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

ELA

1. List prioritized needs statements.

Comparing FY25 PM 3 (51%) data to overall FY26 PM 2 (33%), data students in 3rd - 5th grade are within _22% of our school-wide end of year proficiency goal. Overall Goal for ELA 55%. FY26 (PM1 vs PM2) Proficiency 3rd Grade: 22% to 34% 4th Grade: 25% to 36% 5th Grade: 22% to 31% FY26 iReady Fall vs. Winter Diagnostics students in grades 3-5 grade level proficiency did increase from: 3rd: 31% to 45% 4th: 29% to 32% 5th: 20% to 31% The overall ELA proficiency increased from 23% to 43%.

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

1. There is a gap in Kindergarten- 2nd grade foundational skills. 2. There is limited time in the ELA instructional block to build necessary background knowledge and vocabulary skills as it relates to comprehension. 3. Lack of parent capacity and knowledge of how to support learning at home. 4. Lack of engagement strategies 5. Teachers (need additional support) struggle with differentiating instruction for ELL students and supporting them in their native language. 6. Teachers struggle with differentiating for ESE students with varying exceptionalities.

3. Share possible solutions that address the root causes.

1. Facilitating and providing teachers with targeted professional development on differentiated instruction facilitated by SSCC. - Opportunities for co-teaching and modeling by veteran teachers -Using the school news to expose students to academic vocabulary daily. 2. Provide parent trainings to reinforce concepts learned and build parent capacity to support learning at home,e focusing on vocabulary and comprehension. - Resources to send home with parents to support guided reading 3. Additional Resources: - iReady Reading Toolbox for differentiated instruction resources for ELL and SWD. 4. Provide opportunities for students to use hands-on learning experiences to support sstudents'learning with vetted resources. - Florida Coach Book (Reading) for at-home learning and additional practice. 5. Stafftrainingss / Teacher PD on explicit reading instruction, gradual release, and instructional planning. 6. iReady Reading consumable to be purchased for small group instruction (2nd - 5th grade) 7. CommonLit subscription for small group instruction and at-home learning 8. Additional resources for PD facilitated by SSCCs. (Summer planning, 1/2 day instructional planning) 9. Additional funding allocated for summer workshops and conferences for school administrators. Focused on the core areas of instruction and relevant teaching practices that are innovative and engaging. 10. Provided extended learning opportunities through tutorial programs (mmorning afternoon, nd during school)

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

- Communication

1. Increased communication through ClassDojo. 2. Sending home parent letters that align with upcoming units in ELA from Benchmark. 3. Teachers will work on strengthening our communication with parents regarding the curriculum and proficiency level expectations and sharing assessment results regularly. 4. As a school, we will continue to provide ongoing communication of Title 1 information through the use of agenda books, callouts, class dojo, the school website/marquee, and flyers being sent home. [Provide flexible meetings when applicable].

- Parent Training

1. Strategies for guided reading at home 2. Choosing a just right book 3. Using online platforms to promote reading at home and accessing digital books 4. Parents will be given literacy materials/activities to help support their child(ren) at home. 5. Use activities at home with student that were shared during parent workshops focusing on foundational skills (phonics, decoding, and vocabulary, comprehension).

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

- School

School will... 1. Provide additional trainings such as a literacy night, to provide families and stakeholders with strategies to promote reading at home 2. Through Parent Workshops, provide activities and resources for families to use at home supporting foundational skills (phonics, decoding, vocabulary, comprehension). 3. Track student progress on all assessments, including iReady, USAs, and FAST assessments. 4. Share student progress with families members promptly. 5. Provide a safe, supportive, and effective learning environment to increase student achievement.

- Students

Students will... 1. Select books to read at home while at school during media. 2. Track their reading at home daily. 3. Track their progress on iReady Reading daily. 4. Practice what is being taught at school to complete their home-learning assignments. 5. Practice activities and strategies at home to foster independence with decoding and encoding words to promote comprehension.

- **Parents**

Parents will... 1. Attend parent trainings, such as Literacy Night (focus on foundational skills: phonics, decoding, vocabulary and comprehension). 2. Openly communicate concerns and be open to feedback as it relates to their child's progress at school. 3. Support the school ensuring their child is completing their home-learning assignments and coming to school daily. 4. Join school and class ClassDojo accounts to communicate with teachers and hear campus news. 5. Monitor and encourage students to read at home.

- **Staff Training**

1. How to effectively communicate with parents and share goals and student data throughout the year. 2. Teachers will be trained on how to build parent capacity during Literacy Night to support student learning at home. 3. Literacy Night focuses on reading, foundational skills, fluency, vocabulary development, phonics, and phonemic awareness.

- **Accessibility**

1. School will continue to provide additional and constant resources both digitally and virtually (meetings and family nights) 2. School will continue to work on strengthening how we partner with ELL families, migrant, and homeless families to keep them engaged and up-to-date with their child's education. 3. All reminders, posters, flyers, and invites will be translated in the native language that makes up the current school demographic.

Math

- 1. **List prioritized needs statements.**

Comparing FY25 PM 3 (58%) data to overall FY26 PM2 (30%) data, students in grades 3-5 are within 31% of our school-wide end of year proficiency goal of 61%. FY25 (PM1 vs PM2) 3rd Grade Proficiency: 11% to 33% 4th Grade Proficiency: 7% to 29% 5th Grade Proficiency: 4% to 21% 6th Grade AMP Proficiency: 41% to 75% FY26 iReady Fall vs. Winter Diagnostics students in grades 3-5 grade level proficiency did increase from: 3rd: 10% to 35% 4th: 28% to 47% 5th: 24% to 33%

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

-Students lack of math fluency and foundational skills -Substitute teacher in 5th grade who needs support with math instruction -Standard support needed for new teachers -Need for more use of math manipulatives -Need for enrichment for on grade level and above students -Grade level gaps (vertical alignment) -Parent are unsure how to best support their child at home to improve math skills.

3. Share possible solutions that address the root causes.

-focus on computations for lower performing students -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) -SSCCs model lessons for new teachers -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 - flexible meetings -Parent letters sent home (Newsletters) -Will work on strengthening our communication with parents regarding the curriculum and proficiency level expectations, 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

-Math Game Night (Make and Take) -Train parents on the new way to do math and math changes -Parents will be given math materials/activities to help support their child at home. (ex: manipulatives) -Digital resources shared with families -Math Night to provide strategies to improve student fluency and foundational skills (basic addition, subtraction, multiplication, division, math vocabulary) at home.

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

• School

-Provide parent and school trainings -Provide additional and differentiated 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

-Actively engage in math lessons and apply strategies to strengthen their understanding. -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 including class work and homework completion. -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. -Manipulatives trainings (how and when to use) -Professional Development and PLCs with SSCCs on differentiated instruction and scaffolding.

• Accessibility

-Additional guides for digital/virtual learning -We will work on strengthening how we partner with limited English proficiency families, migrant and homeless families to help them be more knowledgeable and engaged in their child's education. -Math Vocabulary Cognates -Scaffolded anchor charts in math journals for reference

Science

1. List prioritized needs statements.

On the FY25 SSA, 5th Grade students performed overall proficiency of 42% and the FY26 Science Diagnostics a proficiency of 21%. Our goal for this school year proficiency is 52% Note: Diagnostic was changed this year.

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

-Need for support in PLCs for teacher background knowledge -Lack of equipment/resources for hands-on labs for students -Need to develop and use a K-5 vertical science progression -Science Vocabulary instruction limited in grades K-4 -Students pulled during science for differentiated instruction/intervention -Lack of student prior knowledge -Need for more hands-on labs for students -Parent are unsure how to best support their child at home to improve math skills.

3. Share possible solutions that address the root causes.

-Professional Development from Instruction Leaders (SSCCs) in science -Professional Learning Communities (PLCs) that focus on science instruction, data analysis, and planning -Science lab during fine arts -Daily science homework in grades K-5 -Science "Word of the Day" on morning announcements -STEM School Wide Activities -Generation Genius digital resource to support science instruction -Provide extended learning opportunities through tutorial programs for science during the morning, afterschool, Spring Break, etc. -Provide opportunities for students to use hands-on experience/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. -Vocabulary Competitions to improve student vocabulary knowledge

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

• Communication

-Continue to provide ongoing communication of Title 1 Information through the used of agenda books daily, parent link call outs/emails, Class Dojo App, School's District Website, and on campus Marquee -Parent letters and newsletter with information including science information and resources -Work on strengthening and improving communication with parents regarding the science curriculum and student proficiency level expectations and sharing assessment results and student academic progress.

- Parent Training

-Science STEM Nights for students and families (including strategies and resources for supporting science instruction and learning at home) - Vocabulary Support through training opportunities for families -Science Project training for parent to support students at home.

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

- School

-Provide families with science activities and instructional resources to support learning at home with a focus on science vocabulary. -Provide consistent and standards aligned science instruction across all grade levels using district approved resources such as McGraw Hill, J & J Bootcamp, and Generation Genius.

- Students

-Actively participate in hands-on science learning activities. -Engage in learning experiences that support understanding of the scientific method. - Complete science homework K-5 -Focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (strategies to work on at school and home).

- Parents

-Attend science parent workshops and STEM Night -Monitor science homework completion. -Focus on science vocabulary and scientific process in grades K-5 to increase student proficiency (strategies to implement at home).

- Staff Training

-Hands-on learning training/real life application (instruction to relate to real-life) -Staff Trainings to assist teachers in communication between school and parents to support student success and to build parent capacity with STEM related activities (STEM Night) -Focus on vocabulary and scientific process

• Accessibility

-Digital resources and additional science support guides for students and families -Work to strengthen how we partner with ELL, ESE, families with disability, migrant, and families experiencing homelessness to help with improving knowledge and engagement in their child's education - (Focus on science vocabulary and scientific process)

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: \$89,166.00

Acct Description	Description								
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Non-Instructional Staff will support (Level 1, Level 2) student learning in grades K-5 in all content areas during the day reinforcing standards to increase student achievement through a small group model of support. Tentative start date is January 2027	2	\$18.00	5	6	10	Non-Certified w/ Degree	Original	\$10,800.00
Certified Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will support (Level 1, Level 2) student learning in grades K-5 in all content areas during afterschool	15	\$37.00	2	1.5	18	Certified	Original	\$29,970.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	tutorial. Tutorial will reinforce standards and increase student achievement through a small group model of support. Tentative start date is October 2026								
Supplies									
	Item			Quantity	Rate	Supply Type		Type	Total
	iReady ELA Consumable Workbooks for 2nd-5th			320	\$20.00	Instructional Materials		Original	\$6,400.00
	J & J Science Bootcamp Student Consumables Pack for 5th grade (25 students books)			5	\$350.00	Instructional Materials		Original	\$1,750.00
	Cases of Paper			45	\$43.00	General Supplies		Original	\$1,935.00
	Measuring Up Workbooks for Grades 5 (Manipulatives for Science Tutorial)			1	\$2,585.00	Instructional Materials		Original	\$2,585.00
	Teacher Carts			1	\$534.50	General Supplies		Original	\$534.50
	J&J Science Bootcamp Student Practice Drill Book 5th Grade			5	\$250.00	Instructional Materials		Original	\$1,250.00
	Performance Coach Workbooks ELA/Math Grades 3-5			1	\$2,225.00	Instructional Materials		Original	\$2,225.00
	Velcro to support visuals for ASD student's communication boards			14	\$1.00	General Supplies		Original	\$14.00

Acct Description	Description				
Computer HW; non-cap	Item	Quantity	Rate	Type	Total
	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
Online subscription	Item	Quantity	Rate	Type	Total
	Common Lit School Essentials Pro, ELA, Grades 3-5, 350 students	1	\$3,400.00	Original	\$3,400.00
	McCarthy Math All Access Bundle Grades K-5, 700 students	1	\$200.00	Original	\$200.00
	Generation Genius Science & Math, Grades K-5, 700 students	1	\$175.00	Original	\$175.00
	Reflex Math - Site License Bundle [MATH]- extra practice for grades 3-5, 350 students	1	\$3,600.00	Original	\$3,600.00
	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, 350 students	1	\$2,999.00	Original	\$2,999.00
Charter bus	Item	Quantity	Rate	Type	Total
	College & Career Week: AVID College Tour - transportation to Lynn University for grades 3-5. Purpose: AVID Elementary helps students develop a college- and career-ready mindset by exposing them to future pathways. This encourages students to set academic goals and develop aspirations for success. The college tour is tentatively, scheduled for February 2027.	2	\$4,000.00	Original	\$8,000.00

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: \$5,260.00

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Kindergarten Kick-Off: Marketing Materials, Banners, Signage, Pens, Brochures, Cups	50	\$20.00	Program Supplies	Original	\$1,000.00
	Communication Folders (708 x \$1.35 = 955.80)	1	\$955.00	General Supplies	Original	\$955.00
	Ink for School-Home communication and parent trainings	10	\$50.00	Technology	Original	\$500.00
	Books for families to use with their students, supplies to make take home activities (Literacy Night)	200	\$2.00	Program Supplies	Original	\$400.00
	Copy Paper (white/color) for School-Home communication and parent trainings	1	\$1,505.00	General Supplies	Original	\$1,505.00
	Refreshment for parent trainings (in PFEP)	3	\$300.00	Program Supplies	Original	\$900.00

Action Step: Professional Learning

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

Budget Total: \$222,828.00

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	K-5 teachers will plan lessons using the BEST standards, analyze data, develop instructional strategies to improve learning outcomes in all content areas.	10	\$25.00	4	4	1	Certified	Original	\$4,000.00
Single School Culture Coordinator	The Single School Culture Coordinator (260 DD) will provide PD support to K-5 staff on differentiated and data driven instruction through on-going professional development, School Based Team (SBT) and Professional Learning Communities (PLCs) in all content areas.								
Coach	The Instructional Coach will support all students and teachers with resources, coaching, planning tutorials and monitoring data of prioritized groups as aligned to our school improvement plan (K-5 grade).								

Mission Statement

1. Mission Statement

Our school strives to empower families to support their child’s cognitive and social-emotional (including Skills for Learning and Life) 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
Robert Moore	Community Member
Maria Moore	Community Member
Christina Morrow	Parent

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 School Advisory Council (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 Comprehensive Needs Assessment (CNA) Stakeholder's meeting was held on February 1, 2026, 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 (CNA) 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 in school and after school 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
Robert Moore	Community Member
Christina Morrow	Parent
Maria Moore	Community Member

Annual Parent Meeting

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

The Annual Meeting is scheduled for October 5, 2026 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 (sent home with students), Parent Link call-out/text messages/emails, Class Dojo, and school marquee. *Sent in various languages.

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. CLFs will be scheduled to support translations needed. Other materials - SWP (PFEP, Components), School Compact, sign-ins, evaluations

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Let's Talk: Parent Communication Strategies (Variety of Communication Strategies and Parent Conferences)

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

Staff will learn how to effectively implement communication and conference strategies to create a clear line of communication that supports student academic growth. Effective communication is a learned skill that saves time and reduces stress. This training will provide staff with a professional toolkit for navigating the complexities of parent-teacher dynamics. From drafting high-clarity emails to managing high-stakes conferences, we will focus on maintaining professional boundaries while delivering data-driven insights with empathy.

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

Equip teachers with effective strategies for building positive, productive relationships with families through clear communication and meaningful parent conferences. By strengthening communication skills, teachers can increase family engagement, build trust, address concerns proactively, and create stronger partnerships that support student success academically, socially, and emotionally. The training will also help teachers approach conferences with greater confidence, professionalism, and empathy, leading to more collaborative and solution-focused conversations with parents.

- What will teachers submit as evidence of implementation?

Teachers will submit evidence of parent communication including but not limited to Parent Conference Notes, Emails, and Class Dojo communication. Teachers will also complete an evaluation of the training.

- Month of Training

September 2026

- Responsible Person(s)

Bristol Bush

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Academic Strategies for Student Success

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

-Teachers learn how to: Explain test-taking skills in simple, family-friendly language Provide short, manageable learning activities for families - Teacher will learn how to provide: Assist parents with preparing their child for assessments (test readiness tips) and confidence-building activities Reading and math support strategies Family engagement challenges leading up to testing

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

-Increased family participation and communication -Stronger at-home support for reading, math, and study skills -Improved attendance and consistent learning routines -Greater alignment between school expectations and home support -Increased student readiness and academic performance on spring assessments

- What will teachers submit as evidence of implementation?

-Class Dojo communication of assessment support being shared with parents -Home learning that support family engagement

- Month of Training

February 2027

- Responsible Person(s)

Bristol Bush

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 and 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 curriculum and standards.

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

The staff will facilitate stations that will include demonstrations and hands-on science demos and experiments that support science standards, curriculum, 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, increase engagement in content and support home and school connection.

- Date of Training

October 2026

- Responsible Person(s)

Ta-Miyah Lowe and Bristol Bush

- Resources and Materials

Materials will be purchased to create and provide families with hands-on science learning activities and engagement in science content.

- 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 support literacy Kindergarten through 5th grade.

- 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 2027

- Responsible Person(s)

Ta-Miyah Lowe and Bristol Bush

- Resources and Materials

Materials and handouts will be provided to families to engage in the activities (hands-on) both during the event and at home. Light refreshments will be served to parents and families in attendance.

- Amount (e.g. \$10.00)

\$300.00

5. Parent and Family Capacity Building Training #3

- Name of Training

Autism Acceptance 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 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.

- 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.

- Date of Training

March 2027

- Responsible Person(s)

Bristol Bush, Sydney Parks, and Annamarie Mitrovich

- **Resources and Materials**

Materials will be purchased and provided to families to engage in hands-on learning. Agenda, evaluation, and presentation (hands-on/engagement included) for families. 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 such as transportation and support to assist them with basic needs such as clothing 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. Documentation will also include School Base Team meeting notes for McKinney Vento cases.

- **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 support by Family Church and Pastor Kevin and 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 (English, Spanish, Creole, Portuguese) 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. Additionally - School Parent Compact, PFEP summary, Parent's Right-to-Know letters, out-of-field teacher letters

- 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 English Language Learner (ELL) Parent Leadership Council, and sample conference notes from conferences held throughout the school year.

- Description

Seminole Trails Elementary will inform parents about forms of academic assessments (FAST and iReady) 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 (CNA) 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. The parade will support student vocabulary development and comprehension. 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, Behavioral Health Professional, and Co-located Therapist 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 Resiliency Palm Beach/AVID student of the month program. Our school implements Kiwi Corner (K-2) and SLL (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 (SSCC), 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 such as SWPBIS and 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 such as calming corners 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 K-5 students' progress are monitored carefully and students demonstrating a need may 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 and Regional support 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. 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 five 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, develop instructional practices to support the B.E.S.T. standards, and gather resources. Along with the Single School Culture Coordinator for ELA and Math/Science, the staff from Seminole Trails Elementary School also participates in professional development (learning) from staff at the regional and district level. All teachers participated in pre-school training offered by the district. Other vehicles for professional learning include our teachers participating in the Math and Literacy Cadre professional development modules. Teachers also participate in Professional Learning 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 being a member of our team. Seminole Trails welcomes and encourages interns and practicum students 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 Coordinator and Instructional Coach. Teachers also receive support from 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 after school tutorial.