home. STEM Night focusing on science foundational skills- vocabulary and concept knowledge.

- **Accessibility**

-Additional guides for digital/virtual learning. For, example teachers can post video to Class Dojo. -We will work on strengthening how we partner with limited English proficiency families and homeless families to help them be more knowledgeable and engaged in their child's education.

## **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: \$91,491.00

Acct Description	Description				
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Top Score Writing - curriculum to support writing in grades 4-5 / School site license	1	\$6,500.00	Original	\$6,500.00
	Reflex Math - Site License Bundle [MATH]- extra practice for grades 3-5	1	\$3,600.00	Original	\$3,600.00
	iReady Reading Toolbox - will provide access for K-5 teachers to implement differentiated instruction/interventions [ELA] / School site license	1	\$6,400.00	Original	\$6,400.00
	McCarthy Math All Access Bundle Grades K-5	1	\$200.00	Original	\$200.00
	Generation Genius Science & Math, Grades K-5	1	\$175.00	Original	\$175.00
	IXL will be used for Math/Science intervention and remediation resources for grade levels 3-5 from August 2025- June 30, 2026 / School site license	1	\$3,000.00	Original	\$3,000.00
	Amend #16/BT 515413- Reduced Top Score Writing to add Top Score consultant agreement	-1	\$3,000.00	Amendment	-\$3,000.00
Computer HW; non-cap	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>
	Headphones for use with technology for ELA and Math: These headphones will be used for student instruction and to support student learning when using computer devices for all grades and all content areas.	200	\$4.53	Original	\$906.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	iReady ELA Consumables workbooks for 2nd-5th	320	\$20.00	Instructional Materials	Original	\$6,400.00
	Case of paper	45	\$43.00	General Supplies	Original	\$1,935.00
	J &J Science Bootcamp Student Practice Drill Book 5th grade	5	\$250.00	Instructional Materials	Original	\$1,250.00
	J &J Science Bootcamp Student Consumables Pack (25 student books per) for 5th grade	5	\$350.00	Instructional Materials	Original	\$1,750.00
	Laminating Sheets (pack of 50)	3	\$33.00	General Supplies	Original	\$99.00
	Velcro to support visuals for ASD student's communication boards	14	\$1.00	General Supplies	Original	\$14.00
	General Supplies/ Teacher Carts/Supply carts	1	\$535.50	General Supplies	Original	\$535.50
	Performance Coach workbooks ELA/Math, grade 3-5	1	\$2,225.50	Instructional Materials	Original	\$2,225.50
	Adjustment - benefits credit and final allocation.	1	\$3,452.00	General Supplies	Other	\$3,452.00
Amend #16/BT 515413- Performance Coach workbooks ELA/Math, grade 3-5; extending tutorial to serve more students.	2	\$2,800.00	Instructional Materials	Amendment	\$5,600.00	

Acct Description	Description								
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>			
	Amend #16/ BT 515413- Increase General Supplies: pencils, pencil-pouches, sharpeners, markers, staplers, gradebooks/planners, post-it notes, note pads, chart paper, glues, post-it flip charts for small groups, small white boards for small group instructions, folders, etc. All to meet the needs of students in all content areas	1	\$2,990.00	General Supplies	Amendment	\$2,990.00			
Tutorial	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Certified teachers will support (Level 1, Level 2) student learning in grades K-5 in all content areas during afterschool tutorial. Tutorial will reinforce standards and increase student achievement through a small group model of support. Tentative start date is January 2026	15	\$37.00	2	1.5	12	Certified	Original	\$19,980.00
	Certifies teachers will support (Level 1, Level 2) student learning in grades K-5 in all content areas during the day reinforcing standards and increasing student achievement through a small group model of support. Tentative start date is January 2026.	10	\$37.00	2	0.5	12	Certified	Original	\$4,440.00
	(mc) Amend #16/BT 515413- Increased tutorial by 3 weeks	15	\$37.00	2	1.5	3	Certified	Amendment	\$4,995.00

Acct Description	Description											
Charter bus	<b>Item</b>							<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	College & Career Week: AVID College Tour transportation to Lynn University for grades 3-5. Tentatively, September 2025 and February 2026, College Signing Day.							2	\$3,900.00	Original	\$7,800.00	
Out-of-system Tutors	<b>Item</b>				<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	Non-Instructional staff will support (Level 1, Level 2) student learning in grades K-5 in all content areas during the day reinforcing standards and increase student achievement through a small group model of support. Tentative start date is January 2026.				2	\$15.00	2	1.5	12	Non-Certified	Original	\$1,080.00

## 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: \$7,671.25**

<b>Acct Description</b>	<b>Description</b>					
Online subscription	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	SMORE Newsletter: Monthly Newsletter for school-home communication to increase parent engagement.	1	\$299.00	Original	\$299.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Communication Folders	700	\$1.35	General Supplies	Original	\$945.00
	Refreshment for parent trainings (in PFEP)	3	\$100.00	Program Supplies	Original	\$300.00
	Chart paper for parent engagement - parent trainings/meetings	1	\$109.25	General Supplies	Original	\$109.25
	Kindergarten Kick-Off (Marketing Materials including, Pens, Brochures, Cups)	50	\$20.00	Program Supplies	Original	\$1,000.00
	Folders/Post-it Notes for parent trainings/meetings	1	\$70.00	General Supplies	Original	\$70.00
	Copy Paper (white/color) for school-home communication and parent trainings	1	\$1,505.00	General Supplies	Original	\$1,505.00
	Literacy Night (Books for families to use with their students, supplies to make take home activities)	171	\$2.00	Program Supplies	Original	\$342.00
	STEM Night (books for parents to use with their students/materials for hands-on activities)	60	\$5.00	Program Supplies	Original	\$300.00
	Ink for school-home communication and parent trainings	10	\$36.00	Technology	Original	\$360.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Highlighters/Pens/Pencils for parent trainings/meetings	1	\$128.00	General Supplies	Original	\$128.00
	Agenda Book w/ Shipping (send Ordering School Planner) to support school-home communication	700	\$1.59	General Supplies	Original	\$1,113.00
	Amend #16/ BT 515413- Increase Literacy Night (Books for families to use with their students, supplies to make take home activities)	1	\$300.00	Program Supplies	Amendment	\$300.00
	Amend #16/ BT 515413- Increasing Refreshment for parent trainings (in PFEP)	1	\$600.00	Program Supplies	Amendment	\$600.00
	Amend #16 BT 515413- Increase STEM Night (books for parents to use with their students/materials for hands-on activities)	1	\$300.00	Program Supplies	Amendment	\$300.00

## Action Step: Professional Learning

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

**Budget Total: \$238,805.00**

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Teacher Collaboration	Teacher collaboration: K-5 teachers will plan lessons using the BEST standards,	25	\$25.00	4	4	1	Certified	Original	\$10,000.00

Acct Description	Description									
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
Single School Culture Coordinator	analyze data, develop instructional strategies to improve learning outcomes in all content areas. / Tentative start date is July 2025									
Supplies	SSCC will provide PD support to K-5 staff on differentiated and data driven instruction through on-going professional learning, SBT and PLCs in all content areas.									
Single School Culture Coordinator	(Amend 16) SSCC will provide PD support to K-5 staff on differentiated and data driven instruction through on-going professional learning, SBT and PLCs in all content areas. 216 duty days									
Consultants	Item	Quantity	Rate	Supply Type			Type	Total		
	Color paper to support PLCs, Planning, PD	20	\$32.00	General Supplies			Original	\$640.00		
	Copy paper/Chart paper to support PLCs, Planning, PD	1	\$1,350.00	General Supplies			Original	\$1,350.00		
	Printer ink cartridges to support PLCs, Planning, PD	8	\$50.00	Technology			Original	\$400.00		
	General Supplies (pens, highlighters, staplers, markers, dry erase, sharpeners etc)	60	\$6.00	General Supplies			Original	\$360.00		
	Amend #16/BT 51543- Top Score- Training 1/2 day in person	1	\$3,000.00	Amendment				\$3,000.00		

Acct Description	Description																
Stipends	<table border="1"> <thead> <tr> <th data-bbox="447 175 1165 251">Item</th> <th data-bbox="1165 175 1316 251">Quantity</th> <th data-bbox="1316 175 1436 251">Rate</th> <th data-bbox="1436 175 1535 251">Days</th> <th data-bbox="1535 175 1646 251">Hours</th> <th data-bbox="1646 175 1772 251">Weeks</th> <th data-bbox="1772 175 1902 251">Type</th> <th data-bbox="1902 175 2022 251">Total</th> </tr> </thead> </table>									Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total									
Top Score Writing PD, grades 4-5, August 2025-January 2026	10	\$25.00	3	2	2	Original	\$3,000.00										
Single School Culture Coordinator	SSCC will provide PD support to K-5 staff on differentiated and data driven instruction through on-going professional learning, SBT and PLCs in all content areas.																

## Mission Statement

### 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

Name	Title
Jamilah Johnson	Principal
Bristol Bush	AP
Ta'Miyah Lowe	SINGLE SCHOOL CULTURE COORDINATOR
Sydnee Harden	SINGLE SCHOOL CULTURE COORDINATOR

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's meeting was held on February 2, 2025, at 2:30 pm in the media center. We discussed the school's SWP Comprehensive Needs Assessment, PFEP, and Compact. The stakeholder's comments were recorded on the CNA 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 stakeholders were involved determining the Title 1 funding that will support parent engagement during Comprehensive Needs Assessment meeting. This process included looking at data as well to help make decisions in regards to parent engagement. 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 tutorials as well as tutorial support within the classroom "double down instruction". Stakeholders also supported allocating funds for parent trainings supplies and student communication handbooks.

Name	Title
Jamilah Johnson	Principal
Bristol Bush	AP
Ta'Miyah Lowe	SSCC
Sydnee Harden	SSCC

## Annual Parent Meeting

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

The Annual Meeting is scheduled for October 6, 2025 at 2:30pm in the Media Center. The session will be recorded, so that it can be shared on our website for parents, teachers, and the community 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 flyers, Parent Link call-out/text messages/emails, Class Dojo, and school 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. Computers, paper, pens will be needed.

## Staff Trainings

### 1. Staff Training for Parent and Family Engagement #1

- Name of Training

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 implement Classroom Management and 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 behavior and CHAMPS strategies and parent Communication forms/handouts.

- 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

September 2025

- Responsible Person(s)

Bristol Bush

### 3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

Using Technology to Bridge the Gap between School and Home

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

Teachers will learn how to utilize instructional technology and communication technology to improve family support with i-Ready, Class Dojo, and Imagine Learning. In addition, teachers and staff will learn how to share instructional information and resources with parents and families.

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

Staff will develop the practical skills needed to effectively use these technologies for communication, sharing resources, and providing updates to parents/guardians. Staff will learn strategies for using technology in a way that is timely, clear, culturally sensitive, and promotes positive home-school relationships.

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

Teachers will submit samples of information shared about i-Ready reports and Imagine Learning resources on Class Dojo or on parent-teacher conference notes.

- **Month of Training**

February 2026

- **Responsible Person(s)**

Bristol Bush, Ta-Miyah Lowe, and Syndee Harden

## **Parent Trainings**

### **1. Parent and Family Capacity Building Training #1**

- **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 (Science demos/experiments) that support science standards and real-world application.

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

Families and stakeholders will learn how to engage their child(ren) in real-world activities that support the standards related to STEM. This will reinforce the learning concepts taught in the classroom and increase engagement in content.

- **Date of Training**

October 2025

- **Responsible Person(s)**

Sydnee Redlich

- **Resources and Materials**

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

- Amount (e.g. \$10.00)

\$300.00

### 3. Parent and Family Capacity Building Training #2

- 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, parent/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 and Science will be integrated into the ELA instruction.

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

Teachers will host interactive breakout sessions with students and families focused on literacy (phonological awareness, phonics, vocabulary, comprehension, etc. ) activities and strategies that can be implemented at home. Breakout sessions will support the Science of Reading and a variety of sessions will be offered to

- 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 2026

- Responsible Person(s)

Ta-Miyah Lowe

- Resources and Materials

Materials and handouts 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.

- Amount (e.g. \$10.00)

\$300

## 5. Parent and Family Capacity Building Training #3

- Name of Training

Autism Acceptance Night (ASD)

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

To support student learning at home, parent/families will be able to interact with their children and staff in demonstrations and hands-on stations to learn about strategies that are used in inclusion classes that include students with autism but can support all students. In addition, learn how to better engage and have an understanding/acceptance of students with autism. Parents and families will also be able to learn about differentiation used for inclusion classroom that can benefit all students including students with autism. Other Benefits for Parents Access to information and resources: The event can provide parents with valuable information about autism, including available resources and support services. Opportunities to connect with other parents: Networking with other parents can offer emotional support and a sense of community. Enhanced collaboration with school staff: Autism Acceptance Night can strengthen partnerships between parents and school staff, leading to better support for students with autism. Increased awareness and understanding: The event can raise awareness about autism and help to dispel misconceptions, leading to a more supportive school environment for all students.

- 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 about the importance of accepting students with Autism and how to engage their children in real world activities that support the standards related to ASD and all other differentiated instruction that is needed by all students. This will reinforce the learning of concepts at school and increase engagement. Benefits for Students: Improved Academic Performance: Studies have shown that inclusive classrooms can benefit all students, including those without disabilities. Increased empathy, social skills, and a positive school climate can contribute to improved academic performance. By creating an inclusive and informative event, schools can empower all students to become more empathetic, understanding, and accepting members of their community. Increased empathy and understanding: Exposure to different perspectives and experiences can help students develop empathy and compassion towards peers with autism. Improved social skills: Learning about autism can help students develop better social skills and communication strategies. Reduced stigma: By celebrating diversity and promoting acceptance, Autism Acceptance Night can help reduce stigma associated with autism. Sense of belonging: Creating an inclusive environment where everyone feels valued and respected can foster a strong sense of belonging for all students.

- Date of Training

March 2026

- Responsible Person(s)

Bristol Bush and ASD Teachers

- 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.

- Amount (e.g. \$10.00)

\$300.00

## Coordination and Integration

### 1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, 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; photos of events, emails, letters sent home.

- Frequency

By Trimester

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

- Name of Agency

Kevin Smith (Family Church)

- Describe how agency/organization supports families.

This partnership will work with families to model: 1. Building Stronger Relationships 2. Boosting Self-Esteem and Confidence 3. Managing Emotions 4. Making Responsible Decisions 5. Developing Social Awareness 6. Improving Communication Skills 7. Providing Positive Role Modeling 8. Increasing Resilience

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

Communication Evidence (school/organization)/Emails Invitations/permission slips and Sign-In Sheets for Events Active participation in SAC meetings Photos of events, thank you letters

- 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)/Emails Invitations and Sign in Sheets for Classes Photos of events, thank you letters, letters home

- Frequency

By Series

# Communication

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 flyers, 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, invitations, 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.

Evidence will include invitations, 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, assessment results, 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, presentation, and sign sheets.

- **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, flyers offering child care, parent training invitations, agendas, marquee photos, school websites, etc.

## **Accessibility**

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**

English Language Learner (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.

The 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, class dojo). PFEP and Compact in all languages.

- Description

The entire school campus is accessible to those with a physical disability. The school building is ADA-compliant with the availability of disabled parking. Seminole Trails Elementary will use district support resources to offer vision or hearing support as needed. At a minimum, visuals and audio enhancement devices in parent training, activities, and events will be provided. We will contact the ESE Department for more assistance if more support is requested.

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

The evidence will include [photo of staff providing support for parents who are vision or hearing impaired], presentation materials, photos of handicapped parking, ramps, seating, elevators, audio enhancement, agendas, and sign-in sheets.

- Description

Seminole Trails Elementary will provide home visits as needed to share information and connect/referral to Migrant Department. We will share information about available services through Migrant Education Program, distribution of uniforms, school supplies, etc. to help families. We will contact the district's Migrant Office for more support and assistance as needed.

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

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

- **Description**

Seminole Trails Elementary upholds the McKinney-Vento Act and our contact works with our assigned liaison to support families experiencing homelessness. Our contact will communicate with families to assess needs, complete the Student Housing Questionnaire, and reach out to the District or other organizations for support as needed. Students who are experiencing homelessness will be monitored through the School-Based Team.

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

The evidence will include parent phone logs, sample SBT notes, IEP notes, McKinney-Vento program flyer of services offered, completed needs survey, and the Student Housing Questionnaire (SHQ) form (2479), if applicable.

## **Other Activities**

### **1. Activity #1**

- **Name of Activity**

Mom and Dad Event(Donuts with Dads/Moments with Moms)

- **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 once 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

### 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/AVID student of the month program. Our school implements Kiwi Corner (K-2) and Morning Meeting daily to strengthen communication and classroom community.

## SBT/MTSS Implementation

## 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, Behavioral Health Professional (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

## 1. Well-Rounded Education

Seminole Trails Elementary School ensures that all students are provided a well-rounded and inclusive education. Students' needs are carefully reviewed by trimester in Pupil Progression meetings, by Progress Monitoring, 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 be provided additional support in our after school tutorial program. In Professional Learning Communities 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 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

### 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 collaboration, 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 and participate in college/university tours. 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

## 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 Kick-Off event (families are provided multiple opportunities to attend). 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 "Back to School Bash/Meet the Teacher" to meet their new teacher and visit the school and learn about the systems of the school before the school year begins.

## Professional Learning

### 1. Professional Learning

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 including small groups, and develop instructional practices to support the B.E.S.T. standards. Along with the Single School Culture Coordinators for ELA and Math/Science, 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/Educator Support Program by working with a mentor who is trained to support the development and mastery of the Florida Educator Accomplished Practices (FEAPS).

## Recruitment and Retention of Effective Educators

## 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. Lastly, Seminole Trails Elementary collaborates with the school districts EPI and Associate Teacher Program to recruit teachers. 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.