Duval County Public Schools

Kings Trail Elementary School

2015-16 School Improvement Plan

Kings Trail Elementary School

7401 OLD KINGS RD S, Jacksonville, FL 32217

http://www.duvalschools.org/kingstrail

School Demographics

School Type	2014-15 Title I School	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	Yes	75%

Alternative/ESE Center	Charter School	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	83%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	B

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to challenge our learners to reach global standards through engaging experiences, and motivating opportunities.

Provide the school's vision statement

Kings Trail Elementary is a dedicated learning community.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
Cultural Contributions
Women's Contributions
We work with the Office of Equity and Equality and the Office of Professional Standards to develop staff understanding of the cultural diversity of the adults and students in our building. We have on-campus support staff to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice. We have school wide methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction with teachers and students. We partner with the ESOL department to train the staff as needed about the appropriate strategies to use with ELL students.
We will assure that all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations to all stakeholders. To further this, Kings Trail will embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts). In partnership with the Center for Language and Culture and the University of North Florida we will provide events to highlight our cultural diversity and develop student and teacher understanding of the strength in diversity.

Describe how the school creates an environment where students feel safe and respected before, during and after school

At Kings Trail Elementary we are dedicated to creating an environment where our students feel safe. Our teachers will participate in professional development on social-emotional learning by creating a positive, caring and supportive school community. This will include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports.
We will also develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental supports based on identified student need, and intensive supports students to school-based and community resources.
We will ensure that adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of all kinds.
We will provide professional development for respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and throughout our campus. We will also survey our students and parents to ensure that they feel safe and respected everyday. We will create an environment where the characteristics of safety and

respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Universal Guidelines and behavior expectations (Code of Conduct) taught twice a year to ensure students are aware of school expectations. We will also ensure teachers are trained in classroom management strategies (CHAMPS, etc.) Our positive behavior team reviews classroom data to ensure students are engaged while in class. By ensuring that differentiation of instruction is taking place to meet the needs of all students, teachers will convey and review expectations for each learning activity. Students have opportunities to recognize each other with Golden Eagle Tickets for teamwork and cooperation.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

We have a school based team that meets weekly to discuss students with barriers to academic and social success. We have assigned mentors to students identified with academic or behavioral concerns. Our staff will engage in core, supplemental, and intensive support to accommodate the needs of all students. We will also utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

n/a

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	14	13	9	11	5	6	58
One or more suspensions	1	0	3	2	2	1	9
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	36	0	0	36

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level 5	Total
Students exhibiting two or more indicators	1	1

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

We will utilize attendance reporting to identify students who have attendance, behavioral or academic concerns that impact student achievement. We will proactively address absences to build opportunities for student success by ensuring daily, on time attendance. Our teachers are aware of procedures for notification after students are identified. Progress monitoring plans are created to track progress. We will monitor best practices with RTI to ensure students are being serviced in a timely manner.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/53258.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We will provide engaging and comprehensive monthly programs done in partnership with families and community members. These programs are designed to help students and communities to engage in the school environment. Many children need more individualized learning time beyond the school day and year, and they need help completing their homework. By providing a parent resource center we will engage parents with opportunities to check out and use resources to augment the education of their students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Shubert, Sanethette	Principal
Curran, Robert	Instructional Coach
Struska, Paul	Assistant Principal
Reis, Luisa	Administrative Support
Van Hise, Meghann	Instructional Coach
Kohn, Dwyane	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Sanethette Shubert (Principal)
The Principal will provide leadership and administration which will motivate instructional and support personnel to strive for superior performance so as to provide the best possible opportunities for student growth and development, both educationally and personally.
The principal will maintain an environment that is safe and inviting for all students. Evaluations of staff and faculty are done by her to provide improvement to their professional practices. She will provide a behavioral system that is fair and promotes restorative justice. Ms. Shubert evaluates the social, emotional, and educational needs of the students in the building based on current data. She will help all teachers to implement the Florida Standards which strategically point students to being College and Career ready. Students are challenged by her to reach their highest potential.
Ms. Shubert is involved in professional development of our staff and faculty. This professional development will be focused on developing the understanding and implementation of DUVAL Reads, DUVAL Math, Science, and the Florida Standards for all content areas.
Ms. Shubert will communicate with parents regarding school-based RtI plans and activities. She develops, articulates, and uses a shared vision of instructional excellence to guide and define decisions.
Paul Struska (Assistant Principal) will assist in the development of teachers through consistent, bite-sized feedback to improve instruction and classroom environments for all students. He will assist in the development and implementation of procedures and systems to provide a safe environment for all students, staff, and stakeholders.
Christy Sotolongo (Guidance Counselor)
She provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school guidance counselor continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. The school counselor also assists in supporting teachers with the RtI process by meeting with teachers weekly to provide support for intervention fidelity, documentation, curriculum selection and more. As school counselor she also, helps to monitor or students with IEP's to make sure they are receiving services that are allocated through their plan. She will ensure Cumulative folders are maintained and contain recent information on students with disabilities.
Luisa Reis (Reading Interventionist) collaborates with the leadership team and general education teachers regarding literacy interventions, accommodations, and modifications for Tier 2 and Tier 3 students in reading. Luisa assesses student data and works with the classroom teacher to develop RtI plan that supports the student's needs. Various interventions are used including but not limited to Barton Reading and Spelling System, Leveled Literacy Intervention, DAR-TTS, and i-Ready Reading Tool Kit. Students are pulled for interventions that address learning priorities to help remediate academic deficiencies..
Robert Curran (Math Coach) supports the professional growth of school mathematics teachers by developing content knowledge. He will enhances math instruction and student growth through the use of student data. Will collaborate with teachers to target students specific needs to drive instruction and center activities. He will support teachers in the implementation of Duval Math curriculum and blended learning centers.
Meghann Van Hise (Reading Coach) supports the professional growth of English Language Arts teachers by developing content knowledge and implementation of the Duval Reads curriculum. She will enhance reading instruction through the use of data to group students and drive instructional planning. She will facilitate professional learning communities on the reading process and guided reading (teacher led) and other data driven literacy centers.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and

supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The School Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The School Leadership Team finalizes the plan.
The School Improvement Plan is the guiding document for the work of Kings Trail Elementary. The School Leadership Team will regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used MTSS/RtI to inform instruction and made mid-course adjustments as data are analyzed.
Title I, Part A
Title I monies fund teachers, paraprofessionals, math instructional coach. These services are provided to ensure that students receive targeted instruction in order to close the achievement gap between high- and low-performing children at Kings Trail Elementary. Our goal is to distribute and target resources, improve and strengthen accountability, ensure students have access to effective, scientifically based instructional strategies and challenging academic content. The principal, Assistant Principal, reading instructional coach, math instructional, and leadership team will help teachers analyze assessments, monitor student achievement, and prepare teachers with training on curriculum and instructional materials.
Title III
Services funded for the Cultural Learning Center provide support for our English Language Learners (ELL) students and their families.
Supplemental Academic Instruction (SAI)
SAI funds will be added to already existing funds to support remediation of students in grades 3rd-5th for tutoring.
Nutrition Programs
The school participates in the Breakfast in the Classroom (BIC) program which provides a nutritious breakfast for all students.
Violence Prevention Programs
PBIS, Foundations, Second Step Bullying, and CHAMPS Programs

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dwyane Kohn	Education Support Employee
Jillian Merchant	Parent
David Foster	Business/Community
Luisa Reis	Teacher
Sanethette Shubert	Principal
Alexandra Garcia-Bicknell	Teacher
Meghann Van Hise	Education Support Employee
Chrissy Struska	Education Support Employee
Marjani Brady-SImpson	Education Support Employee
Jason Colonna	Business/Community
Jake Bicknell	Business/Community
Khaliah Phelps	Student
Rebecca Mitchell	Parent
Erika Abernathy	Parent
Dilico Perez	Parent
Lambert Mushimiyana	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

School Improvement Plans including goals and strategies were shared and approved by the SAC. Instructional Leadership team reviewed previous year's plan and discussed next steps for each academic area
based on most recent school data.

Development of this school improvement plan

School Advisory Council has it's meeting on the first Thursday of each month from 6-7p.m. SAC advises budget decisions, oversees the development of the School Improvement Plans, looks at District Assessments, FCAT and FSA data to assist with setting school goals.
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Preparation of the school's annual budget and plan

District budget guidelines are provided based on student enrollment from Spring and Fall FTE in order to allocate for the number of teachers and staff.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement funds will be used for purchasing i-Ready Reading Teacher Toolkit materials, math manipulatives, supplies and supplemental materials for new core curriculum, Duval Math.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Van Hise, Meghann	Instructional Coach
Reis, Luisa	Other
Shubert, Sanethette	Principal

Duties

Describe how the LLT promotes literacy within the school

Team meets monthly after Reading Coach attends monthly district-level training sessions. Grade Levels
meet during common planning time, to disseminate information, score student work, analyze data, and
plan collaboratively. The team continuously generates a plan of action to incorporate all new district initiatives, and delivers information to faculty at bi-weekly professional development sessions.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

At Kings Trail Elementary we believe that positive working relationships are important in collaborative schools. Positive working relationships exist when teachers discuss problems and difficulties, share ideas and knowledge, exchange techniques and approaches, observe one another's work, and collaborate on instructional projects. In schools where a positive working environment is the norm, these professional, interactive, supportive relationships are accepted, enhanced, and socially encouraged. Such relationships have a key impact on our school and provide the opportunity for teachers to work together on improvement activities. The leadership team has given each grade level a schedule to allow for collaborative planning. They have also provided the teachers collaborative planning forms and strategies. During our early release meetings we are using Golden Eagle tickets to recognize outstanding faculty and staff.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Kings Trail Elementary School (KTE) has a partnership with the University of North Florida (UNF) and serves as a professional development school that accepts student interns, pre-Interns, TESOL, and introduction to teaching students throughout the school year. Dwyane Kohn is housed at Kings Trail and serves as a full-time Resident Clinical Faculty. He works closely with UNF Interns and novice teachers providing them with strategies that promote student achievement and engagement. Because of this partnership, UNF students are often recruited to fill vacancies.
Megan Van Hise, Professional Development Facilitator (PDF), works with the new teachers to provide in-depth, one-on-one professional development and support in the implementation of appropriate instructional strategies in the classroom. Novice teachers are intently partnered with veteran teachers to provide them with guidance and support during their initial years as classroom teachers.
Teachers receive Bi-weekly professional development during Early Dismissal Day. Teachers have the

opportunity to meet 4 times a week during Common Planning Session with grade level to plan instruction and analyze student work. KTE also has a full-time math and reading coach to facilitate professional development in their respective content areas and provide implementation strategies to promote student success.

Additionally, in an effort to appreciate teachers for their continuous dedication to Kings Trail and the profession, the administration publicly recognizes teachers for their efforts.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Each beginning teacher is paired with a veteran teacher in the same subject area and/or grade level, in order to provide targeted and relevant assistance. The paired teachers meet weekly to discuss planning, conference with students and parents, do observations, and analyze data.
New teacher learning sessions will occur monthly, topics will support new teachers with all district and school initiatives.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Kings Trail will use the instructional programs and materials that are adopted and supported by the District. We offer supplemental programs that are tied to specific standards to help students who may experience difficulties with core instruction and materials. Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Kings Trail Elementary will use tiered instruction as required in the RtI process. We will also ensure data-based center activities to help students gain more skills to address an deficits. .
The school ensures every teacher contributes to literacy improvement of every student by:
Holding meetings on a regular basis to make decisions about literacy instruction in the school.
Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
Utilizing a balanced literacy approach that includes CORE, Tier II, and Tier III instruction based on student needs.
Creating a schedule with an uninterrupted 90 minute reading block
Creating a schedule with a 90 minute math block
Creating a schedule with 240 minutes per week of science block
Providing differentiated instruction based on student needs
Providing instruction aligned with the Language Arts Florida Standards for their grade level
Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
Administering assessments which measure instructed standards

Review item specifications and unpack the standards
Monitoring progress at the class and grade level during Learning Team Meetings
Conducting data chats with students
Creating units of study based on current data
Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
Students self-selecting texts based on levels
Students receiving push-in/pull out services for ESE
Providing Process and Strategy/Anchor charts / for reminders of teaching

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 180

Academic assistance through:
Pals Bank Of America, UNF Interns (Scott McCrae)
YMCA Reads
CLC - Homework Help
Enrichment and Remediation
Band Cathedral Arts

Strategy Rationale

Enrichment
Teacher Collaboration, Planning, and Professional Development

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Reis, Luisa, reisl@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

iReady data comparison from Extended Day vs. Non Extended Day

Strategy: Before School Program

Minutes added to school year: 100

UNF Interns

Strategy Rationale

Provide remediation to improve student achievement

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Kohn, Dwyane, kohnd@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

iReady data comparison from students to monitor their overall success

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

During pre-planning, Kindergarten families are invited to an informal "Meet and Greet" orientation session. This provides families and kindergarten students with a non-threatening opportunity to visit the school and develop initial relationships with the teachers.
Students are assessed on their abilities in reading and mathematics using baseline assessments from I-Ready. The results of these assessments are used to group students for differentiated instruction and provide immediate intensive intervention. Florida Kindergarten Readiness Screener (FLKRS) is also used to gain a comprehensive assessment of students readiness for Kindergarten so that teachers can support designated areas appropriately, based on the data of the students. Response to Intervention is then utilized to meet the students' individual needs and necessarily bridge any educational gap. Additionally, in partnership with The YMCA, Kindergarten students are invited to participate in The YMCA Reads Literacy Program.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If all faculty and staff foster safe environments and positive relationships with students, then students' self-regulation, perception of learning and hope will increase.

G2.   If all teachers provide differentiated tiered instruction directly aligned to student data, then student achievement will increase in all core areas.

G3.   If teachers of ESOL classrooms plan and implement data-driven differentiated tiered instruction with Language Acquisition strategies, then students' English Language Proficiency levels will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If all faculty and staff foster safe environments and positive relationships with students, then students' self-regulation, perception of learning and hope will increase. `1a`

🔑 G071793

Targets Supported `1b`

Indicator	Annual Target
School Climate Survey - Student	80.0

Resources Available to Support the Goal `2`

- School wide activities
- Planned celebrations
- Common planning time among teachers
- PBIS
- School Counselor
- Second Step Intervention Program

Targeted Barriers to Achieving the Goal `3`

- Lack of motivation from students and lack of incentives from faculty and staff.

Plan to Monitor Progress Toward G1. `8`

Data will be collected through Student Climate Survey, GALLUP Student Survey and school based survey.

Person Responsible
Sanethette Shubert

Schedule
Annually, from 9/14/2015 to 6/10/2016

Evidence of Completion
Survey data results.

G2. If all teachers provide differentiated tiered instruction directly aligned to student data, then student achievement will increase in all core areas. `1a`

Targets Supported `1b`

`G071794`

Indicator	Annual Target
ELA Achievement District Assessment	52.0
Math Achievement District Assessment	42.0
FCAT 2.0 Science Proficiency	45.0
AMO Reading - ELL	52.0

Resources Available to Support the Goal `2`

- i-Ready Reading
- Achieve 3000
- Math Interventionist
- i-Ready Math
- District Math Specialist
- Math Coach
- Reading Coach
- Reading Interventionists
- Duval Reads and Duval Math Curriculum Materials

Targeted Barriers to Achieving the Goal `3`

- Lack of teaher knowledge on planning and implementing data-driven differentiated center activities and guided reading teacher lead groups with a focus on both skills and standards.

Plan to Monitor Progress Toward G2. `8`

Observation of students in classroom environment and monitor assessments

Person Responsible
Sanethette Shubert

Schedule
Semiannually, from 9/15/2014 to 6/1/2015

Evidence of Completion
i-Ready, Achieve 3000 and Imagine Learning Data

G3. If teachers of ESOL classrooms plan and implement data-driven differentiated tiered instruction with Language Acquisition strategies, then students' English Language Proficiency levels will increase. 1a

G071795

Targets Supported 1b

Indicator	Annual Target
CELLA Reading Proficiency	25.0

Resources Available to Support the Goal 2

- Model ELL classrooms

- District ELL Specialist

- Leveled Literacy Intervention

- Imagine Learning

- I-Ready Reading

- Avenues as supplemental curriculum

- ESOL Paraprofessionals

Targeted Barriers to Achieving the Goal 3

- Lack of instructional resources to support the ESOL classroom.

Plan to Monitor Progress Toward G3. 8

Language proficiency scores on ACCESS for ELLs 2.0

Person Responsible
Meghann Van Hise

Schedule
Annually, from 9/14/2015 to 6/10/2016

Evidence of Completion
Assessment results

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If all faculty and staff foster safe environments and positive relationships with students, then students' self-regulation, perception of learning and hope will increase. 1

🔑 G071793

G1.B1 Lack of motivation from students and lack of incentives from faculty and staff. 2

🔑 B187164

G1.B1.S1 Implement a golden eagle incentive as a peer-to-peer recognition throughout the school. 4

🔑 S198609

Strategy Rationale

Increase positive peer interaction and encourage celebrating students' accomplishments.

Action Step 1 5

Create avenues which promote positive communication among students.

Person Responsible

Christina Sotolongo

Schedule

Semiannually, from 9/14/2015 to 6/10/2016

Evidence of Completion

Lesson plans and classroom visit log from the school counselor which shows evidence of lessons focused on effective communication among peers.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Keep a record of positive peer-to-peer recognition using the golden eagle tickets.

Person Responsible

Paul Struska

Schedule

Monthly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Display of golden eagle tickets.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Seek quarterly feedback though surveys to measure effectiveness of this goal.

Person Responsible

Paul Struska

Schedule

Quarterly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Survey results.

G1.B1.S2 Implement a student advisory council to act as peer mediators. 4

S198610

Strategy Rationale

Increase positive communication among the study body and help students become effective problem solvers.

Action Step 1 5

Implement restorative justice practices by allowing students to lead peer mediation sessions.

Person Responsible

Luisa Reis

Schedule

Monthly, from 11/16/2015 to 6/10/2016

Evidence of Completion

Meeting agendas and notes/feedback from students.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monthly sessions will be scheduled and students will provide peer mediation to their peers.

Person Responsible

Luisa Reis

Schedule

Monthly, from 11/16/2015 to 6/10/2016

Evidence of Completion

Student referal data and student survey data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Review the data and determine next steps areas of focus based on fidnings from student advisory council members.

Person Responsible

Luisa Reis

Schedule

Monthly, from 11/16/2015 to 6/10/2016

Evidence of Completion

Meeting agendas, student feedback, survey data.

G1.B1.S3 Implement a school-wide mentorship program among all faculty and staff members to act as mentors to students. 4

S198611

Strategy Rationale

Increase student hope,generate positive relationships, and transform students' perception about school and learning.

Action Step 1 5

Identifying and pair specific students with faculty/staff.

Person Responsible

Christina Sotolongo

Schedule

Annually, from 11/2/2015 to 11/2/2015

Evidence of Completion

Roster of the mentors and mentees.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

All mentors will complete document each meeting with his/her mentee.

Person Responsible

Christina Sotolongo

Schedule

Weekly, from 11/9/2015 to 6/10/2016

Evidence of Completion

Meeting Logs,mentor/mentees reflection forms

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Review the contact logs and schedule mini-chats with the mentors and mentees.

Person Responsible

Christina Sotolongo

Schedule

Every 2 Months, from 12/14/2015 to 6/10/2016

Evidence of Completion

Survey data and meeting minutes/notes

G2. If all teachers provide differentiated tiered instruction directly aligned to student data, then student achievement will increase in all core areas. `1`

`G071794`

G2.B1 Lack of teaher knowledge on planning and implementing data-driven differentiated center activities and guided reading teacher lead groups with a focus on both skills and standards. `2`

`B187165`

G2.B1.S1 Develop a team of K-2 and 3-5 Reading Interventionist `4`

`S198612`

Strategy Rationale

To decrease teacher load of in classroom Tier 2 and Tier 3 support

Action Step 1 `5`

Develop a team of K-2 and 3-5 Reading Interventionists

Person Responsible

Luisa Reis

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Decreased number of students needing Tier 2 and Tier 3 interventions

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Monitor interventionists schedules and logs

Person Responsible

Sanethette Shubert

Schedule

On 6/10/2016

Evidence of Completion

Student logs and post tests

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Interventionist strategies

Person Responsible

Sanethette Shubert

Schedule

On 6/10/2016

Evidence of Completion

iReady and post test

G2.B1.S2 Provide weekly common planning trainings to increase teacher knowledge of creation of tier 2 lessons and center activities. 4

S198613

Strategy Rationale

To increase teacher understanding of how to plan effective guided reading lessons and center tasks that are aligned to student data.

Action Step 1 5

The reading and math coach will develop professional development sessions to teach teachers how to effectively plan tier 2 and 3 instruction.

Person Responsible

Meghann Van Hise

Schedule

Weekly, from 9/17/2015 to 6/9/2016

Evidence of Completion

Lesson plans will be collected and feedback will be provided.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

The reading and math coach will conduct classroom walk-throughs and provide coaching cycles and co-teach with teachers.

Person Responsible

Meghann Van Hise

Schedule

Biweekly, from 10/1/2015 to 6/10/2016

Evidence of Completion

The reading and math coach will document notes from classroom visits, highlighting the teacher glows and next steps.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Instructional coaches will provide modeling in classrooms and revisit lesson planning during common planning sessions.

Person Responsible

Meghann Van Hise

Schedule

Weekly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Common planning agendas, meeting notes, lesson plans and student work/assessments.

G3. If teachers of ESOL classrooms plan and implement data-driven differentiated tiered instruction with Language Acquisition strategies, then students' English Language Proficiency levels will increase. [1]

🔑 G071795

G3.B1 Lack of instructional resources to support the ESOL classroom. [2]

🔑 B187166

G3.B1.S1 ELL resources will be readily available with an organized inventory of purchased ESOL material. Skills/ Phonics/ Language Arts Resources will be made available for ESOL teachers. Training specific for ESOL teachers. [4]

🔑 S198614

Strategy Rationale

To assure teachers have access to appropriate resources.

Action Step 1 [5]

Teachers will receive ESOL specific training by a District Specialist and receive ongoing support from the School Based Reading Instructional Coach.

Person Responsible

Meghann Van Hise

Schedule

Monthly, from 9/15/2014 to 6/1/2015

Evidence of Completion

ELL gains on i-Ready and Achieve

Plan to Monitor Fidelity of Implementation of G3.B1.S1 [6]

Monitoring ELL usage on district blended learning tools

Person Responsible

Paul Struska

Schedule

Quarterly, from 9/14/2015 to 6/10/2016

Evidence of Completion

i-Ready, Achieve 3000 data, Imagine Learning

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Walk through in ELL classrooms to verify use of ESOL teaching strategies

Person Responsible

Paul Struska

Schedule

Quarterly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Informal observation feedback

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Blended Learning data

Person Responsible

Paul Struska

Schedule

Quarterly, from 9/14/2015 to 6/10/2016

Evidence of Completion

i-Ready and Achieve 3000 data

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

ACCESS for ELLs 2.0

Person Responsible

Paul Struska

Schedule

Quarterly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Monitor student proficiency levels on the state language proficiency assessment.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

FSA data

Person Responsible

Paul Struska

Schedule

On 6/10/2016

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Create avenues which promote positive communication among students.	Sotolongo, Christina	9/14/2015	Lesson plans and classroom visit log from the school counselor which shows evidence of lessons focused on effective communication among peers.	6/10/2016 semiannually
G1.B1.S2.A1	Implement restorative justice practices by allowing students to lead peer mediation sessions.	Reis, Luisa	11/16/2015	Meeting agendas and notes/feedback from students.	6/10/2016 monthly
G1.B1.S3.A1	Identifying and pair specific students with faculty/staff.	Sotolongo, Christina	11/2/2015	Roster of the mentors and mentees.	11/2/2015 annually
G2.B1.S1.A1	Develop a team of K-2 and 3-5 Reading Interventionists	Reis, Luisa	8/24/2015	Decreased number of students needing Tier 2 and Tier 3 interventions	6/10/2016 daily
G2.B1.S2.A1	The reading and math coach will develop professional development sessions to teach teachers how to effectively plan tier 2 and 3 instruction.	Van Hise, Meghann	9/17/2015	Lesson plans will be collected and feedback will be provided.	6/9/2016 weekly
G3.B1.S1.A1	Teachers will receive ESOL specific training by a District Specialist and receive ongoing support from the School Based Reading Instructional Coach.	Van Hise, Meghann	9/15/2014	ELL gains on i-Ready and Achieve	6/1/2015 monthly
G1.MA1	Data will be collected through Student Climate Survey, GALLUP Student Survey and school based survey.	Shubert, Sanethette	9/14/2015	Survey data results.	6/10/2016 annually
G1.B1.S1.MA1	Seek quarterly feedback though surveys to measure effectiveness of this goal.	Struska, Paul	9/14/2015	Survey results.	6/10/2016 quarterly
G1.B1.S1.MA1	Keep a record of positive peer-to-peer recognition using the golden eagle tickets.	Struska, Paul	9/14/2015	Display of golden eagle tickets.	6/10/2016 monthly
G1.B1.S2.MA1	Review the data and determine next steps areas of focus based on fidnings from student advisory council members.	Reis, Luisa	11/16/2015	Meeting agendas, student feedback, survey data.	6/10/2016 monthly
G1.B1.S2.MA1	Monthly sessions will be scheduled and students will provide peer mediation to their peers.	Reis, Luisa	11/16/2015	Student referal data and student survey data.	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S3.MA1	Review the contact logs and schedule mini-chats with the mentors and mentees.	Sotolongo, Christina	12/14/2015	Survey data and meeting minutes/notes	6/10/2016 every-2-months
G1.B1.S3.MA1	All mentors will complete document each meeting with his/her mentee.	Sotolongo, Christina	11/9/2015	Meeting Logs,mentor/mentees reflection forms	6/10/2016 weekly
G2.MA1	Observation of students in classroom environment and monitor assessments	Shubert, Sanethette	9/15/2014	i-Ready, Achieve 3000 and Imagine Learning Data	6/1/2015 semiannually
G2.B1.S1.MA1	Interventionist strategies	Shubert, Sanethette	9/14/2015	iReady and post test	6/10/2016 one-time
G2.B1.S1.MA1	Monitor interventionists schedules and logs	Shubert, Sanethette	9/14/2015	Student logs and post tests	6/10/2016 one-time
G2.B1.S2.MA1	Instructional coaches will provide modeling in classrooms and revisit lesson planning during common planning sessions.	Van Hise, Meghann	9/14/2015	Common planning agendas, meeting notes, lesson plans and student work/assessments.	6/10/2016 weekly
G2.B1.S2.MA1	The reading and math coach will conduct classroom walk-throughs and provide coaching cycles and co-teach with teachers.	Van Hise, Meghann	10/1/2015	The reading and math coach will document notes from classroom visits, highlighting the teacher glows and next steps.	6/10/2016 biweekly
G3.MA1	Language proficiency scores on ACCESS for ELLs 2.0	Van Hise, Meghann	9/14/2015	Assessment results	6/10/2016 annually
G3.B1.S1.MA1	Blended Learning data	Struska, Paul	9/14/2015	i-Ready and Achieve 3000 data	6/10/2016 quarterly
G3.B1.S1.MA4	ACCESS for ELLs 2.0	Struska, Paul	9/14/2015	Monitor student proficiency levels on the state language proficiency assessment.	6/10/2016 quarterly
G3.B1.S1.MA5	FSA data	Struska, Paul	9/14/2015		6/10/2016 one-time
G3.B1.S1.MA1	Monitoring ELL usage on district blended learning tools	Struska, Paul	9/14/2015	i-Ready, Achieve 3000 data, Imagine Learning	6/10/2016 quarterly
G3.B1.S1.MA2	Walk through in ELL classrooms to verify use of ESOL teaching strategies	Struska, Paul	9/14/2015	Informal observation feedback	6/10/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G3. If teachers of ESOL classrooms plan and implement data-driven differentiated tiered instruction with Language Acquisition strategies, then students' English Language Proficiency levels will increase.

G3.B1 Lack of instructional resources to support the ESOL classroom.

G3.B1.S1 ELL resources will be readily available with an organized inventory of purchased ESOL material. Skills/ Phonics/ Language Arts Resources will be made available for ESOL teachers. Training specific for ESOL teachers.

PD Opportunity 1

Teachers will receive ESOL specific training by a District Specialist and receive ongoing support from the School Based Reading Instructional Coach.

Facilitator

Participants

All teachers

Schedule

Monthly, from 9/15/2014 to 6/1/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Create avenues which promote positive communication among students.	$0.00
2	G1.B1.S2.A1	Implement restorative justice practices by allowing students to lead peer mediation sessions.	$0.00
3	G1.B1.S3.A1	Identifying and pair specific students with faculty/staff.	$0.00
4	G2.B1.S1.A1	Develop a team of K-2 and 3-5 Reading Interventionists	$0.00
5	G2.B1.S2.A1	The reading and math coach will develop professional development sessions to teach teachers how to effectively plan tier 2 and 3 instruction.	$0.00
6	G3.B1.S1.A1	Teachers will receive ESOL specific training by a District Specialist and receive ongoing support from the School Based Reading Instructional Coach.	$0.00
		Total:	$0.00