

Duval County Public Schools

Kernan Trail Elementary School



2016-17 Schoolwide Improvement Plan

Kernan Trail Elementary School

2281 KERNAN BLVD S, Jacksonville, FL 32246

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p align="center">Elementary School KG-5</p>	<p>2015-16 Title I School</p> <p align="center">No</p>	<p>2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p align="center">76%</p>
<p>Primary Service Type (per MSID File)</p> <p align="center">K-12 General Education</p>	<p>Charter School</p> <p align="center">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p align="center">58%</p>

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**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 11/1/2016.

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 a monitoring status of "Former F" (see page 4). 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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	33
Technical Assistance Items	36
Appendix 3: Budget to Support Goals	36

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Kernan Trail Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Kernan Trail Elementary is a strategically designed standards-based learning community focused on creating relationships with all stakeholders, crafting relevant, engaging, and aligned instruction, and achieving stellar results.

2. School Environment

a. 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.

b. 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 and 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.

When an issue arises the teacher immediately confers with the student, enters the infraction in Focus, and alerts the administrative team. The administrative team accesses the teacher's entry and focus and responds immediately with appropriate action.

c. 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

d. 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.

3. Early Warning Systems

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

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

Early Warning indicators are tracked through the school's Leadership Team using our data management system, Performance Matters. Students with early warning indicators have their progress tracked through either an Individual Education Plan, Response to Intervention Team, or our Guidance Counselor. The teachers of these students are made aware of their indicator for proactive measures in academics, behavior, and/or attendance.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	4	27	21	14	13	10	0	0	0	0	0	0	0	89
One or more suspensions	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	4	8	7	8	8	7	0	0	0	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	7	9	18	0	0	0	0	0	0	0	34

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	3	4	2	6	7	10	0	0	0	0	0	0	0	32

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

Kernan Trail has a Response to Intervention K-5 Vertical Team that meets monthly to discuss students' progress. Monthly, the Response to Intervention Lead Teacher in each grade level meets with their grade level team to discuss and monitor students' progress. A K-5 master list is created with the identified student's area of need and intervention. Purple folders are created to track intervention progress, fidelity, and data driven progress. Some of these students receive Tier II interventions and others receive Tier III services. As progress is tracked, some exit from the Rtl program, others continue service, and some are referred for further testing through our Multi-Disciplinary Response Team. This MRT team determines if a student needs an Individual Education Plan. In addition, attendance is tracked with our online Focus system, available to parents through our OneView parent portal, and monitored through our Attendance Team led by the Guidance Counselor.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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, weekly 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, Arts Extravaganza Night, and School Spirit Nights.

2. 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. 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. Our faith-based partnership is with faithbridge church. They sponsor our Blessings in a Backpack Program, offer teacher incentives, and volunteer during our school programs and events.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Shall, Suzanne	Principal
Dunavant, Marcy	Assistant Principal
Pentz, Katherine	Instructional Coach
Dudjak, Katherine	School Counselor
Wagner, Albert	Assistant Principal

b. Duties

1. 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Lindsey Armstrong	Parent
Susan Booth	Teacher
Lanette LeMay	Teacher
Amie McKagne	Parent
Tim Miller	Parent
Theresa Fishburne	Business/Community
Suzanne Shall	Principal
Nelson Martinez	Parent
Rose Alvarez	Education Support Employee
I-Fang Lee	Parent
Jessica Schumacher	Parent
Cielo Cruz	Parent
Sherry Boatman-Burris	Parent
Nancy Allen	Teacher
Triwan Thomas	Education Support Employee
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

At the first SAC meeting of the 2016-17 school year, the SAC members will vote on SAC Chair, Vice Chair, and Secretary, and members will discuss available year end data from 2015-16 and the accomplishment of goals from the 2015-2016 SIP. Members will discuss new goals for the 2016-2017 SIP based on available year end data from 2015-2016, and will receive an update on new district curriculum resources, academic initiatives, and blended learning platforms. Members will discuss new goals for the upcoming 2016-2017 SIP.

b. 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.

c. 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.

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

There was no SIP allocation for the 2015-2016 school year. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Pentz, Katherine	Instructional Coach
Jones, Jessica	Teacher, K-12
Shall, Suzanne	Principal
Taylor, Erin	Teacher, K-12
Michael, Kelly	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will focus on the following:

- *Staying up to date with currently released research
- *Plan for and implement Teacher Meetings
- *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

D. Public and Collaborative Teaching

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

1. 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.

2. 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

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

We have a couple of 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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, adopted Duval Math and Duval Reading curriculum tools, and research-based and vetted Units of Reading & Writing, 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.

b. Instructional Strategies

1. 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.

2. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 Florida Content Specifications in a daily workshop delivery model, 80% of learners will be proficient with grade level content.

- G2.** If we use formative and summative assessment to identify and prescribe Tier II and Tier III instruction for reading, writing, and mathematics learners not mastering the standards, we will ensure yearly learning gains for each student.

Strategic Goals Detail

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

G1. If teachers implement Tier I instruction aligned to Florida standards and Florida Content Specifications in a daily workshop delivery model, 80% of learners will be proficient with grade level content. 1a

G086473

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	83.0
FCAT 2.0 Science Proficiency	71.0

Targeted Barriers to Achieving the Goal 3

- Teacher's in depth understanding of the Florida Standards and Item Specifications.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Standards & Item Specifications
- Duval Reads
- Duval Math
- Science Curriculum
- Units of Study
- Formative and Summative Assessment

Plan to Monitor Progress Toward G1. 8

Formative and Summative Assessment

Person Responsible

Suzanne Shall

Schedule

Weekly, from 8/24/2016 to 5/31/2017

Evidence of Completion

Assessment Results and Prescriptive Instruction

G2. If we use formative and summative assessment to identify and prescribe Tier II and Tier III instruction for reading, writing, and mathematics learners not mastering the standards, we will ensure yearly learning gains for each student. 1a

G086474

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	66.0
ELA/Reading Lowest 25% Gains	59.0
Math Gains	67.0
Math Lowest 25% Gains	41.0

Targeted Barriers to Achieving the Goal 3

- Implementation of Differentiated Small Group Instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Achieves 3000
- iReady Reading
- iReady Math
- Classroom Assessment
- Conferring Session Observation and Notes
- Guided Reading Group Observation and Notes
- Guided Writing Group Observation and Notes
- Exit Tickets
- Leveled Literacy Intervention K-2

Plan to Monitor Progress Toward G2. 8

IReady Progress Monitoring Assessments, Mid-Module & End of Module Math Assessments

Person Responsible

Suzanne Shall

Schedule

Quarterly, from 8/24/2016 to 5/31/2017

Evidence of Completion

iReady Math Reports, Focus

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 Florida Content Specifications in a daily workshop delivery model, 80% of learners will be proficient with grade level content. **1**

 G086473

G1.B1 Teacher's in depth understanding of the Florida Standards and Item Specifications. **2**

 B229786

G1.B1.S1 Identification of K-5 Literacy, Math, and Science Leads **4**

 S242432

Strategy Rationale

Identifying Lead Teachers at each grade level will allow them to act as a leader amongst their peers and bring clarity to grade level expectations.

Action Step 1 **5**

Select Lead Teachers

Person Responsible

Suzanne Shall

Schedule

On 8/8/2016

Evidence of Completion

Curriculum Leadership Council Leads Table and CLC Resource Calendar

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

Participation from CLC Leads

Person Responsible

Suzanne Shall

Schedule

Weekly, from 8/24/2016 to 5/31/2017

Evidence of Completion

CLC Agendas

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

CLC Lead Participation in Council Meetings

Person Responsible

Suzanne Shall

Schedule

Weekly, from 8/24/2016 to 5/31/2017

Evidence of Completion

CLC Observation

G1.B1.S2 Literacy, Math, Science Leadership Council 4

S242433

Strategy Rationale

Meeting as a K-5 team will allow analysis of vertically aligned standards, articulation of school-wide expectations, and professional learning that spans grade levels.

Action Step 1 5

Schedule and Implement a Weekly Curriculum Leadership Council Meeting

Person Responsible

Suzanne Shall

Schedule

Weekly, from 8/24/2016 to 5/31/2017

Evidence of Completion

Sign-in sheet/attendance roster

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

Agendas from Curriculum Leadership Council and Observation

Person Responsible

Suzanne Shall

Schedule

Weekly, from 8/24/2016 to 5/31/2017

Evidence of Completion

Sign-in sheets/attendance rosters

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

Observation of CLC

Person Responsible

Suzanne Shall


Schedule

Weekly, from 8/24/2016 to 5/31/2017

Evidence of Completion

Walk-through analysis and CAST observation evaluations

G1.B1.S3 Weekly Grade Level Teacher Meetings 4

 S242434

Strategy Rationale

Meeting as a horizontal grade level team allows for common planning within a focus on the standards, opportunity for conversation about planning and implementing instruction, the ability to share and analyze assessment.

Action Step 1 5

Planning and Implementation of Teacher Meetings

Person Responsible

Suzanne Shall

Schedule

Weekly, from 8/30/2016 to 5/30/2017

Evidence of Completion

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

Common Planning Agendas

Person Responsible

Katherine Pentz

Schedule

Weekly, from 8/30/2016 to 5/30/2017

Evidence of Completion

Agendas, Observations

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

Classroom Observation of Lesson Development and Planning

Person Responsible

Suzanne Shall

Schedule

Monthly, from 8/30/2016 to 5/30/2017

Evidence of Completion

Walkthrough Notes

G2. If we use formative and summative assessment to identify and prescribe Tier II and Tier III instruction for reading, writing, and mathematics learners not mastering the standards, we will ensure yearly learning gains for each student. 1

G086474

G2.B1 Implementation of Differentiated Small Group Instruction 2

B229788

G2.B1.S1 Training in Blended Learning Tools and Reports to Prescribe Small Group Instruction 4

S242435

Strategy Rationale

When teachers understand the blended learning tools and reports they will strategically use the information to inform daily small group instruction.

Action Step 1 5

Training Sessions on iReady and Achieves Instructional Tools

Person Responsible

Suzanne Shall

Schedule

Quarterly, from 9/14/2016 to 5/31/2017

Evidence of Completion

Training Agendas

Action Step 2 5

Data Analysis Training on Blended Learning Reports

Person Responsible

Suzanne Shall

Schedule

Quarterly, from 9/14/2016 to 5/31/2017

Evidence of Completion

iReady and Achieves Data Reports

Action Step 3 5

Small Group Demonstration Lessons in Reading

Person Responsible

Katherine Pentz

Schedule

On 3/7/2017

Evidence of Completion

Observation Notes and Agendas

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

Demonstration Lesson Debriefs

Person Responsible

Suzanne Shall

Schedule

Quarterly, from 9/16/2016 to 5/26/2017

Evidence of Completion

Demonstration Lesson Notes and Observation

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

Classroom Small Group Observation and Student Blended Learning Data

Person Responsible

Suzanne Shall

Schedule

Weekly, from 8/26/2016 to 5/26/2017

Evidence of Completion

Google Document of Teacher Duty Elsewhere, Google Document of Observation Lessons, Walk Through Observation Notes, CAST Observations, Small Group Notes, Blended Learning Usage Reports

G2.B1.S2 Training in Guided Reading and Leveled Literacy Intervention to Conduct Small Group Instruction **4**

 S242436

Strategy Rationale

When teachers use LLI and Guided Reading as a tool for small group instruction in reading, students will develop decoding skills, fluency, vocabulary, and comprehension.

Action Step 1 **5**

Teacher Meeting Training on LLI and GR with Demonstration Observation

Person Responsible

Katherine Pentz

Schedule

Triannually, from 9/13/2016 to 5/30/2017

Evidence of Completion

Teacher Meeting Agenda, Observation Notes, Session Debriefs

Action Step 2 **5**

Secure Additional Leveled Literacy Intervention Kits and Guided Reading Books

Person Responsible

Katherine Pentz

Schedule

On 10/30/2016

Evidence of Completion

Inventory of Kits and Guided Reading Books

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

Classroom Observation and Feedback Cycle

Person Responsible

Suzanne Shall

Schedule

Weekly, from 9/13/2016 to 5/30/2017

Evidence of Completion

Feedback Notes, Classroom Observation Notes, Google Document of Classroom Visits, Student Data from Small Groups

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

Student Data Monitoring

Person Responsible

Suzanne Shall

Schedule

Quarterly, from 8/30/2016 to 5/23/2017

Evidence of Completion

Achieves Level Sets, iReady Reading and Math reports, Guided Reading Levels

G2.B1.S3 Training in Differentiating Math Instruction for Teacher Led Math Center 4

S242437

Strategy Rationale

When teachers use formative classroom data and iReady math reports to prescribe math instruction in small groups, students will develop math automaticity and fluency, conceptual understanding, and skills.

Action Step 1 5

Math Council

Person Responsible

Suzanne Shall

Schedule

Triannually, from 10/26/2016 to 5/24/2017

Evidence of Completion

Math Council Agendas, Teacher Meeting Agendas, Classroom Observation Notes

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Classroom Observation, Small Group Plans

Person Responsible

Suzanne Shall

Schedule

Monthly, from 10/26/2016 to 5/24/2017

Evidence of Completion

Classroom Observation Notes, Small Group Plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

iReady Math Progress

Person Responsible

Suzanne Shall

Schedule

Triannually, from 8/31/2016 to 5/31/2017

Evidence of Completion

IReady Reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A313763	Select Lead Teachers	Shall, Suzanne	8/1/2016	Curriculum Leadership Council Leads Table and CLC Resource Calendar	8/8/2016 one-time
G2.B1.S2.A2 A313770	Secure Additional Leveled Literacy Intervention Kits and Guided Reading Books	Pentz, Katherine	9/19/2016	Inventory of Kits and Guided Reading Books	10/30/2016 one-time
G2.B1.S1.A3 A313768	Small Group Demonstration Lessons in Reading	Pentz, Katherine	9/13/2016	Observation Notes and Agendas	3/7/2017 one-time
G2.B1.S2.MA1 M324086	Student Data Monitoring	Shall, Suzanne	8/30/2016	Achieves Level Sets, iReady Reading and Math reports, Guided Reading Levels	5/23/2017 quarterly
G2.B1.S3.MA1 M324089	Classroom Observation, Small Group Plans	Shall, Suzanne	10/26/2016	Classroom Observation Notes, Small Group Plans	5/24/2017 monthly
G2.B1.S3.A1 A313771	Math Council	Shall, Suzanne	10/26/2016	Math Council Agendas, Teacher Meeting Agendas, Classroom Observation Notes	5/24/2017 triannually
G2.B1.S1.MA1 M324084	Classroom Small Group Observation and Student Blended Learning Data	Shall, Suzanne	8/26/2016	Google Document of Teacher Duty Elsewhere, Google Document of Observation Lessons, Walk Through Observation Notes, CAST Observations, Small Group Notes, Blended Learning Usage Reports	5/26/2017 weekly
G2.B1.S1.MA1 M324085	Demonstration Lesson Debriefs	Shall, Suzanne	9/16/2016	Demonstration Lesson Notes and Observation	5/26/2017 quarterly
G2.B1.S2.MA1 M324087	Classroom Observation and Feedback Cycle	Shall, Suzanne	9/13/2016	Feedback Notes, Classroom Observation Notes, Google Document of Classroom Visits, Student Data from Small Groups	5/30/2017 weekly
G2.B1.S2.A1 A313769	Teacher Meeting Training on LLI and GR with Demonstration Observation	Pentz, Katherine	9/13/2016	Teacher Meeting Agenda, Observation Notes, Session Debriefs	5/30/2017 triannually
G1.B1.S3.MA1 M324081	Classroom Observation of Lesson Development and Planning	Shall, Suzanne	8/30/2016	Walkthrough Notes	5/30/2017 monthly
G1.B1.S3.MA1 M324082	Common Planning Agendas	Pentz, Katherine	8/30/2016	Agendas, Observations	5/30/2017 weekly
G1.B1.S3.A1 A313765	Planning and Implementation of Teacher Meetings	Shall, Suzanne	8/30/2016		5/30/2017 weekly
G1.MA1 M324083	Formative and Summative Assessment	Shall, Suzanne	8/24/2016	Assessment Results and Prescriptive Instruction	5/31/2017 weekly
G2.MA1 M324090	iReady Progress Monitoring Assessments, Mid-Module & End of Module Math Assessments	Shall, Suzanne	8/24/2016	iReady Math Reports, Focus	5/31/2017 quarterly
G1.B1.S1.MA1 M324077	CLC Lead Participation in Council Meetings	Shall, Suzanne	8/24/2016	CLC Observation	5/31/2017 weekly
G1.B1.S1.MA1 M324078	Participation from CLC Leads	Shall, Suzanne	8/24/2016	CLC Agendas	5/31/2017 weekly
G2.B1.S1.A1 A313766	Training Sessions on iReady and Achieves Instructional Tools	Shall, Suzanne	9/14/2016	Training Agendas	5/31/2017 quarterly
G2.B1.S1.A2 A313767	Data Analysis Training on Blended Learning Reports	Shall, Suzanne	9/14/2016	iReady and Achieves Data Reports	5/31/2017 quarterly

Duval - 2311 - Kernan Trail Elementary School - 2016-17 SIP
Kernan Trail Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1 M324079	Observation of CLC	Shall, Suzanne	8/24/2016	Walk-through analysis and CAST observation evaluations	5/31/2017 weekly
G1.B1.S2.MA1 M324080	Agendas from Curriculum Leadership Council and Observation	Shall, Suzanne	8/24/2016	Sign-in sheets/attendance rosters	5/31/2017 weekly
G1.B1.S2.A1 A313764	Schedule and Implement a Weekly Curriculum Leadership Council Meeting	Shall, Suzanne	8/24/2016	Sign-in sheet/attendance roster	5/31/2017 weekly
G2.B1.S3.MA1 M324088	iReady Math Progress	Shall, Suzanne	8/31/2016	IReady Reports	5/31/2017 triannually

V. 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 Florida Content Specifications in a daily workshop delivery model, 80% of learners will be proficient with grade level content.

G1.B1 Teacher's in depth understanding of the Florida Standards and Item Specifications.

G1.B1.S2 Literacy, Math, Science Leadership Council

PD Opportunity 1

Schedule and Implement a Weekly Curriculum Leadership Council Meeting

Facilitator

Katherine Pentz, Suzanne Shall, Ricky Lamberson, Marcy Dunavant, Beth Dudjak, Albert Wagner

Participants

Curriculum Leadership Council K-5 Leads

Schedule

Weekly, from 8/24/2016 to 5/31/2017

G1.B1.S3 Weekly Grade Level Teacher Meetings

PD Opportunity 1

Planning and Implementation of Teacher Meetings

Facilitator

CLC Leads

Participants

All teachers

Schedule

Weekly, from 8/30/2016 to 5/30/2017

G2. If we use formative and summative assessment to identify and prescribe Tier II and Tier III instruction for reading, writing, and mathematics learners not mastering the standards, we will ensure yearly learning gains for each student.

G2.B1 Implementation of Differentiated Small Group Instruction

G2.B1.S1 Training in Blended Learning Tools and Reports to Prescribe Small Group Instruction

PD Opportunity 1

Training Sessions on iReady and Achieves Instructional Tools

Facilitator

Katherine Pentz, Suzanne Shall, Marcy Dunavant, Albert Wagner, Ricky Lamberson, Natalie Hagat

Participants

All teachers

Schedule

Quarterly, from 9/14/2016 to 5/31/2017

PD Opportunity 2

Data Analysis Training on Blended Learning Reports

Facilitator

Katherine Pentz, Suzanne Shall, Marcy Dunavant, Albert Wagner, Ricky Lamberson

Participants

All teachers

Schedule

Quarterly, from 9/14/2016 to 5/31/2017

PD Opportunity 3

Small Group Demonstration Lessons in Reading

Facilitator

Katherine Pentz and Grade Level Literacy Leads

Participants

All ELA teachers

Schedule

On 3/7/2017

G2.B1.S2 Training in Guided Reading and Leveled Literacy Intervention to Conduct Small Group Instruction

PD Opportunity 1

Teacher Meeting Training on LLI and GR with Demonstration Observation

Facilitator

Katherine Pentz

Participants

All Reading Teachers

Schedule

Triannually, from 9/13/2016 to 5/30/2017

G2.B1.S3 Training in Differentiating Math Instruction for Teacher Led Math Center

PD Opportunity 1

Math Council

Facilitator

Suzanne Shall

Participants

All Math Teachers

Schedule

Triannually, from 10/26/2016 to 5/24/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Select Lead Teachers	\$0.00			
2	G1.B1.S2.A1	Schedule and Implement a Weekly Curriculum Leadership Council Meeting	\$0.00			
3	G1.B1.S3.A1	Planning and Implementation of Teacher Meetings	\$0.00			
4	G2.B1.S1.A1	Training Sessions on iReady and Achieves Instructional Tools	\$0.00			
5	G2.B1.S1.A2	Data Analysis Training on Blended Learning Reports	\$0.00			
6	G2.B1.S1.A3	Small Group Demonstration Lessons in Reading	\$0.00			
7	G2.B1.S2.A1	Teacher Meeting Training on LLI and GR with Demonstration Observation	\$0.00			
8	G2.B1.S2.A2	Secure Additional Leveled Literacy Intervention Kits and Guided Reading Books	\$6,000.00			
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2311 - Kernan Trail Elementary School	Other		\$6,000.00
<i>Notes: Funds will be secured through PTA and outside organizations.</i>						
9	G2.B1.S3.A1	Math Council	\$0.00			
Total:						\$6,000.00