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

ELA

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

1. List prioritized needs statements.

Comparing FY23 PM 3 data to overall FY24 PM 2, data students in 3rd - 5th grade are within 17% of our school-wide end of year proficiency goal. 3rd Grade: 32% to 34% : GOAL: 40% +6 4th Grade: 39% to 22% : GOAL: 45% +17 5th Grade: 33% to 37% : GOAL: 43% +9 FY24 iReady Fall vs. Winter Diagnostics students in grades 3-5 grade level proficiency did increase from: 3rd: 34% to 46%, 4th: 22% to 28% and 5th: 27% to 36%. However, that still leaves an average of 57% if students working below grade level

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

- Teachers struggle with differentiating instruction for ELL students. -There is profound 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

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 Additional Resources: -A supply of printer ink for SSCC's who print and share data with teachers on a constant basis -iReady Reading toolbox for differentiated instruction resources for ELL students and SWD. -Florida Coach Book (Reading) as a resource for at-home learning and additional practice. -Staff trainings/ Teacher PD on explicit reading instruction and planning. - Resources to send home with parents to support with guided reading. -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 -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

- Parents

-Monitor and encourage student(s) to read at home. -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. -Ensuring that students attend school every day on time and ready to learn.

- 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

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

1. List prioritized needs statements.

Comparing FY23 PM 3 data to overall FY24 PM2 data, students in grades 3-5 are within 20% of our school-wide end of year proficiency goal. 3rd Grade Proficiency: 44% to 31% GOAL: 58% 4th Grade Proficiency:47% to 9% GOAL: 55% 5th Grade Proficiency: 36% to 19% GOAL: 50% 6th Grade AMP Proficiency: 71% to 95% GOAL : 100% FY24 iReady Fall vs. Winter Diagnostics students in grades 3-5 grade level proficiency did increase from: 3rd: 11% to 30%, 4th: 19% to 36% 5th: 25% to 43%. However, that still leaves about 70% of our students working below grade level.

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

-Students struggle with foundational skills (multiplication and division facts) -Grade level gaps (Vertical alignment) -Key words and vocabulary limited -comprehension of word problems -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 -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. -SSCCs have the resources to print/analyze data with teachers -Purchase additional math resources that will support ELL and SWD in math -Admin will attend math PD for the SSCCs to support teachers during PLC -Having a Single School Culture for Home work -Digital resource where videos could b 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.)

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

- Communication

-Dojo -Parent letters -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.

- **Students**

-practice fluency skills at home -Master and practice fluency skills -Do home learning -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.

- **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

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

1. List prioritized needs statements.

On the FY23 SSA, 5th Grade students performed overall proficiency of 41% and the FY23 Science Diagnostics a proficiency of 46%. On the FY24 District Winter Diagnostics, 5th grade students overall proficiency score is currently at 48%.

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 -Generation G digital resource to support science instruction -Lack of student prior knowledge -Lack of equipment to do hands-on labs for our students -Resources for PD Facilitated by SSCCs (Common Planning and Pre-School Planning) -Consumables to support science instruction -Lack of materials/resources/online technology

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.

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. -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.

- **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: \$111,310.75

Acct Description	Description											
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="430 211 1449 292">Item</th> <th data-bbox="1459 211 1606 292">Quantity</th> <th data-bbox="1606 211 1774 292">Rate</th> <th data-bbox="1774 211 1900 292">Type</th> <th data-bbox="1900 211 2016 292">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total						
	Item	Quantity	Rate	Type	Total							
	McCarthy Math All Access Bundle- Grades 3-5 / School site license	1	\$200.00	Original	\$200.00							
	Generation Genius Science & Math - Grades K-5 / School site license	1	\$175.00	Original	\$175.00							
	Top Score Writing- curriculum to support writing in grades 4-5 / School site license	1	\$5,500.00	Original	\$5,500.00							
	IXL will be used for Math/Science intervention and remediation resources for grade levels 3-5 from August - June 30, 2025 / School site license	1	\$3,000.00	Original	\$3,000.00							
	iReady Reading Toolbox- will provide access for K-5 teachers to implement differentiated instruction/interventions [ELA] / School site license	1	\$5,400.00	Original	\$5,400.00							
Reflex and Frax Site License Bundle [MATH]- extra practice for grades 3-5 / School site license	1	\$5,000.00	Original	\$5,000.00								
Supplies	<table border="1"> <thead> <tr> <th data-bbox="430 925 1228 998">Item</th> <th data-bbox="1239 925 1386 998">Quantity</th> <th data-bbox="1386 925 1533 998">Rate</th> <th data-bbox="1533 925 1774 998">Supply Type</th> <th data-bbox="1774 925 1900 998">Type</th> <th data-bbox="1900 925 2016 998">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
	Item	Quantity	Rate	Supply Type	Type	Total						
	Velcro to support visuals for ASD student's communication boards	10	\$1.53	General Supplies	Original	\$15.30						
	iReady Math Consumables Workbooks for 2nd - 5th grades	250	\$20.00	Instructional Materials	Original	\$5,000.00						
	Horizontal Chart for Data Tracking	10	\$18.00	General Supplies	Original	\$180.00						
J & J Science Bootcamp Teacher Guide 5th grade	2	\$55.00	Instructional Materials	Original	\$110.00							

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Laminating Sheets (pack of 50)	3	\$33.00	General Supplies	Original	\$99.00
	White copy paper (case) to use for teachers to make copies of student ELA, Math, Science, Social Studies and Intervention lessons	55	\$35.00	General Supplies	Original	\$1,925.00
	J &J Science Bootcamp Student Practice Drill Book 5th grade	5	\$250.00	Instructional Materials	Original	\$1,250.00
	iReady ELA Consumables workbooks for 2nd-5th	250	\$20.00	Instructional Materials	Original	\$5,000.00
	General Supplies	1	\$526.50	General Supplies	Original	\$526.50
	Shipping	1	\$10.00	Instructional Materials	Original	\$10.00
	J &J Science Bootcamp Student Consumables Pack (25 student books per) for 5th grade	5	\$350.00	Instructional Materials	Original	\$1,750.00
	Allocation differential per survey 3 data reducing listed supplies.	1	-\$577.25	General Supplies	Original	-\$577.25
Resource Teacher	0.5 School-Based Team Leader will provide RTI/Support leading the SBT team in 1-3 tier support for ELA and Math. Analyzing, receiving, and reviewing data prepared by teachers to ensure students in grades K-5 receive the supplemental support they need.					

Acct Description	Description																		
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="422 203 1010 293">Item</th> <th data-bbox="1014 203 1157 293">Quantity</th> <th data-bbox="1161 203 1278 293">Rate</th> <th data-bbox="1283 203 1379 293">Days</th> <th data-bbox="1383 203 1488 293">Hours</th> <th data-bbox="1493 203 1610 293">Weeks</th> <th data-bbox="1614 203 1757 293">Certified</th> <th data-bbox="1761 203 1892 293">Type</th> <th data-bbox="1896 203 2024 293">Total</th> </tr> </thead> </table>		Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	15	\$37.00	2	1.5	12	Certified	Original	\$19,980.00
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total											
Extra Periods	Certified Teachers will support students (Level 1, Level 2) in grades K-5 with all content areas during the day, reinforcing standards and increasing student achievement through a small group model of support. The tentative start date is January 2025 (5 teachers, 2 days, 1 hour, and 12 weeks at \$37.00 an hour)																		
Computer HW; non-cap	<table border="1"> <thead> <tr> <th data-bbox="422 805 1520 896">Item</th> <th data-bbox="1524 805 1667 896">Quantity</th> <th data-bbox="1671 805 1776 896">Rate</th> <th data-bbox="1780 805 1906 896">Type</th> <th data-bbox="1911 805 2024 896">Total</th> </tr> </thead> </table>					Item	Quantity	Rate	Type	Total	440	\$4.53	Original	\$1,993.20					
Item	Quantity	Rate	Type	Total															
	Headphones to be used for student instruction and to support student learning when using computer devices for all grades and all content areas.																		

Action Step: Parent/Family Engagement

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

Budget Total: \$4,839.25

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Agenda Book w/ Shipping to support school-home communication	700	\$1.59	General Supplies	Original	\$1,113.00
	Folders for parent trainings/meetings	1	\$50.00	General Supplies	Original	\$50.00
	Post -it Notes for parent trainings/meetings	2	\$10.00	General Supplies	Original	\$20.00
	Literacy Night (Books for families to use with their students, supplies to make take home activities) {Trainings in the PFEP}	100	\$2.00	Program Supplies	Original	\$200.00
	STEM Night (books for parents to use with their students/materials for hands-on activities) {Trainings in the PFEP}	100	\$5.00	Program Supplies	Original	\$500.00
	Pencils for parent trainings/meetings	10	\$4.00	General Supplies	Original	\$40.00
	Pens for parent trainings/meetings	10	\$5.00	General Supplies	Original	\$50.00
	Communication Folders	250	\$1.35	General Supplies	Original	\$337.50
	Ink for school-home communication and parent trainings	10	\$36.00	Technology	Original	\$360.00
	Chart paper for parent engagement - parent trainings/meetings	1	\$108.75	General Supplies	Original	\$108.75
	Colored Paper for school-home communication and parent trainings	20	\$32.00	General Supplies	Original	\$640.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Copy Paper for school-home communication and parent trainings	15	\$32.00	General Supplies	Original	\$480.00
	Kindergarten Round-Up (Books and materials for parents to use with their students)	128	\$5.00	Program Supplies	Original	\$640.00
	Highlighters for parent trainings/meetings	10	\$5.00	General Supplies	Original	\$50.00
Online subscription	Item	Quantity	Rate	Type	Total	
	SMORE Newsletter - Monthly Newsletter for school-home communication to increase parent engagement.	1	\$250.00	Original	\$250.00	

Action Step: Professional Development

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

Budget Total: \$248,672.00

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	K-5 Teachers will work together planning lessons using the BEST standards, analyzing data, developing instructional strategies to improve learning outcomes	50	\$25.00	3	4	1	Certified	Original	\$15,000.00

Acct Description	Description									
	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	in all content areas. / Tentative start date is July 2024.									
	3-5 Teachers will plan lessons using the BEST standards, analyze data, develop instructional strategies to improve learning outcomes in all content areas. / Tentative start date is January 2024		15	\$25.00	1	4	1	Certified	Original	\$1,500.00
Single School Culture Coordinator	SSCC will provide PD support to K-5 staff on differentiated and data-driven instruction through on-going professional development, SBT, and PLCs in all content areas. 260 days									
Online subscription	Item						Quantity	Rate	Type	Total
	ASCD Educational Leadership Membership - premium online subscription - digital plus, provides online learning tools, publications, and practical solutions from education experts and award-winning authors to support educators as they learn, teach, and lead.						2	\$275.00	Original	\$550.00
Supplies	Item			Quantity	Rate	Supply Type		Type	Total	
	Copy Paper to support PLCs, Planning, PD			15	\$35.00	General Supplies		Original	\$525.00	
	Chart Paper to support PLCs, Planning, PD			22	\$30.00	General Supplies		Original	\$660.00	
	Printer ink and cartridges to support PLCs, Planning, PD			4	\$50.00	Technology		Original	\$200.00	
Single School Culture	SSCC will provide PD support to K-5 staff on differentiated and data-driven instruction through on-going professional development, SBT, and PLCs in all content areas. 260 days									

Acct Description	Description
Coordinator	

Mission Statement

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

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

1. Mission Statement

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

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Bristo Bush	AP
Jamilah Johnson	Principal
Ta'Miyah Lowe	SSCC
Sydnee Redlich	SSCC
Katherine Winnie	Reading Coach
Rosenita Delva	ASD Coach
Dennisha Kackson	Parent
Brielle Rivera	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 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 5, 2024, 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
Briston Bush	AP
Jamilah Johnson	Principal
Ta'Miyah Lowe	SSCC
Sydnee Redlich	SSCC
Brielle Rivera	Parent
Maria Moore	Community Member

Annual Parent Meeting

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

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

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;

- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

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

The Annual Meeting is scheduled for October 7, 2024, at 2:30 pm 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 a flyer, Parent Link call-out/text message/email, Class Dojo and marquee.

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

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

Staff Trainings

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

1. Staff Training for Parent and Family Engagement #1

- **Name of Training**

Best Practices for Effective Communication with Parents using Class Dojo as a line of communication

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

Teachers and staff will learn how to effectively use Class Dojo to communicate with parents and families using the features which include messaging and sharing of stories on the class page. 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?

Parents and families will be able to engage with teachers on Class Dojo as well as stay up to date on events and activities happening in the classroom and at the school. In addition, learn about instructional resources available to support instruction at home. The goal is to increase parent and family participation in school events.

- What will teachers submit as evidence of implementation?

Teachers will submit a sample of Class Dojo stories and messages posting as well as a list of families linked to their Class Dojo. Teachers will be expected to post on their Class Dojo story page at least once a week.

- Month of Training

August 2024

- Responsible Person(s)

Bristol Bush

2. Reflection/Evaluation of Training #1

- Name and Brief Description

Best Practices for Effective Communication with Parents using Class Dojo. During this staff training, teachers and staff will learn how to effectively use Class Dojo and other effective strategies to communicate with parents and families using the features which include messaging and Class Story. The communication strategies will help to improve parent engagement and keep families informed about student performance and school systems and activities.

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

CHAMPS Strategies for Effective Classroom Management and Parent Communication

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

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

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

Parents and families will be aware of classroom expectations. This information will be communicated regularly to inform parents of student behavior using CHAMPS strategies and parent Communication forms/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 2024

- Responsible Person(s)

Bristol Bush

4. Reflection/Evaluation of Training #2

- Name and Brief Description

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

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

Parent Trainings

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

1. Parent and Family Capacity Building Training #1

- Name of Training

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

- Date of Training

October 2024

- Responsible Person(s)

Sydnee Redlich

- Resources and Materials

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

- Amount (e.g. \$10.00)

\$300

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 provide a choice for parents and families.

- **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 2025

- **Responsible Person(s)**

Ta-Miyah Lowe

- **Resources and Materials**

Materials and handouts will be provided to families to engage in activities both during and 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 (ASD) Acceptance Night

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

To support student learning at home, 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-worlds 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 2025

- Responsible Person(s)

Bristol Bush and ASD Staff

- 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

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

- Name of Agency

Homeless/McKinney Vento Contact

- Describe how agency/organization supports families.

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

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

A log will be maintained and periodically reviewed of communication and support provided through McKinney Vento; photos of events, emails, letters sent home.

- Frequency

By Trimester

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

- Name of Agency

The Boys and Girls Club/ Project FACT

- Describe how agency/organization supports families.

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

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

Communication Evidence (school/organization)/Emails Invitations 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

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

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

- Description

Seminole Trails will provide timely information about Title I programs, meetings, and other activities using 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-in 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

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

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

- **Description**

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

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

Evidence will include agendas for Parent Leadership Council Meetings. Additional evidence will include conference notes reflecting translation services and translated school communications (flyers, call-outs, invitations, 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 Dept. for more assistance if more support is requested.

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

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 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.**

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 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.**

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

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

1. Activity #1

- **Name of Activity**

Mom and Dad Event (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 twice a year.

2. Activity #2

• Name of Activity

Vocabulary Parade

• Brief Description

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

3. Activity #3

• Name of Activity

N/A

• Brief Description

N/A

Building Non-Academic Skills

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

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

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

SBT/MTSS Implementation

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

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

1. SBT/MTSS Implementation

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

Provision of a Well-Rounded Education

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

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

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

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

1. Well-Rounded Education

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

Post-Secondary Opportunities and Workforce Readiness

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

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

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

1. Post-Secondary Opportunities and Workforce Readiness

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

Transition From Early Childhood to Elementary School

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

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

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

1. Transition to Elementary School

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

Professional Development

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

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

1. Professional Development

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

Recruitment and Retention of Effective Educators

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

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office

Retention:

- Orientation
- Mentoring/Peer Teacher

- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

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