2013-2014 SCHOOL IMPROVEMENT PLAN

Kings Trail Elementary School

7401 OLD KINGS RD S
Jacksonville, FL 32217
904-739-5254
http://www.duvalschools.org/kingstrail

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	69%

Alternative/ESE Center	Charter School	Minority Rate
No	No	78%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	B	B	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Kings Trail Elementary School

Principal
Diane Clark

School Advisory Council chair
Linda Dacks

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Diane Clark	Principal
Talitha Harris	Assistant Principal
Tiffanie McClain	Reading Coach
Barbara Williams	Math Coach
Christy Bultman	School Counselor

District-Level Information

District
Duval

Superintendent
Dr. Nikolai P Vitti

Date of school board approval of SIP
1/7/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Ed Support Representative
Community Representative
Principal
Teacher Representative
Parent Representative

Involvement of the SAC in the development of the SIP

School Advisory Council has it's meeting during lunch on the last Tuesday of the month. SAC advises budget decisions, oversees the development of the School Improvement Plans, looks at FCAT data to assist with setting school goals.

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Activities of the SAC for the upcoming school year

SAC approves the budget, SIP, and discuss the upcoming activities for the year. (Literacy Night, ESOL Cultural Fair, Univercity of North Florida partnership, Make a Difference Day, PALS Tutoring through Merrill Lynch, YMCA Reads, & Fifth Grade Stock Market Game.

Projected use of school improvement funds, including the amount allocated to each project

School Improvement funds will be used for purchasing school wide access to Accelerated Reading. Professional development of Common Core and Math materials for reteaching and assessment and to assist with Home learning

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Diane Clark

Principal	Years as Administrator: 14	Years at Current School: 8
Credentials	BA- Bachelor of Arts MA- Educational Leadership Ed Leadership (All levels) Elementary Ed (1-6)	
Performance Record	2012-2013: Grade B, Proficiency: Reading-49%, Math55%, Science-49% Writing-57% 2011-2012: Grade B; Proficiency: Reading-52%, Math-62%, Science-50% Writing-90% 2010-2011: Grade A; Proficiency: Reading-79%, Math-80%, Science- 50%, Writing-90% 2009-2010: Grade A; Proficiency: Reading-72%, Math-74%, Science- 47%, Writing-80% 2008-2009: Grade A; Proficiency: Reading-65%, Math-68%, Science- 48%, Writing-71% 2007-2008: Grade A; Proficiency: Reading-58%, Math-62%, Science- 53%, Writing- 2006-2007: Grade A; Proficiency: Reading-51%, Math-56%, Science- 28%, Writing-90%	

Talitha Harris		
Asst Principal	Years as Administrator: 3	Years at Current School: 1

Credentials	BA- Bachelor of Arts MA- Educational Leadership Elementary Ed K-6 Ed Leadership (All Levels)
Performance Record	2012-2013: Grade F, Proficiency: Reading-36%, Math43%, Science-20%, Writing 75% 2011-2012: Grade D, Proficiency: Reading-49%, Math55%, Science-49%, Writing 80% 2010-2011: 2nd Grade Teacher Merrill Rd Elementary Grade B School #228 81% Reading Mastery / 82% Math Mastery / 53% Science Mastery/ 63%Writing Mastery AYP: NO Black and Student with Disabilities did not make AYP 2009-2010 : Math and Science Lead Merrill Rd Elementary Grade A School #228 80% Reading Mastery / 82% Math Mastery / 53% Science Mastery/ 80%Writing Mastery AYP: Yes 2008-2009 : Math and Science Lead Merrill Rd Elementary Grade A School #228 79% Reading Mastery / 77% Math Mastery / 53% Science Mastery/ 83%Writing Mastery AYP: Yes 2007-2008 : Math and Science Lead Merrill Rd Elementary Grade A School #228 82% Reading Mastery / 77% Math Mastery / 43% Science Mastery/ 84%Writing Mastery AYP: Yes 2006-2007: 2nd Grade Teacher Merrill Rd Elementary Grade A School #228 82% Reading Mastery / 78% Math Mastery / 49% Science Mastery/ 82%Writing Mastery AYP: Yes

Instructional Coaches

# of instructional coaches
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Tiffanie McClain		
Full-time / School-based	Years as Coach: 1	Years at Current School: 6

Areas	Reading/Literacy
Credentials	BA Elementary Ed MA-Elementary Ed Elementary Ed (K-6) Reading (K-12) ESOL Endorsement
Performance Record	2012-2013: Grade B, Proficiency: Reading-49%, Math55%, Science-49% Writing-57% 2011-2012: Grade B; Proficiency: Reading-52%, Math-62%, Science-50% 2010-2011: Grade A; Proficiency: Reading-79%, Math-80%, Science-50% 2009-2010: Grade A; Proficiency: Reading-72%, Math-74%, Science- 47% 2008-2009: Grade A; Proficiency: Reading-65%, Math-68%, Science- 48% 2007-2008: Grade A; Proficiency: Reading-58%, Math-62%, Science-28%

Barbara Williams		
Full-time / School-based	Years as Coach: 8	Years at Current School: 1

Areas	Mathematics
Credentials	BSE- Bachelors Science Education MS- Educational Leadership Elementary Ed (K-6) Ed Leadership (All Levels)
Performance Record	District Cadre

Classroom Teachers

# of classroom teachers
34

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
100%

 # certified in-field
34, 100%

 # ESOL endorsed
21, 62%

 # reading endorsed
0, 0%

 # with advanced degrees
3, 9%

 # National Board Certified
1, 3%

 # first-year teachers
1, 3%

 # with 1-5 years of experience
6, 18%

 # with 6-14 years of experience
21, 62%

 # with 15 or more years of experience
6, 18%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
4, 100%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Kings Trail Elementary School has a partnership with the University of North Florida and serves as a professional development school that accepts student interns and Pre-Interns throughout the school year. Linda Dacks is housed at Kings Trail and serves as a full-time Resident Clinical Faculty. Dr. Stacy Boote,. Professor in Residence from the University of North Florida provides resources and assistance to teachers in the area of mathematics. Novice teachers are partnered with veterans teachers. Teachers receive Bi-weekly professional development during Early Dismissal Day and bi-weekly data analysis meetings alternating Primary and Intermediate teachers. Tiffanie McClain, Professional Development Facilitator (PDF) works with the new teachers to provide in-depth, one-on-one professional development and support in the implementation of appropriate instructional strategies in the classroom. Teachers have the opportunity to meet 4 times a week during Common Planning Session with grade level to plan instruction and analyze student work.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Kings Trail mentoring program selects highly skilled classroom teacher that exhibit high expectations for their students. Students have to show growth in school, district and state data. The mentor is

willing to be a part of the professional development of a new teacher, committing both time and energy in working with the new teacher.

The mentors and novice teachers meet weekly throughout the year. The mentor observes the new teacher using the Collaborative Assessment System for Teachers (C.A.S.T.) instrument within the designated timeline of the prescribed program. This way they are able to provide feedback, encouragement, and support. The mentor works with the novice teacher with respect to the opening of school, open house, parent conferences, school policies and procedures, assists in the set up and management of the classroom, and plans for instruction and assessment. In addition, novice teachers are required to attend a monthly meeting at the school base level. The mentor provides assistance and maintain a log of all meetings with the novice teacher.

The mentor advises the principal and assistant principal on the teacher's progress and assist in implementing the principal's requests.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The School Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The School Leadership Team finalizes the plan.

The School Improvement Plan is the guiding document for the work of Kings Trail Elementary. The School Leadership Team will regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used MTSS/RtI to inform instruction and made mid-course adjustments as data are analyzed.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Diane Clark (Principal) provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Talitha Harris (Assistant Principal) assists the principal by monitoring the school-based RtI team, conducts assessment of RtI skills of school staff, and monitoring the implementation of intervention support and documentation.

Christy Sotolongo (Guidance Counselor) provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school guidance counselor continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. The school counselor also assists in supporting teachers with the RtI process by meeting with teachers weekly to provide support for intervention fidelity, documentation, curriculum selection and more.

Tiffani McClain (Reading Coach) develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Barbara Williams (Math Coach) develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions). Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Sherrie Graham (ESE Liaison) Collaborates with the regular education teachers regarding interventions, accommodations and modifications for Tier 2 and 3 students. Also, provides support for intervention fidelity and documentation.

Mellissa Amerson (SLP) District assigned Speech Language Pathologist participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; intervention planning, and program evaluation; facilitates data-based decision making activities.

? Karen Nudo (School Psychologist) District assigned School Psychologist participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; intervention planning, and program evaluation; facilitates data-based decision making activities.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

1. Teachers analyze weekly data from class, district and state during weekly 90 minute PLCs.
2. Struggling students are identified through the collaboration of Teachers, Academic Coaches, the School Counselor and Administration then interventions are planned accordingly based on the students specific area of concern.
3. Continuously struggling students are referred to the MTSS team to problem solve and collaborate on research based next steps. The teacher brings collected data in graph form to share and discuss with the team. A monitoring date of 4-6 weeks out is set to monitor student and intervention progress. Progress monitoring meeting reviews 4-6 weeks of data and either refers the child out, continues intervention, suggest a new intervention, or refers to MRT for more testing.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data sources and management systems used to access, analyze data and monitor effectiveness of the core:
1. Progress Monitoring Sheets: Used in monitoring weekly and cumulative assessments and to plan for FCIM lessons in individual, small and whole group.
2. Curriculum Guide Assessments (CGAs): A baseline, Quarter 1, 2, 4 and end of year progress monitoring of students used on individual assessed standards and benchmarks, and student's areas of concerns. Target Focus Calendars are created and updated in response to data. Data is summarized Mid-year SIP and Mid-Year Stakeholders Meetings. All data is presented in graph form on a data wall.
4. IOWA assessment used to determine students requiring further assessment using the Diagnostic Assessment in Reading (DAR) which will be used to differentiate and plan for small group instruction and Guided Reading.
5. RtI Summary Sheets: Data and outcome is documented for Tier 2 and Tier 3 using a template with guiding questions.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

MTSS will be supported by Academic Coaches, the School Counselor, ESE Liaisons and Administration by providing weekly feedback from classroom walk-throughs, PLCs, and informal CAST observations. Effective practices with researched based materials will be modeled during PLCs and class time. Scaffolding methods such as modeling, co-teaching, and "piggy-backing" will be utilized until each teacher is effective with Tier 1, 2 and 3 practices and resources. A resource will be compiled with all the school resources available for each content area and tier as guide for teachers. A check out system will be created to monitored purchased resources to ensure the researched based materials stay complete from year to year.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Diane Clark	Principal
Talitha Harris	Assistant Principal
Tiffanie McClain	Reading Coach
Dennis Breden	Primary Reading Support

How the school-based LLT functions

The literacy leadership team meets monthly. The meetings will focus on data collected from focus walks, classroom observations, and common school-wide data assessments. As a team, next steps for literacy professional development and student achievement will be discussed. The team will also discuss implementation of school and district initiatives.

Major initiatives of the LLT

The literacy leadership team will focus on the implementation of the reading strategies from Gretchen Owocki's The Common Core Lesson Book K-5 during ELA block, and the Lucy Calkins writing lessons during Writer's Workshop. These initiatives will focus on daily writing sessions and independent reading at both school and home. The team will focus on strategies that can positively affect the achievement of students. The Common Core and the study of Text Complexity will be supported by the team. In addition, the team will develop an implementation calendar and plan to ensure volume reading to all students so that 100% of Kings Trail students' meet their quarterly reading goals. At Kings Trail, Reading Literature and Reading Information Standards will be addressed using attributes charts and the Text Talk program for K-2 . Grades 3-5 will use novel studies to address vocabulary acquisition and comprehension .

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

In order to better prepare students for Kindergarten, all parents are given Pre-K flash cards of the Fry words, letter cards, and number flash cards to practice with their child before the start of school. During pre-planning, Kindergarten families are invited to an informal "Meet and Greet" orientation session. This provides families and kindergarten students with a non-threatening opportunity to visit the school and develop initial relationships with the teachers. Families will also be provided with a list of appropriate

questions to ask their children when they greet them after school to encourage discussion about their daily activities.

In partnership with The YMCA, kindergarten students are invited to participate in The YMCA Reads Literacy Program. Parents are invited to attend the Ready to Learn Program that is implemented at Kings Trail Elementary. Staff is trained on implementing Soar To Success to provide needed assistance for students needing extra support.

Within the first 30 days of enrollment, kindergarten students are given the Florida Kindergarten Readiness Screener (FLKRS), the first two measures of the Florida Assessment in Reading (FAIR) for kindergarten (Letter Naming Fluency and Initial Sound Fluency) and ECHOS to gather information on a child's development in emergent literacy. In addition, students are assessed on their abilities in reading, mathematics, and science using the Baseline Curriculum Guide Assessment. The results of these assessments are used to group students for differentiated instruction and provide immediate intensive intervention.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	49%	No	60%
American Indian				
Asian	31%	33%	Yes	38%
Black/African American	47%	41%	No	52%
Hispanic	59%	48%	No	63%
White	67%	63%	No	70%
English language learners	32%	27%	No	39%
Students with disabilities	31%	27%	No	38%
Economically disadvantaged	53%	46%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	59	30%	33%
Students scoring at or above Achievement Level 4	37	19%	21%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	88	68%	74%
Students in lowest 25% making learning gains (FCAT 2.0)	23	74%	81%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	41	38%	42%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	29	27%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	19	17%	19%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	42	57%	63%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	55%	No	68%
American Indian				
Asian	54%	50%	No	58%
Black/African American	48%	44%	No	54%
Hispanic	75%	64%	No	78%
White	78%	67%	No	80%
English language learners	49%	45%	No	54%
Students with disabilities	63%	32%	No	67%
Economically disadvantaged	62%	52%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	35%	39%
Students scoring at or above Achievement Level 4	39	20%	22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	94	73%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	24	75%	83%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	26%	29%
Students scoring at or above Achievement Level 4	12	23%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	88	18%	16%
Students retained, pursuant to s. 1008.25, F.S.	3	1%	1%
Students who are not proficient in reading by third grade	35	51%	46%
Students who receive two or more behavior referrals	5	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	21	4%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Kings Trail Elementary Schools would like to increase the parental involvement by 10% in the 2013 -2014 school year by providing parents various opportunities for parents to get involved in their child's social, emotional and academic education.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Literacy Family Events	160	32%	35%
FCAT Information Event	40	20%	22%
Cultural Awareness Events	125	25%	28%

Goals Summary

G1. Our goal is to provide a safe, civil, organize and productive learning environment for students and faculty and decrease the number of student accidents

G2. 63% of all 4th grade students will score at or above a level 3.5 on the FCAT 2.0 Writing .

G3. The percentage of students scoring at achievement level 3 on the FCAT 2.0 science will increase from 49% (31) to 54% (36).

G4. The percentage of students in our lowest quartile making learning gains in math will increase from 75% to 83%.

G5. The percentage of students making learning gains in Math on the 2014 Math FCAT will increase from 73% (94) to 80% (103).

G6. The percentage of students scoring at Achievement Level 4 and Level 5 on FCAT 2.0 Mathematics will increase from 20% (39) to 22% (43).

G7. The percentage of students scoring at Achievement Level 3 on the FCAT 2.0 Mathematics will increase from 35%(68) to 39% (75).

G8. The percentage of students in our lowest quartile making learning gains on the 2014 Reading FCAT 2.0 will increase from 74% (23) to 81% (25).

G9. The percentage of students making gains on the 2014 Reading FCAT 2.0 will increase from 68% (88) to 74% (96).

G10. The percentage of students scoring at or above Achievement Levels 4 on the Reading FCAT 2.0 will increase from 19% (37) to 21% (41).

G11. The percentage of students scoring Level 3 on the 2014 Reading FCAT 2.0 will increase from 30% (59) to 33% (64).

Goals Detail

G1. Our goal is to provide a safe, civil, organize and productive learning environment for students and faculty and decrease the number of student accidents

Targets Supported

Resources Available to Support the Goal
- Teachers will be trained in the protocols and procedures of Safety. Teachers will be given a safety binder.

Targeted Barriers to Achieving the Goal
- Students do not using playground equipment appropriately.

Plan to Monitor Progress Toward the Goal

Monitor the number of Accident reported

Person or Persons Responsible
Talitha Harris, Assistant Principal

Target Dates or Schedule:
Monthly

Evidence of Completion:
Accident Reports

G2. 63% of all 4th grade students will score at or above a level 3.5 on the FCAT 2.0 Writing .

Targets Supported
- Writing

Resources Available to Support the Goal
- District Reading Specialist School Based Literacy Coach

Targeted Barriers to Achieving the Goal
- Teachers limited Knowledge and understanding of how to score a piece of writing at the level and rigor of the state as defined on the Florida Writing 2.0 rubric.

Plan to Monitor Progress Toward the Goal

Collection of student writing pieces and use of teacher created rubrics

Person or Persons Responsible
District Specialist

Target Dates or Schedule:
September 2013- June2014

Evidence of Completion:
Student Writing samples

G3. The percentage of students scoring at achievement level 3 on the FCAT 2.0 science will increase from 49% (31) to 54% (36).

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Science Lab Gizmos District Science Specialist

Targeted Barriers to Achieving the Goal
- Students lack background knowledge in Science and limited science vocabulary

Plan to Monitor Progress Toward the Goal

Monitor science curriculum guide administration and assessments

Person or Persons Responsible
Science Specialists

Target Dates or Schedule:
August, October 2013 January, March, June 2014

Evidence of Completion:
Increase in FCAT Science proficiency levels

G4. The percentage of students in our lowest quartile making learning gains in math will increase from 75% to 83%.

Targets Supported

Resources Available to Support the Goal
- School Based Math Coach District Math Specialist I-Ready Success Maker UNF Math Professor in Residence

Targeted Barriers to Achieving the Goal
- Difficulty assigning the appropriate safety nets to students and monitoring their effectiveness.

Plan to Monitor Progress Toward the Goal

Monitor the usage of I-Ready, REFLEX math

Person or Persons Responsible
Principal District Math Specialist

Target Dates or Schedule:
August 2013-June 2014

Evidence of Completion:
Increase in FCAT Math student gains by 10%. Increase in I-Ready Diagnostic levels.

G5. The percentage of students making learning gains in Math on the 2014 Math FCAT will increase from 73% (94) to 80% (103).

Targets Supported

Resources Available to Support the Goal
- School Based Math Coach District Math Specialist I-Ready Success Maker UNF Math Professor in Residence

Targeted Barriers to Achieving the Goal
- Lack of time in providing differentiated activities to meet the needs of all the various subgroups.

Plan to Monitor Progress Toward the Goal

Student benchmark data will collected and analyzed

Person or Persons Responsible
District based Math Coach Principal Assistant Principal School based Math Coach

Target Dates or Schedule:
Bi weekly September 2013-May2014

Evidence of Completion:
Increase math benchmark data and Math FCAT proficiency levels and scale scores

G6. The percentage of students scoring at Achievement Level 4 and Level 5 on FCAT 2.0 Mathematics will increase from 20% (39) to 22% (43).

Targets Supported

Resources Available to Support the Goal
- School Based Math Coach District Math Specialist I-Ready Success Maker Stock Market Game

Targeted Barriers to Achieving the Goal
- Ensuring that all students are provided with differentiated learning opportunities within the Math Center Rotations to align with their advanced skills and performance.

Plan to Monitor Progress Toward the Goal

Monitor I-Ready, REFLEX and Success Maker administration and data collection

Person or Persons Responsible
District Specialist Assistant Principal Principal

Target Dates or Schedule:
Month September 2013- June 2014

Evidence of Completion:
Increase in math FCAT levels and scale scores

G7. The percentage of students scoring at Achievement Level 3 on the FCAT 2.0 Mathematics will increase from 35%(68) to 39% (75).

Targets Supported

Resources Available to Support the Goal
- School Based Math Coach District Math Special UNF Math Professor in Residence UNF Interns I-Ready Math Success Maker

Targeted Barriers to Achieving the Goal
- Limited use of Higher Order Questioning and Test Question Complexity by teachers.

Plan to Monitor Progress Toward the Goal

Data collection and Monitor curriculum Guide Assessments and common assessment

Person or Persons Responsible
Math coach District Specialist

Target Dates or Schedule:
October 2013 January 2014 April 2014

Evidence of Completion:
Increase in math FCAT proficiency by 10%

G8. The percentage of students in our lowest quartile making learning gains on the 2014 Reading FCAT 2.0 will increase from 74% (23) to 81% (25).

Targets Supported
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal
- Heggerty Phonemic Awareness Phonics readers Leveled Text Accelerated Reader Success Maker

Targeted Barriers to Achieving the Goal
- Teachers effectively identifying students needing phonics and phonemic awareness interventions.

Plan to Monitor Progress Toward the Goal

Monitor DAR FCAT data Common Assessments

Person or Persons Responsible
Assistant Principal

Target Dates or Schedule:
Fall, winter 2013 and Spring 2014

Evidence of Completion:
Students increase in fluency and word recognition

G9. The percentage of students making gains on the 2014 Reading FCAT 2.0 will increase from 68% (88) to 74% (96).

Targets Supported
- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal
- School-based Literacy Coach District Literacy Coach Accelerated Reader Level Text

Targeted Barriers to Achieving the Goal
- Teachers limit student opportunities to engage in differentiated instruction, activities and strategies during the literacy block.

Plan to Monitor Progress Toward the Goal

Monitor data collection

Person or Persons Responsible
District Literacy Specialist Assistant Principal Principal

Target Dates or Schedule:
Fall, Winter 2013 Spring 2014

Evidence of Completion:
Students increase of reading scale scores and increase reading levels

G10. The percentage of students scoring at or above Achievement Levels 4 on the Reading FCAT 2.0 will increase from 19% (37) to 21% (41).

Targets Supported
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal
- School-base Literacy Coach District Literacy Specialist Edmodo Common Core Lesson Book Comprehension tool kit

Targeted Barriers to Achieving the Goal
- Lack of instructional rigor in primary and intermediate classes, which include differentiated instruction

Plan to Monitor Progress Toward the Goal

Measure student growth by monitoring to students using district created curriculum guide assessment to assessed tested benchmarks

Person or Persons Responsible
Literacy Coach Assistant principal Principal

Target Dates or Schedule:
October 2013 January 2014 April 2014 June 2014

Evidence of Completion:
student assessment DAR IOWA Curriculum Guide Assessments

G11. The percentage of students scoring Level 3 on the 2014 Reading FCAT 2.0 will increase from 30% (59) to 33% (64).

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

- EWS - Elementary School

Resources Available to Support the Goal

- School-Base Reading Coach District Reading Specialist The Common Core Lesson Book Edmodo Basal Alignment Project Teacher Academy

Targeted Barriers to Achieving the Goal

- Teacher understanding and Implementation of the Gradual Release Model during the ELA block and Lesson Plans.

- Novice School-Based Literacy Coach

Plan to Monitor Progress Toward the Goal

Teachers will select appropriate level of text to monitor student mastery of content focus.

Person or Persons Responsible
Teacher Reading Coach Assistant Principal

Target Dates or Schedule:
bi-weekly

Evidence of Completion:
Selected reading assessments

Action Plan for Improvement

Problem Solving Key

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

G1. Our goal is to provide a safe, civil, organize and productive learning environment for students and faculty and decrease the number of student accidents

G1.B1 Students do not using playground equipment appropriately.

G1.B1.S1 Teach students the appropriate usage of all playground equipment

Action Step 1

Lessons created for the demonstration and appropriate use of playground safety

Person or Persons Responsible

PE Coach

Target Dates or Schedule

Resource times and Recess

Evidence of Completion

Atttendance

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. 63% of all 4th grade students will score at or above a level 3.5 on the FCAT 2.0 Writing .

G2.B1 Teachers limited Knowledge and understanding of how to score a piece of writing at the level and rigor of the state as defined on the Florida Writing 2.0 rubric.

G2.B1.S1 Teachers will participate in Professional development with grade level to Create common rubrics for students writing pieces.

Action Step 1

Teachers will participate in Professional development with partner teacher to Calibrate Anchor Papersteach

Person or Persons Responsible

ELA Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Student writing pieces

Facilitator:

Literacy Coach

Participants:

ELA Teachers

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

Calibration of Students writing pieces will be collected and scored by teacher and partner teacher

Person or Persons Responsible

Teacher Literacy Coach

Target Dates or Schedule

September 2013- June 2014

Evidence of Completion

Student writing pieces

Plan to Monitor Effectiveness of G2.B1.S1

Teachers will have opportunities to meet during common planning to look at exemplar writing pieces.

Person or Persons Responsible

ELA Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Observation, student writing samples, lesson plans

G3. The percentage of students scoring at achievement level 3 on the FCAT 2.0 science will increase from 49% (31) to 54% (36).

G3.B4 Students lack background knowledge in Science and limited science vocabulary

G3.B4.S1 Identify students with limited Tier 3 vocabulary in the core curriculum needing interventions .

Action Step 1

Review student grouping charts frequently and ensure groups are redesigned to target the need of the students based on the assessments

Person or Persons Responsible

Teacher

Target Dates or Schedule

September- June

Evidence of Completion

common assessments

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Focus classroom visits will be conducted to identify areas of strengths and weakness

Person or Persons Responsible

District science specialist Math Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Focused Look for sheet/check list

Plan to Monitor Effectiveness of G3.B4.S1

Classroom Walk-thru

Person or Persons Responsible

Principal Assistant Princiapal

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

observations common student assessments

G4. The percentage of students in our lowest quartile making learning gains in math will increase from 75% to 83%.

G4.B3 Difficulty assigning the appropriate safety nets to students and monitoring their effectiveness.

G4.B3.S1 Math Teacher Meetings will regularly analyze data, group students based on need and select appropriate internal and/or external safety-net strategies. (After school tutoring, in-school interventions and enrichment, extended learning opportunities)

Action Step 1

Maintain current Data Notebooks to monitor all student progress and plan instruction to meet specific student needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Progress Monitoring Notebook

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Classroom Monitoring Tools, Student Data and various Math assessments.

Person or Persons Responsible

Teacher, School Based Math Coach

Target Dates or Schedule

bi-weekly August 2013-June 2014

Evidence of Completion

Common student Assessments

Plan to Monitor Effectiveness of G4.B3.S1

Data Chat about Progress monitoring notebook

Person or Persons Responsible

Assistant principal Principal District Math Special

Target Dates or Schedule

monthly August 2013-June2104

Evidence of Completion

Progress monitoring notebook feedback

G5. The percentage of students making learning gains in Math on the 2014 Math FCAT will increase from 73% (94) to 80% (103).

G5.B3 Lack of time in providing differentiated activities to meet the needs of all the various subgroups.

G5.B3.S1 Develop and implement learning opportunities that provide various levels of practice within a specific differentiated activity.

Action Step 1

Provide small group and individualized instruction for specific student needs, to provide rigorous instruction through the CBC Format and to provide higher level problem solving

Person or Persons Responsible

Teacher UNF Interns School Based Math Coach

Target Dates or Schedule

Weekly August 2013- June 2014

Evidence of Completion

Observation, Lesson Plans

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Review student grouping within the instruction, student practice and Math Center Rotations. Review Lesson Plans to insure that groups are being provided in all targeted areas to meet specific student needs and skills.

Person or Persons Responsible

Assistant Principal School based Math Coach Professor in Residence

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Observations Lesson Plans Common Planning

Plan to Monitor Effectiveness of G5.B3.S1

Student's progress will be monitored using Common Curriculum and benchmark assessments

Person or Persons Responsible

Assistant Principal Principal School based math coach Math Professor in Residence

Target Dates or Schedule

October 2013 January 2014 March 2014 May 2014

Evidence of Completion

Common Benchmark Assessments Increased proficiency on Math FCAT and scale scores

G6. The percentage of students scoring at Achievement Level 4 and Level 5 on FCAT 2.0 Mathematics will increase from 20% (39) to 22% (43).

G6.B2 Ensuring that all students are provided with differentiated learning opportunities within the Math Center Rotations to align with their advanced skills and performance.

G6.B2.S1 Use of enVision Curriculum Enrichment and Extended Learning Activities, various i-Ready Resources and various technology programs. (GIZMOs, Number Worlds and Destination Success, Stock Market Game)

Action Step 1

Classroom visits to observe various groups within the whole, small and individual instruction and activities.

Person or Persons Responsible

School-based Math Coach Assistant Principal Principal

Target Dates or Schedule

On-going

Evidence of Completion

Student Work, Classroom observations

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Provide teachers common planning period to collaborate with school based math Coach.

Person or Persons Responsible

Assistant Principal School Based Math Coach District Math Special

Target Dates or Schedule

weekly August 2013-June 2014

Evidence of Completion

Coaching logs and reflections

Plan to Monitor Effectiveness of G6.B2.S1

Classroom Observation Tools, Lesson Plans and Student Math Journals.

Person or Persons Responsible

Teacher, School Based Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Student interactive Math Journals

G7. The percentage of students scoring at Achievement Level 3 on the FCAT 2.0 Mathematics will increase from 35%(68) to 39% (75).

G7.B3 Limited use of Higher Order Questioning and Test Question Complexity by teachers.

G7.B3.S1 Increase the number of Higher Order Questions and the degree of Test Question Complexity in student discussions and activities

Action Step 1

Lesson Plan analysis, classroom observations, teacher self-reflections on instruction, student responses and student work as evidence of understanding through questioning strategies.

Person or Persons Responsible

School Based Math Coach Assistant Principal

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans, Formative and Summative Assessments, FCAT Data, student work and common assessments

Facilitator:

Math Coach

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G7.B3.S1

During common planning teacher will create a list of low, medium and high questions. Teachers will Utilize question stems to create higher order questions.

Person or Persons Responsible

School-based Math Coach

Target Dates or Schedule

Weekly common planning September 2013- June 2014

Evidence of Completion

Lesson Plans Observation

Plan to Monitor Effectiveness of G7.B3.S1

Common Curriculum Guide Assessments

Person or Persons Responsible

Math Coach, Teacher

Target Dates or Schedule

bi-weekly

Evidence of Completion

Increase in FCAT proficiency scores by 10% for each grade level

G8. The percentage of students in our lowest quartile making learning gains on the 2014 Reading FCAT 2.0 will increase from 74% (23) to 81% (25).

G8.B1 Teachers effectively identifying students needing phonics and phonemic awareness interventions.

G8.B1.S1 Teachers will receive support implementing the Fry's Instant words and six-minute solutions for fluency to provide additional instruction necessary to improve student foundational reading skills.

Action Step 1

Identify students in need of additional fluency, phonemic awareness and phonics skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Monitor students knowledge of Fry's words and fluency rate.

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Teachers will implement fluency partners, Fry's words and decoding of multisyllabic words.

Person or Persons Responsible

Literacy Teachers School based Literacy Coach Literacy Specialist

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

progress monitoring notebook Lesson Plans Performance tasks

Plan to Monitor Effectiveness of G8.B1.S1

Fluency rates and Fry word recognition

Person or Persons Responsible

Teachers, Literacy Coach

Target Dates or Schedule

monthly August 2013 June 2014

Evidence of Completion

Fluency checks, Fry word list check

G9. The percentage of students making gains on the 2014 Reading FCAT 2.0 will increase from 68% (88) to 74% (96).

G9.B1 Teachers limit student opportunities to engage in differentiated instruction, activities and strategies during the literacy block.

G9.B1.S1 Teachers will receive professional development to effectively analyze data and implement differentiated instruction (e.g., learning centers, small group, and guided reading) to address individual student needs during the literacy block.

Action Step 1

School based literacy coach provide teacher support in creating developmentally appropriate literacy centers, model guided reading and teacher led small group using complex text.

Person or Persons Responsible

School Base Literacy Coach

Target Dates or Schedule

Common Planning

Evidence of Completion

Coaching logs and reflections

Facilitator:

Tiffanie McClain

Participants:

All K-5 ELA teachers

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Review Coaching logs, observe teachers, conduct focus walk, lesson plans

Person or Persons Responsible

Literacy Coach District Literacy Coach Assistant Principal Principal

Target Dates or Schedule

Bi Weekly August2013- June 2014

Evidence of Completion

Looking at student work, teacher-admin data chats

Plan to Monitor Effectiveness of G9.B1.S1

Student work, Interactive Student journals

Person or Persons Responsible

Teacher, Literacy Coach

Target Dates or Schedule

weekly August 2013-June 2014

Evidence of Completion

Curriculum Guide Assessments, Selected assessed Texts

G10. The percentage of students scoring at or above Achievement Levels 4 on the Reading FCAT 2.0 will increase from 19% (37) to 21% (41).

G10.B2 Lack of instructional rigor in primary and intermediate classes, which include differentiated instruction

G10.B2.S1 Utilize weekly PLCs and bi-weekly Early Release to provide professional development on differentiated instruction with corresponding data collection.

Action Step 1

Using the gradual release model framework meet with selected students in teacher led small groups to exposed students to higher levels of text.

Person or Persons Responsible

ELA Teacher

Target Dates or Schedule

weekly

Evidence of Completion

Lesson plans observation

Plan to Monitor Fidelity of Implementation of G10.B2.S1

Classroom walk thru will be conducted

Person or Persons Responsible

School based literacy coach

Target Dates or Schedule

weekly August 2013-June2014

Evidence of Completion

Curriculum Guide Assessment

Plan to Monitor Effectiveness of G10.B2.S1

Anecdotal notes student work Selected reading assessments

Person or Persons Responsible

Teacher School based literacy coach

Target Dates or Schedule

October 2013 January 2014 April 2014 June 2014

Evidence of Completion

Curriculum Guide Assessments IOWA test results

G11. The percentage of students scoring Level 3 on the 2014 Reading FCAT 2.0 will increase from 30% (59) to 33% (64).

G11.B1 Teacher understanding and Implementation of the Gradual Release Model during the ELA block and Lesson Plans.

G11.B1.S1 School-base Reading Coach will Collaborate with teachers to increase their knowledge of the Gradual Release Model and assist them in developing activities to be used in the ELA.

Action Step 1

Participate in Professional Development on to implement the Gradual Release Model during common planning with school-based coach. Teachers will create a Gradual Release flip chart to use as a resource when developing lesson plans.

Person or Persons Responsible

School-Base Reading Coach

Target Dates or Schedule

September 2013

Evidence of Completion

Lesson Plans

Facilitator:

Tiffanie McClain

Participants:

All K-5 ELA Teachers

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Lesson plans Observations during ELA instruction

Person or Persons Responsible

School-Based Reading Coach Assistant Principal District Reading Specialist

Target Dates or Schedule

ongoing

Evidence of Completion

Curriculum Guide Assessments, Progress monitoring assessments

Plan to Monitor Effectiveness of G11.B1.S1

Students will be monitored using selected reading passages that meet benchmark expectations.

Person or Persons Responsible

Teacher, Reading Coach

Target Dates or Schedule

weekly

Evidence of Completion

Student reading passages assessments

G11.B5 Novice School-Based Literacy Coach

G11.B5.S1 School-Based Literacy Coach will receive on-going professional development through District training.

Action Step 1

Reading Coach will Participate in on-going Coaching training on how to be an effective Literacy Coach

Person or Persons Responsible

School-Base Literacy Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Coaching Log and reflection

Facilitator:

District Reading Specialist

Participants:

School-base Reading Coach

Plan to Monitor Fidelity of Implementation of G11.B5.S1

School-base Literacy Coach will meet with administrators to discuss student progress and coaching observations and needs

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

weekly August 2013-June 2014

Evidence of Completion

Coaching log Coaching reflections

Plan to Monitor Effectiveness of G11.B5.S1

Anecdotal notes used to coach teachers Observe coach during PLC

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Evidence of Completion

Coaching log feedback Curriculum Guide Assessments Selected Reading Assessments

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A
Title I monies fund teachers, paraprofessionals, math instructional coach. These services are provided to ensure that students receive targeted instruction in order to close the achievement gap between high- and low-performing children at Kings Trail Elementary. Our goal is to distribute and target resources, improve and strengthen accountability, ensure students have access to effective, scientifically based instructional strategies and challenging academic content. The principal, Assistant Principal, reading instructional coach, math instructional, and leadership team will help teachers analyze assessments, monitor student achievement, and prepare teachers with training on curriculum and instructional materials.
Title III
Services funded for the Cultural Learning Center provide support for our English Language Learners (ELL) students and their families.
Supplemental Academic Instruction (SAI)
SAI funds will be added to already existing funds to support remediation of students in grades 3rd-5th for tutoring.
Nutrition Programs
The school participates in the Breakfast in the Classroom (BIC) program which provides a nutritious breakfast for all students.
Violence Prevention Programs
Foundations, Second Step Bullying, 7 Habits of Happy Kids and CHAMPS Programs

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. 63% of all 4th grade students will score at or above a level 3.5 on the FCAT 2.0 Writing .

G2.B1 Teachers limited Knowledge and understanding of how to score a piece of writing at the level and rigor of the state as defined on the Florida Writing 2.0 rubric.

G2.B1.S1 Teachers will participate in Professional development with grade level to Create common rubrics for students writing pieces.

PD Opportunity 1

Teachers will participate in Professional development with partner teacher to Calibrate Anchor Papersteach

Facilitator

Literacy Coach

Participants

ELA Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Student writing pieces

G7. The percentage of students scoring at Achievement Level 3 on the FCAT 2.0 Mathematics will increase from 35%(68) to 39% (75).

G7.B3 Limited use of Higher Order Questioning and Test Question Complexity by teachers.

G7.B3.S1 Increase the number of Higher Order Questions and the degree of Test Question Complexity in student discussions and activities

PD Opportunity 1

Lesson Plan analysis, classroom observations, teacher self-reflections on instruction, student responses and student work as evidence of understanding through questioning strategies.

Facilitator

Math Coach

Participants

Math Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans, Formative and Summative Assessments, FCAT Data, student work and common assessments

G9. The percentage of students making gains on the 2014 Reading FCAT 2.0 will increase from 68% (88) to 74% (96).

G9.B1 Teachers limit student opportunities to engage in differentiated instruction, activities and strategies during the literacy block.

G9.B1.S1 Teachers will receive professional development to effectively analyze data and implement differentiated instruction (e.g., learning centers, small group, and guided reading) to address individual student needs during the literacy block.

PD Opportunity 1

School based literacy coach provide teacher support in creating developmentally appropriate literacy centers, model guided reading and teacher led small group using complex text.

Facilitator

Tiffanie McClain

Participants

All K-5 ELA teachers

Target Dates or Schedule

Common Planning

Evidence of Completion

Coaching logs and reflections

G11. The percentage of students scoring Level 3 on the 2014 Reading FCAT 2.0 will increase from 30% (59) to 33% (64).

G11.B1 Teacher understanding and Implementation of the Gradual Release Model during the ELA block and Lesson Plans.

G11.B1.S1 School-base Reading Coach will Collaborate with teachers to increase their knowledge of the Gradual Release Model and assist them in developing activities to be used in the ELA.

PD Opportunity 1

Participate in Professional Development on to implement the Gradual Release Model during common planning with school-based coach. Teachers will create a Gradual Release flip chart to use as a resource when developing lesson plans.

Facilitator

Tiffanie McClain

Participants

All K-5 ELA Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

Lesson Plans

G11.B5 Novice School-Based Literacy Coach

G11.B5.S1 School-Based Literacy Coach will receive on-going professional development through District training.

PD Opportunity 1

Reading Coach will Participate in on-going Coaching training on how to be an effective Literacy Coach

Facilitator

District Reading Specialist

Participants

School-base Reading Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Coaching Log and reflection

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	The percentage of students scoring at achievement level 3 on the FCAT 2.0 science will increase from 49% (31) to 54% (36).	$2
G8.	The percentage of students in our lowest quartile making learning gains on the 2014 Reading FCAT 2.0 will increase from 74% (23) to 81% (25).	$1,200
	Total	$1,202

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	$0	$0
General fund	$1,202	$1,202
General Fund	$0	$0
Total	$1,202	$1,202

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G3. The percentage of students scoring at achievement level 3 on the FCAT 2.0 science will increase from 49% (31) to 54% (36).

G3.B4 Students lack background knowledge in Science and limited science vocabulary

G3.B4.S1 Identify students with limited Tier 3 vocabulary in the core curriculum needing interventions .

Action Step 1

Review student grouping charts frequently and ensure groups are redesigned to target the need of the students based on the assessments

Resource Type

Evidence-Based Program

Resource

Think Aloud Science Materials Houghton-Mifflin Fusions

Funding Source

General Fund

Amount Needed

$2

G8. The percentage of students in our lowest quartile making learning gains on the 2014 Reading FCAT 2.0 will increase from 74% (23) to 81% (25).

G8.B1 Teachers effectively identifying students needing phonics and phonemic awareness interventions.

G8.B1.S1 Teachers will receive support implementing the Fry's Instant words and six-minute solutions for fluency to provide additional instruction necessary to improve student foundational reading skills.

Action Step 1

Identify students in need of additional fluency, phonemic awareness and phonics skills.

Resource Type

Evidence-Based Program

Resource

Heggerty Phonemic Awareness kits 6 minute solutions fluency

Funding Source

General fund

Amount Needed

$1,200

G9. The percentage of students making gains on the 2014 Reading FCAT 2.0 will increase from 68% (88) to 74% (96).

G9.B1 Teachers limit student opportunities to engage in differentiated instruction, activities and strategies during the literacy block.

G9.B1.S1 Teachers will receive professional development to effectively analyze data and implement differentiated instruction (e.g., learning centers, small group, and guided reading) to address individual student needs during the literacy block.

Action Step 1

School based literacy coach provide teacher support in creating developmentally appropriate literacy centers, model guided reading and teacher led small group using complex text.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed