

Kernan Trail Elementary School

2281 KERNAN BLVD S, Jacksonville, FL 32246

<http://www.duvalschools.org/kernantrail>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	44%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	61%

School Grades History

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

**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>.

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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

To provide educational excellence in every classroom, for every student, everyday!

Provide the school's vision statement

Kernan Trail Elementary creates vibrant Relationships with all stakeholders, crafts aligned instruction and STEAM activities with Relevance, and inspires masterful Results.

School Environment

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

Kernan Trail Elementary is dedicated to building strong relationships with our students, families and community/business partners. Our school is truly diverse with many different languages and cultures being represented. Faculty and Staff take an interest in learning about the cultures of our students and celebrating our differences. A Multi/Cultural committee was established to provide lessons, resources and celebration activities for teachers. We also offer a variety of clubs and activities to students to participate in such as Student Council, Chorus, Green Team, Teachers of Tomorrow, Safety Patrol, Girls on the Run, and a Lego Engineering club. In addition, we are hosting Curriculum Nights along side PTA to assist parents with how to help their children at home. Through these activities, teachers learn more about students and parents to build deeper relationships. Faculty and Staff take the time to participate in community events such as volunteer opportunities and sporting events to establish relationships with businesses and others living in our neighborhood.

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

At Kernan Trail Elementary, we have school-wide discipline expectations that are communicated to all stakeholders. Students follow the Trail to Success which focuses on Honesty, Hard Work, Respect and Responsibility. Specific lessons were designed to be used the first month of school to establish school wide rituals and routines. The Foundations Team meets monthly to create policies, review data and make adjustments to ensure an environment that is conducive to learning and teaching is maintained. Faculty and staff monitor hallways and common areas before and after school to ensure student safety. In order to help monitor safety, the Safety Patrol program provides additional support. To reinforce safety behavior, many teachers give students rewards if someone gives an individual or the class a compliment for excellent behavior. Protocols for visitors and volunteers have been established to maintain the security and well being of students. Lastly, a Site-based Emergency Management Team (SERT) is in place to respond and coordinate operations in the event of an emergency as well as conduct emergency drills (fire, tornado, code red, etc.) regularly through out the school year.

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

The Foundations Team has created a Positive Behavior Intervention Strategies Plan. This plan includes the use of CHAMPS in all classrooms and common areas through out the school. All students along with faculty/staff attended assemblies at the beginning of the school year to review procedures and expectations. The Elementary Student Code of Conduct was also discussed and shared during the assemblies. The Foundations Team provides monthly updates and behavior strategies during Early Dismissal trainings for faculty/staff. Faculty/staff also utilize the school counselor, CSS site coach, Rtl team and administration as resources. In the event a student's behavior is not meeting school-wide expectations, the following interventions are used:

- *Parent Contact by phone
- *Parent Conference
- *Behavior Contracts
- *Mentors
- *Referral to School Counselor or Full Service Schools
- *Restorative Justice
- *Referral to Administration
- *Referral to Rtl Team

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

Our Foundations Team works in conjunction with the school counselor to provide support and resources to students regarding social-emotional needs. All classroom teachers utilize Second Step lessons during the year. In addition, the school counselor conducts Child Safety Matters lessons in all classrooms. The school counselor also provides small group lessons and one on one counseling in problem-solving. Students or families needing more intense services may receive support through our partnership with the Sandalwood Full Service Family Resource Center. We have an established partnership with BIGS in Schools, a mentor program, which matches high school students with elementary students. These mentors come twice a month to meet with and tutor students. Our CSS site coach serves as a resource as well, by meeting with small groups and providing social skills lessons for students.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Kernan Trail Elementary believes that Parent Involvement is vital to students' educational success. We pursue a variety of means to communicate with families and build relationships. At our school, we provide a monthly school newsletter, send phone messages regarding upcoming events, hold monthly PTA and SAC meetings, and conduct volunteer trainings. Individual classroom teachers maintain websites, communicate through the student planner, send home weekly or monthly newsletters, hold parent conferences and communicate via email. We have an active PTA which supports the school and family engagement through various activities such as Open House, Family

Academic Nights, Wellness/Fitness Nights, Fall Festival, Vision Screening, Real Men Read, Veterans Day Ceremony and School Spirit Nights.

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

Kernan Trail Elementary has established a strong School Advisory Council (SAC) which involves not only parents but community members as well. SAC assists with the development/monitoring of our School Improvement Plan, budget decisions and other matters pertaining to the performance of the school. We currently have 15 active business partners who we work with to help support and recognize students at our school. Businesses participate in activities at the school and host spirit nights where the school receives a percentage of profits to assist with student awards and recognition. We have a partnership with Mayport Naval Station to support our S.T.E.A.M. program through presentations, field trips and mentoring. As a school we have reached out to our Beachwood Apartment Community and Reserve at Beach Boulevard Apartments to partner with us by providing space at their locations for our teachers to offer a tutoring program for our students living in these complexes.

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
Shall, Suzanne	Principal
Dunavant, Marcy	Assistant Principal
Pentz, Katherine	Instructional Coach
Dudjak, Katherine	Guidance Counselor
Young, Anne Marie	Teacher, ESE

Duties

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

Principal: Meets weekly with the Leadership Team members to ensure instructional programs and plans are implemented in a timely fashion to meet the needs of students. This includes instructional delivery of the Florida State Standards in all subjects, implementation of the currently adopted district curriculum resources, implementation of the blended learning platforms, oversight and coaching updates of the Curriculum Leadership Councils in Literacy, Mathematics, Science, and Response to Intervention. Regular reviews and analysis of the school's formative and summative data, School Improvement Plan progress, and classroom monitoring data is discussed for prescriptive adjustment purposes. Furthermore, the team oversees the Safety and Security plans of the school to ensure students' safety, and plans activities for teachers and students to enhance the school's culture. The Principal also meets with the Shared Decision Making Team monthly to hear concerns and develop goals,

Assistant Principal: Provides a common vision for the use of data based decision making for classroom instruction and teacher professional development; ensures the Rtl team is implementing appropriate MTSS; conducts assessment of the Rtl knowledge and skills of school staff; assess teacher understanding of the Florida State Standards and assessments; monitors implementation of intervention support and proper documentation; ensure adequate professional development to

support instruction of the Florida State Standards and RtI implementation and communicate with parents regarding MTSS. Responsibilities of the monitoring and implementation of the blended learning platforms are also a responsibility of the AP.

Guidance Counselor: Provide quality services and expertise on issues ranging from program design, assessment and intervention with individual students; link community agencies to schools and families to support students' academic, emotional, behavioral and social success; provides consultation services to general and special education teachers, parents and administrators; provide group and individual interventions; assist teachers with documentation requirements and conduct direct observation of student behavior.

CSS Site Coach/ESE Lead Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction; monitor the fidelity of ESE services and IEP compliance and collaborates with general education teachers working with RtI and ESE students.

School Reading Coach: Provide quality professional development to faculty and staff relating to Florida State Standards and instructional techniques/best practices for Language Arts; facilitate teacher collaboration which focuses on common lesson and assessment development; model lesson and instructional strategies for teachers and analyze data with teachers in order to make instructional decision for the classroom.

Core Curriculum Leaders: Identify systematic patterns of students' needs while working with district specialists to identify appropriate, evidenced based intervention strategies; assist in the design and implementation for progress monitoring, data collection and data analysis.

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 Leadership Team will meet weekly to review universal screening data, diagnostic data and progress monitoring data, as well as receive weekly updates from the Curriculum Leadership Chairman. Data collection will guide planning, interventions and next steps. Behavior data from the Foundations Team is also presented and discussed. The team will first work to determine that effective Tier I core instruction is in place. Based on the analysis of student data, while problem solving the effectiveness of instructional practices and interventions, the team will identify and prescribe professional development activities needed for faculty. The school Reading Coach will inventory resources and house them in the school's training room. These resources will be used during Early Dismissal trainings, grade/subject level collaborative planning or may be checked out by individual teachers. The team will then focus on specific students who are not meeting academic targets and/or behavioral targets.

The RtI team will assist with these students and support teachers. The RtI team will meet at least once a month to address academic and behavioral questions brought from individual teachers or grade levels as well. The team will work with teachers to problem solve and assign appropriate Tier 2 interventions for identified students. Interventions will be built into the scheduled "rotation" time for each subject. The team will meet within 4 to 6 weeks to evaluate implementation and progress of students. When students are identified as needing Tier 3 interventions, the RtI team and teacher will meet with parents. With parent involvement, more intensive interventions will be planned and implemented.

General Education Teachers: Share interventions and strategies about core instruction; participate in student data collection; deliver Tier 1 instruction and Tier 2 interventions; collaborate with other staff members regarding Tier 2 and Tier 3 interventions; align materials with instruction; ensure intervention activities are done with fidelity.

The district utilizes Title III funds to provide services to ELL students and families. ELL students at Kernan Trail Elementary receive daily support from an ESOL paraprofessional. The paraprofessional and classroom teachers receive support from an ELL district support specialist. The Transact

program is also available for use to translate written documents for parents/guardians. The district utilizes Title X funds which allows for transportation to our school for homeless students when needed.

The allocation of interventionist funds will be used to secure an intervention teacher, and the allocation of SAI funds to the school are used for after school tutoring at the school and at two community sites for those students in the bottom quartile for reading and mathematics and students with a Progress Monitoring Plan (PMP). Members of the Leadership Team meet twice each quarter with teachers to review the progress of students in the tutoring program.

The school's Foundations Team and faculty implement the C.H.A.M.P. curriculum and the Second Step anti-bullying program. The guidance counselor uses the Child Safety Matters curriculum with all classes. Character education lesson plans are shared with all teachers to support the monthly character trait.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lindsey Armstrong	Parent
Chris Hrubiec	Parent
Jeanne Ballentine	Business/Community
Susan Booth	Teacher
Lanette LeMay	Teacher
Amie McKagne	Parent
Chrissy Brown	Parent
Tim Miller	Parent
Theresa Fishburne	Business/Community
Shonette Cumberbatch	Parent
Suzanne Shall	Principal
Nelson Martinez	Parent
Rose Alvarez	Education Support Employee

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

At the first SAC meeting of the 2015-16 school year members will discuss available year end data from 2014-15 and the accomplishment of goals from the 2014-2015 SIP. Members will discuss new goals for the 2015-2016 SIP based on available year end data from 2014-2015, and will receive an update on new district curriculum resources, academic initiatives, and blended learning platforms. Members will discuss new goals for the upcoming 2015-2016 SIP.

Development of this school improvement plan

The SAC received an overview of the data in regards to our school grade. Goals and strategies were shared with the members that had been developed by the school's leadership team. Open discussion was held, introducing the problem solving process and their thoughts on possible barriers. Recommendations were given and consensus gained on draft SIP.

Preparation of the school's annual budget and plan

Our SAC receives training each year of the district's budget process for schools. The SAC memberships then reviews the budget allocation provided by the district at the beginning and end of each school year to ensure that budgeted dollars are allocated appropriately.

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

The allocation for school improvement in 2014-2015 was \$2,400.00. These school improvement funds were used to purchase individual white response boards for each student based on new requirements in the adopted Duval Math curriculum, as well as a new leveled library, and a Writing Units of Study for each grade level to assist in enhancing the writing curriculum for all students.

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
Pentz, Katherine	Instructional Coach
Allen, Nancy	Teacher, K-12
Stewart, Nicole	Teacher, K-12
Jones, Jessica	Teacher, K-12
Shall, Suzanne	Principal
Taylor, Erin	Teacher, K-12
Michael, Kelly	Teacher, K-12
Wilder, Lisa	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will focus on the following:

- *Arrange visits to LLT members' classrooms for colleagues to observe lessons and best practices
- *Model literacy demonstration lessons for colleagues
- *Facilitate training for the staff to include Florida State Standards and implementation of these standards, close read, text complexity and integration of reading into other subject areas
- *Contribute to RtI support
- *Work on data analysis
- *Plan and facilitate Family Academic Literacy Nights
- *Generate school wide Literacy Activities for National Literacy Month
- *Choose titles and promote the Book of the Month for the school

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

Kernan Trail Elementary focuses on building a strong team. There is a Literacy Leadership Council, a Math Leadership Council, a Science Leadership Council, and a Response to Intervention Leadership Council that consist of a K-5 lead for vertical articulation across subject areas. These curriculum leads provide horizontal articulation and professional development to their grade level peers at weekly Tuesday Teacher Meetings.

A resource schedule has been developed to allow for common planning four days a week for grade level team members to collaborate, plan lessons, review data and student work samples, and to discuss strategies for differentiating instruction. In addition, TDEs will be held for teachers to observe and debrief instruction with their colleagues, and in class coaching support will be offered by our Instructional Coach.

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

*Administration will review resumes and solicit recommendations from colleagues and the district's Human Resource Department.

* Administration, the Professional Development Facilitator and supervising teachers will monitor and observe potential talent of pre-interns and interns assigned to our school.

To retain teachers we provide adequate preparation, support and leadership. The following list activities and those responsible:

*Pair beginning teachers with mentor teacher: Mentor Teacher, Principal & AP, PDF

*Beginning teachers participate in the district's Mentoring and Induction for Novice Teachers (MINT): School based assigned Mentor, PDF, MINT Specialist

*Offer school-based comprehensive training during Early Dismissal days and Faculty meetings: Principal & AP, Reading Coach, Math Lead, Science Lead

*Participation in Professional Learning Communities (PLC) during weekly collaborative planning: Principal & AP, Reading Coach, Classroom Teachers

*Identify and develop instructional lead teachers to attend strategic training and present to colleagues: Principal & AP

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

We have 2 novice teachers. Each has been assigned a mentor and has been at our school for 5+ years. The mentors are currently teaching or have taught the grade level to which the mentee is assigned. The mentors will meet weekly with the teachers to review data, plan lessons and discuss student work. The mentors will model lessons for the mentees and also observe the mentees to provide feedback and support. In addition, mentees will meet monthly with the PDF for support and the feedback. Mentees will be allowed to attend off campus trainings and observe in other classrooms with approval of the administration.

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

Kernan Trail Elementary uses our district's Curriculum Guides and adopted Duval Math and Duval Reading curriculum tools which are aligned to Florida State Standards to direct planning and lesson development. Teachers follow the LAFS and MAFS utilizing research based materials to teach this

curriculum. The school reading coach along with our math lead and science lead facilitate teachers in reviewing, studying and unpacking Florida standards during weekly collaborative planning times. Support is also given to teachers by district curriculum specialist regarding instructional materials.

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

Faculty utilizes the problem solving process to analyze data from FSA, FCAT, iReady Reading and Math diagnostics, DAR, and classroom formative and summative assessments. Based on this data, grade level teams and academic teams discuss strengths and weaknesses of the core instruction. Teachers then collaborate to develop lesson plans to enhance Tier I instruction. For students needing Tier II support, available intervention programs are identified. Student's instructional needs are based on current diagnostic and formative assessments. Interventions are aligned with individual student needs. Differentiated lesson plans are developed to provide additional explicit instruction. Center activities are specially designed for small group and/or individualized instruction. Students performing below grade level expectations will be placed on a Progress Monitoring Plan (PMP). Progress monitoring assessments will be given at regular intervals to track progress. Those students needing more intense interventions will receive Tier II and/or Tier III under the guidance of the Rtl team and parent participation.

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: 2,640

Students performing in the bottom quartile of reading and/or math in grades 3-5 will participate in after school tutoring. Students in grades K-5 with a PMP will also participate in tutoring. Assistance and specific instruction will include, teacher led groups, homework assistance and specific center activities.

Tutoring opportunities will be made available at Kernan Trail Elementary.

Strategy Rationale

This small group explicit instruction paired with specific center activities will allow teachers to provide explicit and targeted instruction for the needs of students based on data.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dunavant, Marcy, dunavantm@duvalschools.org

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

Data from iReady Reading and Math will be analyzed to see how students are improving and comparing to their peers. Final analysis will be determined by the Florida Standards Assessment (FSA) and end of year iReady assessment data for 2015.

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

*Local pre-schools whose students will be potential Kernan Trail Elementary students come for a school visit and tour in the spring. They spend time in kindergarten classrooms and participate in "kindergarten" activities.

*Parent and student orientation is held in all kindergarten classes during the week of pre-planning.

*FLKRS, and iReady Reading and Math diagnostics and informal assessments occur at the beginning of the school year. This provides an opportunity for teachers to analyze the most current academic and social data for students which assist teachers with differentiated instruction planning.

*Parent-teacher conferences will occur based on need for interventions (RtI) to support student learning.

*5th grade students leaving the school have a presentation from the school counselor about Middle School course and schedules.

*5th grade students are encouraged to attend the district's School Expo to explore school choice options for Middle School.

*5th grade classes take a field trip to the Middle School in our feeder pattern to tour and see a presentation from the school's staff.

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

N/A

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

N/A

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

N/A

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

N/A

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 teachers implement Tier I instruction aligned to Florida standards and analyze ongoing formative assessment to prescribe Tier II and Tier III instruction then we will increase student achievement in English Language Arts and Mathematics.
- G2.** If we use a school theme to bring school unity and continuity for teacher and student engagement, and focus on the A (art) in our S.T.E.A.M. school choice then we will increase our Insight results and our Gallup poll student engagement results.

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 teachers implement Tier I instruction aligned to Florida standards and analyze ongoing formative assessment to prescribe Tier II and Tier III instruction then we will increase student achievement in English Language Arts and Mathematics. 1a

G071965

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	60.0
FSA Mathematics - Achievement	66.0

Resources Available to Support the Goal 2

- Duval Reads
- Duval Math
- Duval Reads novels
- Duval Math manipulatives and supporting tools
- Tiered intervention curriculum materials
- KTE master calendar

Targeted Barriers to Achieving the Goal 3

- Teachers have a lack of experience with the new reading and math curriculum tools.
- Model classroom structure is not in place.
- Lack of articulation and streamlined implementation structure for Response to Intervention to support tiered Intervention.
- Lack of structure for horizontal teacher collaboration

Plan to Monitor Progress Toward G1. 8

Rubric analysis, Formative and Summative Assessment

Person Responsible

Suzanne Shall

Schedule

Monthly, from 9/9/2015 to 5/11/2016

Evidence of Completion

iReady, Achieves, Module Assessments, Student Work, classroom observation feedback and rubrics

G2. If we use a school theme to bring school unity and continuity for teacher and student engagement, and focus on the A (art) in our S.T.E.A.M. school choice then we will increase our Insight results and our Gallup poll student engagement results. **1a**

 G071966

Targets Supported **1b**

Indicator	Annual Target
School Climate Survey - Staff	8.0
School Climate Survey - Student	80.0

Resources Available to Support the Goal **2**

- assemblies, art shows, student work displays

Targeted Barriers to Achieving the Goal **3**

- Scheduling and implementing meaningfully integrated art S.T.E.A.M activities.

Plan to Monitor Progress Toward G2. **8**

Student and teacher surveys, and feedback

Person Responsible

Suzanne Shall

Schedule

Quarterly, from 8/24/2015 to 6/1/2016

Evidence of Completion

survey data, feedback notes

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 teachers implement Tier I instruction aligned to Florida standards and analyze ongoing formative assessment to prescribe Tier II and Tier III instruction then we will increase student achievement in English Language Arts and Mathematics. **1**

 G071965

G1.B1 Teachers have a lack of experience with the new reading and math curriculum tools. **2**

 B187658

G1.B1.S1 Implement content specific Leadership Councils **4**

 S199167

Strategy Rationale

The vertical Literacy and Math Leadership teams will allow for alignment in K-5 and offer diversified leadership so grade level literacy and math leads can assist their grade level colleagues with implementation of the new Duval Reads and Duval Math.

Action Step 1 **5**

The Literacy Leadership Council led by the Reading Coach will meet monthly with grade level literacy leads for vertical articulation, data analysis, and professional development to offer support to their grade level peers in implementing our new curriculum materials.

Person Responsible

Katherine Pentz

Schedule

Monthly, from 9/2/2015 to 5/4/2016

Evidence of Completion

LLC agendas, classroom observation

Action Step 2 5

The Math Leadership Council led by the Principal will meet monthly with grade level math leads for vertical articulation, data analysis, and professional development to offer support to their grade level peers in implementing our new curriculum materials.

Person Responsible

Schedule

Monthly, from 9/9/2015 to 5/11/2016

Evidence of Completion

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

Meet with grade level content leads through Council meetings

Person Responsible

Suzanne Shall

Schedule

Monthly, from 9/2/2015 to 5/4/2016

Evidence of Completion

Literacy Leadership Council Agendas, Classroom Observation, Teacher Meeting Implementation, Grade level formative and summative assessment

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

Classroom Observation

Person Responsible

Suzanne Shall

Schedule

Monthly, from 9/3/2014 to 5/4/2016

Evidence of Completion

Attendance sign in sheets, Teacher Meeting content and attendance, Classroom Observation Notes, Formative and Summative Assessment.

G1.B2 Model classroom structure is not in place. 2

 B187659

G1.B2.S1 Identify and set up model classrooms. 4

 S199168

Strategy Rationale

Model classrooms in each subject provide others with opportunities to observe and debrief lessons.

Action Step 1 5

Model classrooms will be established for observation and debriefing opportunities.

Person Responsible

Suzanne Shall

Schedule

Monthly, from 10/14/2015 to 6/1/2016

Evidence of Completion

Agendas, observation feedback and debriefs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom Observation and Feedback Through Debrief

Person Responsible

Suzanne Shall

Schedule

Monthly, from 10/14/2015 to 6/1/2016

Evidence of Completion

Conferring sessions

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Curriculum Leadership Content Chair will accompany the observer

Person Responsible

Suzanne Shall


Schedule

Monthly, from 10/14/2015 to 6/1/2016

Evidence of Completion

Observation feedback and notes

G1.B3 Lack of articulation and streamlined implementation structure for Response to Intervention to support tiered Intervention. 2

 B187660

G1.B3.S1 Implement a Response to Intervention Council led by the Guidance Counselor and CSS Site Coach 4

 S199169

Strategy Rationale

The Rtl Council will allow for alignment in K-5 and offer diversified leadership so grade level Rtl leads can assist their grade level colleagues with implementation tiered intervention to scaffold support with learners so they can reach grade level standards.

Action Step 1 5

The Response to Intervention Council will meet monthly with grade level leads for vertical articulation, data analysis of at risk students, and professional development on intervention strategies and resources to offer support to their grade level peers in implementing interventions.

Person Responsible

Katherine Dudjak

Schedule

Monthly, from 9/23/2015 to 5/25/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Grade Level Rtl meetings, student progress in Tier II and Tier III

Person Responsible

Katherine Dudjak

Schedule

Monthly, from 9/23/2015 to 5/25/2016

Evidence of Completion

Rtl Agendas, Intervention Paperwork, Intervention Observations, Student Data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Student learning progress through interventions

Person Responsible

Katherine Dudjak

Schedule

Monthly, from 9/23/2015 to 5/25/2016

Evidence of Completion

Rtl purple folders with intervention fidelity charts and student data on targets

G1.B4 Lack of structure for horizontal teacher collaboration 2

 B187661

G1.B4.S1 Implement Weekly Teacher Meetings in K-5 4

 S199170

Strategy Rationale

Scheduled, weekly, focused Teacher Meetings will allow for teacher collaboration and collegiality in building knowledge on the new curriculum tools and assessments.

Action Step 1 5

Implement weekly common planning time and have horizontal Teacher Meetings to collaborate on the new curriculum resources, and use assessments to plan with a backward design.

Person Responsible

Katherine Pentz

Schedule

Weekly, from 9/1/2015 to 5/24/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Meet with grade level teams through Teacher Meetings

Person Responsible

Katherine Pentz

Schedule

Monthly, from 9/1/2015 to 5/23/2016

Evidence of Completion

master calendar, Teacher Meeting agendas

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Classroom Observation

Person Responsible

Suzanne Shall

Schedule

Monthly, from 9/1/2015 to 5/24/2016

Evidence of Completion

CAST rubrics, observation logs, observation feedback

G1.B4.S2 Provide opportunities for teacher observation of colleagues to reflect on their own classroom implementation and instructional practices. 4

 S199171

Strategy Rationale

Teachers learn by watching the instruction of others.

Action Step 1 5

Set up teacher observation and debriefing sessions.

Person Responsible

Suzanne Shall

Schedule

Monthly, from 9/8/2015 to 5/23/2016

Evidence of Completion

observation feedback and debriefs

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Observation Debrief

Person Responsible

Suzanne Shall

Schedule

Monthly, from 10/5/2015 to 5/27/2016

Evidence of Completion

google spreadsheet, debrief notes

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Classroom Observation

Person Responsible

Suzanne Shall

Schedule

Monthly, from 10/5/2015 to 5/27/2016

Evidence of Completion

observation feedback

G2. If we use a school theme to bring school unity and continuity for teacher and student engagement, and focus on the A (art) in our S.T.E.A.M. school choice then we will increase our Insight results and our Gallup poll student engagement results. 1

G071966

G2.B1 Scheduling and implementing meaningfully integrated art S.T.E.A.M activities. 2

B187662

G2.B1.S1 Arts assemblies and student activities surrounding the arts 4

S199172

Strategy Rationale

Students need ongoing initiatives, assemblies, student activities, and clubs that promote our theme for continued unity

Action Step 1 5

Arts assemblies, activities, clubs

Person Responsible

Suzanne Shall

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

master calendar

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

Master Calendar of Arts Events

Person Responsible

Suzanne Shall

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Artifacts and Experiences

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

Observation of Events

Person Responsible

Suzanne Shall

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Observational experiences, Shared Decision Making agendas, student artifacts

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	The Literacy Leadership Council led by the Reading Coach will meet monthly with grade level literacy leads for vertical articulation, data analysis, and professional development to offer support to their grade level peers in implementing our new curriculum materials.	Pentz, Katherine	9/2/2015	LLC agendas, classroom observation	5/4/2016 monthly
G1.B2.S1.A1	Model classrooms will be established for observation and debriefing opportunities.	Shall, Suzanne	10/14/2015	Agendas, observation feedback and debriefs	6/1/2016 monthly
G1.B3.S1.A1	The Response to Intervention Council will meet monthly with grade level leads for vertical articulation, data analysis of at risk students, and professional development on intervention strategies and resources to offer support to their grade level peers in implementing interventions.	Dudjak, Katherine	9/23/2015		5/25/2016 monthly
G1.B4.S1.A1	Implement weekly common planning time and have horizontal Teacher Meetings to collaborate on the new curriculum resources, and use assessments to plan with a backward design.	Pentz, Katherine	9/1/2015		5/24/2016 weekly
G1.B4.S2.A1	Set up teacher observation and debriefing sessions.	Shall, Suzanne	9/8/2015	observation feedback and debriefs	5/23/2016 monthly
G2.B1.S1.A1	Arts assemblies, activities, clubs	Shall, Suzanne	8/24/2015	master calendar	5/31/2016 monthly
G1.B1.S1.A2	The Math Leadership Council led by the Principal will meet monthly with grade level math leads for vertical articulation, data analysis, and professional development to offer support to their grade level peers in implementing our new curriculum materials.		9/9/2015		5/11/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Rubric analysis, Formative and Summative Assessment	Shall, Suzanne	9/9/2015	iReady, Achieves, Module Assessments, Student Work, classroom observation feedback and rubrics	5/11/2016 monthly
G1.B1.S1.MA1	Classroom Observation	Shall, Suzanne	9/3/2014	Attendance sign in sheets, Teacher Meeting content and attendance, Classroom Observation Notes, Formative and Summative Assessment.	5/4/2016 monthly
G1.B1.S1.MA1	Meet with grade level content leads through Council meetings	Shall, Suzanne	9/2/2015	Literacy Leadership Council Agendas, Classroom Observation, Teacher Meeting Implementation, Grade level formative and summative assessment	5/4/2016 monthly
G1.B2.S1.MA1	Curriculum Leadership Content Chair will accompany the observer	Shall, Suzanne	10/14/2015	Observation feedback and notes	6/1/2016 monthly
G1.B2.S1.MA1	Classroom Observation and Feedback Through Debrief	Shall, Suzanne	10/14/2015	Conferring sessions	6/1/2016 monthly
G1.B3.S1.MA1	Student learning progress through interventions	Dudjak, Katherine	9/23/2015	Rtl purple folders with intervention fidelity charts and student data on targets	5/25/2016 monthly
G1.B3.S1.MA1	Grade Level Rtl meetings, student progress in Tier II and Tier III	Dudjak, Katherine	9/23/2015	Rtl Agendas, Intervention Paperwork, Intervention Observations, Student Data	5/25/2016 monthly
G1.B4.S1.MA1	Classroom Observation	Shall, Suzanne	9/1/2015	CAST rubrics, observation logs, observation feedback	5/24/2016 monthly
G1.B4.S1.MA1	Meet with grade level teams through Teacher Meetings	Pentz, Katherine	9/1/2015	master calendar, Teacher Meeting agendas	5/23/2016 monthly
G1.B4.S2.MA1	Classroom Observation	Shall, Suzanne	10/5/2015	observation feedback	5/27/2016 monthly
G1.B4.S2.MA1	Observation Debrief	Shall, Suzanne	10/5/2015	google spreadsheet, debrief notes	5/27/2016 monthly
G2.MA1	Student and teacher surveys, and feedback	Shall, Suzanne	8/24/2015	survey data, feedback notes	6/1/2016 quarterly
G2.B1.S1.MA1	Observation of Events	Shall, Suzanne	8/24/2015	Observational experiences, Shared Decision Making agendas, student artifacts	5/31/2016 monthly
G2.B1.S1.MA1	Master Calendar of Arts Events	Shall, Suzanne	8/24/2015	Artifacts and Experiences	5/31/2016 monthly

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.

G1. If teachers implement Tier I instruction aligned to Florida standards and analyze ongoing formative assessment to prescribe Tier II and Tier III instruction then we will increase student achievement in English Language Arts and Mathematics.

G1.B1 Teachers have a lack of experience with the new reading and math curriculum tools.

G1.B1.S1 Implement content specific Leadership Councils

PD Opportunity 1

The Literacy Leadership Council led by the Reading Coach will meet monthly with grade level literacy leads for vertical articulation, data analysis, and professional development to offer support to their grade level peers in implementing our new curriculum materials.

Facilitator

Katherine Pentz

Participants

Nancy Allen, Erin Taylor, Nicole Stewart, Lisa Wilder, Kelly Michael, Jessica Jones

Schedule

Monthly, from 9/2/2015 to 5/4/2016

PD Opportunity 2

The Math Leadership Council led by the Principal will meet monthly with grade level math leads for vertical articulation, data analysis, and professional development to offer support to their grade level peers in implementing our new curriculum materials.

Facilitator

Suzanne Shall

Participants

Erice Melton, Christie Morehouse, Michelle Lisser, Pat Carter, Thomas Hazouri, Kimberly Schiffer

Schedule

Monthly, from 9/9/2015 to 5/11/2016

G1.B2 Model classroom structure is not in place.

G1.B2.S1 Identify and set up model classrooms.

PD Opportunity 1

Model classrooms will be established for observation and debriefing opportunities.

Facilitator

Katherine Pentz, Marcy Dunavant, Suzanne Shall, Beth Dudjak, Annemarie Young

Participants

Kernan Trail Teachers

Schedule

Monthly, from 10/14/2015 to 6/1/2016

G1.B3 Lack of articulation and streamlined implementation structure for Response to Intervention to support tiered Intervention.

G1.B3.S1 Implement a Response to Intervention Council led by the Guidance Counselor and CSS Site Coach

PD Opportunity 1

The Response to Intervention Council will meet monthly with grade level leads for vertical articulation, data analysis of at risk students, and professional development on intervention strategies and resources to offer support to their grade level peers in implementing interventions.

Facilitator

Katherine Dudjak, Anne Marie Young

Participants

Rtl leads in K-5, all teachers, all interventionists

Schedule

Monthly, from 9/23/2015 to 5/25/2016

G1.B4 Lack of structure for horizontal teacher collaboration

G1.B4.S1 Implement Weekly Teacher Meetings in K-5

PD Opportunity 1

Implement weekly common planning time and have horizontal Teacher Meetings to collaborate on the new curriculum resources, and use assessments to plan with a backward design.

Facilitator

Suzanne Shall

Participants

All Teachers

Schedule

Weekly, from 9/1/2015 to 5/24/2016

G1.B4.S2 Provide opportunities for teacher observation of colleagues to reflect on their own classroom implementation and instructional practices.

PD Opportunity 1

Set up teacher observation and debriefing sessions.

Facilitator

Suzanne Shall, Marcy Dunavant, Katherine Pentz, Beth Dudjak, Anne Marie Young

Participants

All teachers

Schedule

Monthly, from 9/8/2015 to 5/23/2016