Kings Trail Elementary School

2017-18 Schoolwide Improvement Plan

Kings Trail Elementary School

7401 OLD KINGS RD S, Jacksonville, FL 32217

http://www.duvalschools.org/kingstrail

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	C*	C

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 is pending approval by the Duval County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 <u>section 1008.33, Florida Statutes,</u> 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 two 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Kings Trail Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Kings Trail Elementary is a dedicated learning community.

2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b) as applicable to appropriate grade levels, including but not limited to:
Cultural Contributions
Women's Contributions

We work with the Office of Equity and Equality and the Office of Professional Standards to develop staff understanding of the cultural diversity of the adults and students in our building. We have on-campus support staff to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social injustice. We have schoolwide methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction with teachers and students. We partner with the ESOL department to train the staff as needed about the appropriate strategies to use with our ELL students.

We will assure that all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations to all stakeholders. To further this, Kings Trail will embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts). In partnership with the Center for Language and Culture and the University of North Florida we will provide events to highlight our cultural diversity and develop student and teacher understanding of the strength in diversity.

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

At Kings Trail Elementary we are dedicated to creating an environment where our students feel safe. The faculty and staff will participate in professional development on social-emotional learning resulting in a positive, caring and supportive school faculty and staff. This will include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports.

We will also develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental supports based on identified student need, and intensive support for students through school-based and community resources.

We will ensure that faculty and staff across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of all kinds.

We will provide professional development to effectively address misbehavior in the classroom and throughout our campus in a respectful manner. We will also survey our students and parents to ensure that they feel safe and respected everyday. We will create an environment where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

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.

Our school wide behavioral system include K-2 behavior clip chart and parent teacher communication folder daily. Grades 3-5 implement a point system for behavior that is communicated to parents via their student agenda on a daily bases. Behavior expectations are taught the first week of school as well as continually reviewed throughout the school year (CHAMPS, rituals, routines, Code of Conduct). We will also ensure teachers are trained in classroom management strategies (CHAMPS, etc.). While teachers are differentiating their instruction they convey and review expectations for each learning activity. Students will have opportunities to recognize each other with Golden Eagle Tickets for teamwork and cooperation.

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 school ensures the social-emotional needs of the students by implementing the Teachers of Tomorrow (TOTS) program along with student of the month recognition and student ambassadors per grade level. We also identify a character trait of the month to ensure student are learning core values. The Center for Language and Cultural (CLC) also provides the students and their families with social services which include food drives, clothing drives, and literacy support.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

*Kings Trail Elementary School's early warning systems are set in place and closely monitored to ensure that all students are allotted a healthy learning environment and a quality education. Attendance is closely monitored to ensure that all students of compulsory school age are attending school regularly. Attendance reports are run monthly by the school counselor. When a student has five unexcused absences within a thirty day time frame or ten unexcused absences within a ninety day time frame an Attendance Intervention meeting is scheduled with the social worker to discuss reasons for absences as well as placing the parent on an attendance contract to ensure that the child's attendance improves. In the case that the attendance does not improve, the case will then be forwarded to the State Attorney's office in which further legal action will take place.

*When students have one or more suspensions then Restorative Justice is implemented as an alternate to suspensions. Restorative Justice is designed to promote empathy and problem solving skills among peers and teachers. This research based method teaches students to voice their opinions respectfully as they acknowledge the "harm" that was done. The goal of Restorative Justice is to repair the harm and develop strategies to utilize when faced with a similar situation.

*Students who scored a level 1 on the state assessment will receive Tier II and Tier III interventions. These interventions are provided by the classroom teachers as well as our Reading Interventionist. The math and reading coaches provide professional development to the classroom teachers to help

them support their students needs. On going progress monitoring takes place via i-ready and Achieve 3000. Our goal is to ensure that all students are provided the opportunity to succeed academically through additional classroom, small group and individualized support.

2017 FSA Achievement Level 1's:

3rd ELA - 50%
4th ELA - 40%
5th ELA - 25%

3rd Math - 42%
4th Math - 47%
5th Math - 37%

5th Science - 32%

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	14	13	9	11	5	6	0	0	0	0	0	0	0	58
One or more suspensions	1	0	3	2	2	1	0	0	0	0	0	0	0	9
Course failure in ELA or Math	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	26	25	15	0	0	0	0	0	0	0	66

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	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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

The intervention strategies we use to improve the academic performance of students are as follows:
* Tracking of attendance
* Parent call outs regarding attendance
* Reading Interventionist for all grade levels
* During school hour tutors for students
* Parent Education Nights that provide information about standards and how parents can support students' academic growth at home
* MTSS (Multi-Tiered Systems of Support/RTi)

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

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

2. Description

Kings Trail Elementary Schools would like to increase the parental involvement by 10% in the 2014-2015 school year by providing parents various opportunities for parents to get involved in their child's social, emotional and academic education.
Increase parental involvement and knowledge of positive discipline and reinforcement in school and at
home to improve student to student interactions so that students feel that other students treat them respectfully and /or show empathy towards others.

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.

We will provide engaging and comprehensive monthly programs done in partnership with families and community members. Our business partner Bank of America provides after school tutors for grades 3rd, 4th and 5th. Bank of America also provides a junior achievement day where they come and teach the students the difference between needs and wants. We also have a business that provides backpacks full of non-perishables to send home with student over the weekend. These programs are designed to build relationship between the school and community in order to impact student achievement.

Kings Trail Elementary has the proud distinction of being a Professional Development School (PDS) as part of the partnership between the University of North Florida (UNF) and the Duval County School Board (DCPS). This program has been the recipient of multiple national awards from various teacher preparation organizations. It allows us student teachers working with our students to lower the student ratio by providing us additional personnel.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Shubert, Sanethette	Principal
Whigham, Derrick	Instructional Coach
Coyne, Bridget	Other
Sanchez, Courtney	School Counselor
Lowndes, Almarene	Assistant Principal
Kristina, Stars	Instructional Coach

b. Duties

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

Sanethette Shubert (Principal)
The Principal will provide leadership and administration which will motivate instructional and support personnel to strive for superior performance so as to provide the best possible opportunities for student growth and development, both educationally and personally.

The principal will maintain an environment that is safe and inviting for all students. Evaluations of staff and faculty are done by her to provide improvement to their professional practices. She will provide a behavioral system that is fair and promotes restorative justice. Ms. Shubert evaluates the social, emotional, and educational needs of the students in the building based on current data. She will help all teachers to implement the Florida Standards which strategically point students to being College and Career ready. Students are challenged by her to reach their highest potential.

Ms. Shubert is involved in professional development of our staff and faculty. This professional development will be focused on developing the understanding and implementation of DUVAL Reads, DUVAL Math, Science, and the Florida Standards for all content areas.

Ms. Shubert will communicate with parents regarding school-based RtI plans and activities. She develops, articulates, and uses a shared vision of instructional excellence to guide and define decisions.

Almarene Lowndes (Assistant Principal) will assist in the development of teachers through consistent, bite-sized feedback to improve instruction and classroom environments for all students. He will assist in the development and implementation of procedures and systems to provide a safe environment for all students, staff, and stakeholders.

Shellisa Brown (Guidance Counselor)
She provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school guidance counselor continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. The school counselor also assists in supporting teachers with the RtI process by meeting with teachers weekly to provide support for intervention fidelity, documentation, curriculum selection and more. As school counselor she also, helps to monitor or students with IEP's to make sure they are receiving services that are allocated through their plan. She will ensure Cumulative folders are maintained and contain recent information on students with disabilities.

Bridget Coyne (Reading Interventionist) collaborates with the leadership team and general education teachers regarding literacy interventions, accommodations, and modifications for Tier 2 and Tier 3 students in reading. Mrs. Coyne assesses student data and works with the classroom teacher to develop RtI plan that supports the student's needs. Various interventions are used including but not limited to Barton Reading and Spelling System, Leveled Literacy Intervention, DAR-TTS, and i-Ready Reading Tool Kit. Students are pulled for interventions that address learning priorities to help remediate academic deficiencies..

Karen Gilbert (Reading interventionist) collaborates with the leadership team and the fourth and fifth grade teachers general education teachers to discuss the literacy interventions and accommodations to provide for tier 2 and tier 3 students in their classes. Mrs. Gilbert will use Barton, Corrective Reading/ Decoding A-B2 ,DAR TTS, I-ready, and Achieve 3000 data to provide the her tier 2 and tier 3 instruction. Students will be pulled into small group for intervention daily.

Robert Curran (Math Coach) supports the professional growth of school mathematics teachers by developing content knowledge. He will enhances math instruction and student growth through the use of student data. Will collaborate with teachers to target students specific needs to drive instruction and center activities. He will support teachers in the implementation of Duval Math curriculum and blended learning centers.

Valery Gregory (Reading Coach) supports the professional growth of English Language Arts teachers by developing content knowledge and implementation of the Duval Reads curriculum. She will enhance reading instruction through the use of data to group students and drive instructional planning. She will facilitate professional learning communities on the reading process and guided reading (teacher led) and other data driven literacy centers.

(Resident Clinical Faculty)As in previous years, we will have a Resident Clinical Supervisor to serve as the university supervisor for University of North Florida (UNF) interns. The supervisor also coordinates and monitors observations and field experiences for UNF students. In addition, he or she will work with novice teachers on identified areas of improvement. He or she will serve as the school's instructional leader for science. As the science lead teacher, he will monitor and support implementation of the science curriculum and coordinate the school-wide science fair. Furthermore, the supervisor will chair the School Advisory Committee (SAC).

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

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

Title I, Part A
Title I monies fund teachers, paraprofessionals, reading interventionists and 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.

Kings Trail students have the opportunity to participate in Fresh Fruits and Vegetables Program as well. This program is provided through our food services vendor Chartwells. Each month students receive a fresh fruit and or vegetable snack three times a week. Teachers participate in a brief discussion with students about the different fruits and vegetables and completes a weekly activity with the students related to the weekly snack.

Violence Prevention Programs
PBIS, Foundations, Second Step Bullying, Student Options for Success, Restorative Justice and CHAMPS Programs are used as prevention programs for the students, parents, and staff.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Jamie Thoubboron	Education Support Employee
Sanethette Shubert	Principal
Alexandra Garcia-Bicknell	Teacher
Jason Colonna	Business/Community
Jake Bicknell	Business/Community
Stephanie Pressley	Parent
Erika Abernathy	Parent
David Foster	Business/Community
Chahed Hind	Education Support Employee
Penelope Ramos-Morales	Student
Almarene Lowndes	Education Support Employee
Charlotte Raulerson	Teacher
Laura Strada	Parent
Shaneka Hampton	Education Support Employee
Elsie Alvarez	Parent
Nikki Carter	Parent
Kelly Collins	Education Support Employee
Pau Cing	Student
Alisha Lewis	Teacher
Valery Gregory	Education Support Employee
Linda Hubbard	Business/Community
Reynalda Garcia	Parent
	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
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

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

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

School Improvement funds will be used for purchasing i-Ready Reading Teacher Toolkit materials, supplemental reading interventionist materials such as Barton Reading and Spelling App., science supplies and supplemental materials, and PolyVision smartboard pens. .

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
Coyne, Bridget	Teacher, K-12
Shubert, Sanethette	Principal
Lowndes, Almarene	Assistant Principal
Kristina, Stars	Instructional Coach

b. Duties

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

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

Literacy Team develops and promotes the integration of daily vocabulary instruction. Every other week the team determines 5 academic vocabulary terms based on grade level specific terms and teachers teach word meaning through real-world experiences. On alternating weeks, LLT selects a book of the month and identifies at minimum five tier two vocabulary terms to teach students. The vocabulary terms are embedded throughout the month in all classes and activities are created for vocabulary center tasks.

The Literacy team plans and promotes literacy nights for families and the community to engage in celebrating and promoting literacy. Community members are invited to read to students. Parents are encouraged to attend to learn various reading strategies and techniques that will aid them in helping their student(s) become more fluent readers.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

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

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

Kings Trail Elementary School (KTE) has a partnership with the University of North Florida (UNF) and serves as a professional development school that accepts student interns, pre-Interns, TESOL, and introduction to teaching students throughout the school year. Dwyane Kohn is housed at Kings Trail and serves as a full-time Resident Clinical Facilitator. He works closely with UNF Interns and novice teachers providing them with strategies that promote student achievement and engagement. UNF students are often recruited to fill vacancies.
Amanda Morgan Rainey, Professional Development Facilitator (PDF), works with the new teachers to provide in-depth, one-on-one professional development and support in the implementation of appropriate instructional strategies in the classroom. Novice teachers are partnered with veteran teachers to provide them with guidance and support during their initial years as classroom teachers.
Teachers receive bi-weekly professional development during Early Dismissal Day. Teachers have the opportunity to meet 4 times a week during Common Planning Session with grade level to plan instruction and analyze student work. KTE also has a full-time math and reading coach to facilitate professional development in their respective content areas and provide implementation strategies to promote student success.
Additionally, in an effort to appreciate teachers for their continuous dedication to Kings Trail and the profession, the administration publicly recognizes teachers for their efforts.

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

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

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.

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

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.

Kings Trail Elementary will use tiered instruction as required in the RtI process. We will also ensure data-based center activities to help students gain more skills to address an deficits. .
The school ensures every teacher contributes to literacy improvement of every student by:
Holding meetings on a regular basis to make decisions about literacy instruction in the school.
Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
Utilizing a balanced literacy approach that includes CORE, Tier II, and Tier III instruction based on student needs.
Creating a schedule with 150 minutes of reading instruction which 90 of those minutes are uninterrupted during the reading block
Creating a schedule with a 90 minute math block
Creating a schedule with 240 minutes per week of science block
Providing differentiated instruction based on student needs
Providing instruction aligned with the Language Arts Florida Standards for their grade level
Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
Administering assessments which measure instructed standards
Review item specifications and unpack the standards
Monitoring progress at the class and grade level during Learning Team Meetings
Conducting data chats with students
Creating units of study based on current data
Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
Students self-selecting texts based on levels
Students receiving push-in/pull out services for ESE
Providing Process and Strategy/Anchor charts / for reminders of teaching

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: 180

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

Strategy Rationale

Enrichment

Teacher Collaboration, Planning, and Professional Development

Strategy Purpose(s)

- Enrichment

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

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

iReady data comparison from Extended Day vs. Non Extended Day

Strategy: Before School Program

Minutes added to school year: 100

UNF Interns

Strategy Rationale

Provide remediation to improve student achievement

Strategy Purpose(s)

- Enrichment

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

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

iReady data comparison from students to monitor their overall success

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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

During pre-planning, Kindergarten families are invited to an informal "Meet and Greet" orientation session. This provides families and kindergarten students with a non-threatening opportunity to visit the school and develop initial relationships with the teachers.In addition to this, VPK students, teachers, and parents are invited to tour our school to prepare them for what is expected as they transition to Kindergarten.

Students are assessed on their abilities in reading and mathematics using baseline assessments from I-Ready. The results of these assessments are used to group students for differentiated instruction and provide immediate intensive intervention. Florida Kindergarten Readiness Screener (FLKRS) is also used to gain a comprehensive assessment of students readiness for Kindergarten so that teachers can support designated areas appropriately, based on the data of the students.

Response to Intervention is then utilized to meet the students' individual needs and necessarily bridge any educational gap. Additionally, in partnership with The YMCA, Kindergarten students are invited to participate in The YMCA Reads Literacy Program.

The CLC (Center of Language and Culture) is located on our campus and is a great help to our ESOL population during transitions. The CLC provides testing for students who are first entering school in the United States as well as provides English classes to those who do not speak the language. The CLC also offers monthly activities to the local ESOL communities to promote parental involvement within our school. The CLC is a great help in making our students feel safe and comfortable during major transitions as they adjust to thier new lives in the US.

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.

College and career awareness is advanced through multiple avenues via the school counselor and partnerships with local colleges and universities. The school counselor provides all students with a career and college awareness curriculum called "Moving on to Your Future" that explores different career and college opportunities that are available to them. This curriculum assists them in exploring their interest and possible career choices they may want to pursue in the future. In addition to this, all 5th grade students will visit the local colleges an universities. This exposure gives the students a real life experience that is guaranteed to leave a life long impression.

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

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

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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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"Â? 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. Increase student achievement in each subject area by supporting teachers with effectively engaging students in core instruction.

G2. Support ALL students with making gains by utilizing an effective multi-tiered support system.

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. Increase student achievement in each subject area by supporting teachers with effectively engaging students in core instruction. 1a

🔍 G094431

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	65.0
FSA Mathematics Achievement	65.0
Math Gains	50.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Fully understand the coherence of Item Test Specs and how the Standards align to the core curriculum

- Fully understanding the cultural differences among our varying subgroups

- The student population represents 17 languages and 23 cultures/countries.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School wide activities

- Planned celebrations

- Grade level meeting time among teachers

- PBIS

- School Counselor

- Second Step Intervention Program

Plan to Monitor Progress Toward G1. 8

District Assessments

Person Responsible
Sanethette Shubert

Schedule
Annually, from 8/31/2016 to 6/2/2017

Evidence of Completion
PMAs Module Assessments Achieve 3000 iReady PENDA

G2. Support ALL students with making gains by utilizing an effective multi-tiered support system. `1a`

🔑 G094432

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	65.0
Statewide Science Assessment Achievement	50.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	65.0
Math Gains	50.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal `3`

- Understanding how to leverage data, resources, and time to impact learning gains within the small groups

Resources Available to Help Reduce or Eliminate the Barriers `2`

- i-Ready Reading

- Achieve 3000

- i-Ready Math

- District Math Specialist

- Math Coach

- Reading Coach

- Reading Interventionists

- Duval Reads and Duval Math Curriculum Materials

- Penda Learning

- Pearson Science Curriculum

- Leveled Science Readers/Classroom Libraries

- District Science Specialist

- Robust trips i.e Legoland, STEAM Trips

Plan to Monitor Progress Toward G2. `8`

Observation of students in classroom environment and monitor assessments

Person Responsible
Almarene Lowndes

Schedule
Biweekly, from 9/18/2017 to 6/7/2018

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

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. Increase student achievement in each subject area by supporting teachers with effectively engaging students in core instruction. 1

🔑 G094431

G1.B1 Fully understand the coherence of Item Test Specs and how the Standards align to the core curriculum 2

🔑 B253654

G1.B1.S1 Utilize a common planning protocol 4

🔑 S267892

Strategy Rationale

A common planning protocol will allow teachers and administrators will use common planning time effectively.

Action Step 1 5

Leadership team will develop a planning protocol

Person Responsible

Almarene Lowndes

Schedule

On 9/29/2017

Evidence of Completion

Common Planning Protocol, agenda, and lesson plans

Action Step 2 5

Train teachers on planning protocol including prework:
*Provide professional development on unpacking the standards
*Provide professional development on data analysis and data driven instruction

Person Responsible

Sanethette Shubert

Schedule

Every 3 Weeks, from 9/25/2017 to 6/1/2018

Evidence of Completion

Action Step 3 `5`

Monitor the implementation of the planning protocol

Person Responsible

Sanethette Shubert

Schedule

Weekly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Action Step 4 `5`

Calculated support will be provided during planning in response to monitoring data results

Person Responsible

Almarene Lowndes

Schedule

Weekly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Agendas, lesson plans, data

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

Collect evidence for Common Planning Protocols

Person Responsible

Almarene Lowndes

Schedule

Weekly, from 9/4/2017 to 6/7/2018

Evidence of Completion

List of teacher partners Sign-in sheets Instructional Rounding Plan for Model Classrooms Exit Tickets Checklists and notes from classroom visits

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

Observational Data

Person Responsible

Almarene Lowndes

Schedule

On 9/29/2017

Evidence of Completion

Observational data with walkthroughs Feedback from teachers Insight and Gallup Survey data

G1.B1.S2 Instructional Rounding with Model Classrooms [4]

🔑 S267893

Strategy Rationale

To ensure teachers are collaborating and learning from each other, to ensure teacher retention

Action Step 1 [5]

Identify and match mentor teachers with mentee teachers

Person Responsible

Stars Kristina

Schedule

On 9/11/2017

Evidence of Completion

Action Step 2 [5]

Develop a plan or process for implementation of Instructional Rounding for Model Classrooms

Person Responsible

Sanethette Shubert

Schedule

On 10/9/2017

Evidence of Completion

Instructional rounding plan

Action Step 3 [5]

Train on the Instructional Rounding for Model Classrooms

Person Responsible

Yousef Al-Jaroudi

Schedule

Quarterly, from 10/9/2017 to 6/7/2018

Evidence of Completion

Action Step 4 5

Implement Instructional Rounding Plan

Person Responsible

Sanethette Shubert

Schedule

Quarterly, from 10/2/2017 to 10/2/2017

Evidence of Completion

Surveys, reflections, and lesson plans

Action Step 5 5

Debrief with teachers after each round and develop action steps for implementation

Person Responsible

Almarene Lowndes

Schedule

Quarterly, from 10/2/2017 to 10/2/2017

Evidence of Completion

Reflections, exit ticket

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

Collect evidence from reflections, exit tickets, student data, and evaluations

Person Responsible

Almarene Lowndes

Schedule

Quarterly, from 10/10/2017 to 10/10/2017

Evidence of Completion

List of teacher partners Sign-in sheets Instructional Rounding Plan for Model Classrooms
Exit Tickets Checklists and notes from classroom visits

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

Observational Data

Person Responsible

Almarene Lowndes

Schedule

On 10/10/2017

Evidence of Completion

Observational data with walkthroughs Feedback from teachers Insight and Gallup Survey data

G1.B2 Fully understanding the cultural differences among our varying subgroups [2]

🔑 B253655

G1.B2.S1 Continuous Professional Development on cultural diversity and its effects on learning [4]

🔑 S267894

Strategy Rationale

Strategy implementation will diminish cultural barriers.

Action Step 1 [5]

Conduct a book study on "Culturally Responsive Teaching"

Person Responsible

Courtney Sanchez

Schedule

Biweekly, from 9/27/2017 to 5/23/2018

Evidence of Completion

Agendas, reflection, exit tickets, and surveys

Action Step 2 [5]

Identifying cultural biases and their effects on the learning environment

Person Responsible

Courtney Sanchez

Schedule

On 5/23/2018

Evidence of Completion

Action Step 3 [5]

Train teachers on teaching strategies for varying subgroups

Person Responsible

Schedule

Evidence of Completion

Action Step 4 5

Train teachers on how to effectively communicate with diverse families and students

Person Responsible

Bridget Coyne

Schedule

Biweekly, from 9/27/2017 to 5/23/2018

Evidence of Completion

Action Step 5 5

Support and follow-up with teachers and parents

Person Responsible

Courtney Sanchez

Schedule

Biweekly, from 9/28/2016 to 6/7/2018

Evidence of Completion

Communication Logs, agendas

Action Step 6 5

District ESOL Specialist will support teachers with creating student portraits

Person Responsible

Almarene Lowndes

Schedule

On 9/7/2017

Evidence of Completion

Student Portraits

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

Collect evidence that supports how understanding cultural differences among varying subgroups increases student achievement.

Person Responsible

Courtney Sanchez

Schedule

Weekly, from 10/5/2017 to 10/5/2017

Evidence of Completion

Exit Tickets from book study and PD Agendas Student Portraits Parent Sign-In sheets

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

Observational Data

Person Responsible

Courtney Sanchez

Schedule

On 6/14/2018

Evidence of Completion

Observational data with walkthroughs Feedback from teachers Insight and Gallup Survey data

G1.B3 The student population represents 17 languages and 23 cultures/countries. 2

🔑 B253656

G1.B3.S1 Incorporate strategies that will allow core instruction to be accessed by ALL student sub groups. 4

🔑 S267895

Strategy Rationale

The implementation of this strategy will increase student achievement.

Action Step 1 5

Incorporate English language development instruction alongside core instruction.

Person Responsible

Stars Kristina

Schedule

Weekly, from 9/1/2017 to 6/7/2018

Evidence of Completion

CPT Agendas

Action Step 2 5

Leverage Guided Language Acquisition Design (GLAD) trained faculty to provide professional development.

Person Responsible

Yousef Al-Jaroudi

Schedule

Quarterly, from 9/18/2017 to 6/7/2018

Evidence of Completion

Agendas, exit tickets, and reflections

Action Step 3 [5]

Teachers will model academic language and hold students accountable for using academic language in whole group and small group instruction.

Person Responsible

Stars Kristina

Schedule

On 6/7/2018

Evidence of Completion

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

Incorporate strategies that will support ALL students accessing texts.

Person Responsible

Almarene Lowndes

Schedule

Weekly, from 9/18/2017 to 6/7/2018

Evidence of Completion

WIDA objectives included in lesson plans Agendas from Common Planning Minutes from Common Planning Professional Development agendas Professional Development minutes Professional Development exit tickets

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

Observational Data

Person Responsible

Almarene Lowndes

Schedule

On 6/7/2018

Evidence of Completion

Leadership team/Specialist will model effective strategies

G2. Support ALL students with making gains by utilizing an effective multi-tiered support system. `1`

🔑 G094432

G2.B1 Understanding how to leverage data, resources, and time to impact learning gains within the small groups `2`

🔑 B253657

G2.B1.S1 Develop faculty's knowledge of how to effectively identify student learning needs based on data from all assessments. `4`

🔑 S267896

Strategy Rationale

This strategy will increase student learning gains.

Action Step 1 `5`

Collaborate with faculty for small group instructional block based on student data

Person Responsible

Yousef Al-Jaroudi

Schedule

Daily, from 9/4/2017 to 6/7/2018

Evidence of Completion

Decreased number of students needing Tier 3 interventions

Action Step 2 `5`

Support faculty on monitoring and supporting student growth based on blended learning diagnostics

Person Responsible

Almarene Lowndes

Schedule

Weekly, from 9/4/2017 to 6/7/2018

Evidence of Completion

Agendas, lesson plans

Action Step 3 `5`

Collaborate with grade level, interventionists, and coaches to implement effective and efficient small group instructional block (SGIB) activities

Person Responsible

Bridget Coyne

Schedule

Weekly, from 9/4/2017 to 6/7/2018

Evidence of Completion

Agendas, lesson plans

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

Monitor interventionists schedules and logs

Person Responsible

Sanethette Shubert

Schedule

Weekly, from 9/18/2017 to 6/8/2018

Evidence of Completion

School Developed Student Data Review Tracker Agendas from Common Planning Minutes from Common Planning Professional Development agendas Professional Development minutes Professional Development exit tickets

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

Interventionist strategies

Person Responsible

Sanethette Shubert

Schedule

On 9/9/2016

Evidence of Completion

Student and Teacher data chats Small group lesson plans

G2.B1.S2 Ensure all centers help students reduce specific deficits [4]

S267897

Strategy Rationale

This strategy will increase student learning gains.

Action Step 1 [5]

Optimize GRRM to ensure student independence.

Person Responsible

Derrick Whigham

Schedule

Biweekly, from 9/18/2017 to 6/7/2018

Evidence of Completion

Lesson plans will be collected and feedback will be provided. Teachers will complete data reflection product at the end of each professional development sessions.

Action Step 2 [5]

Guided Reading taught with fidelity by:
* Supporting teachers and students with productive struggle by planning questions that will allow students to make meaning of the text

Person Responsible

Stars Kristina

Schedule

Biweekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Action Step 3 `5`

Independent Reading taught with fidelity by:
* Leveraging Independent Reading to support students with comprehension, stamina, and volume of reading

Person Responsible

Stars Kristina

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Action Step 4 `5`

Ensure students who are on-level get an extension/enrichment of standards taught during core instruction

Person Responsible

Sanethette Shubert

Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Small group lesson plans

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

Administration and support staff to include both the reading and math coach will conduct classroom visits, provide coaching cycles, and co-teach with teachers. The instructional team including administration will co-plan with teachers utilizing student data.

Person Responsible

Derrick Whigham

Schedule

Weekly, from 9/18/2017 to 6/7/2018

Evidence of Completion

Guided Reading Lesson Plans Agenda from Guided Reading PD Curriculum Suggested Small Group Activities

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

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

Person Responsible

Derrick Whigham

Schedule

Weekly, from 9/18/2017 to 6/7/2018

Evidence of Completion

Listen to students when during independent reading During classroom walkthroughs, look at quality of student work, look at data charts around the room, ask student about learning tasks and goals

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B2.S1.A3 A356484	Train teachers on teaching strategies for varying subgroups		No Start Date		No End Date one-time
G2.B1.S1.MA1 M380692	Interventionist strategies	Shubert, Sanethette	9/9/2016	Student and Teacher data chats Small group lesson plans	9/9/2016 one-time
G1.MA1 M380691	District Assessments	Shubert, Sanethette	8/31/2016	PMAs Module Assessments Achieve 3000 iReady PENDA	6/2/2017 annually
G1.B2.S1.A6 A356487	District ESOL Specialist will support teachers with creating student portraits	Lowndes, Almarene	9/7/2017	Student Portraits	9/7/2017 one-time
G1.B1.S2.A1 A356477	Identify and match mentor teachers with mentee teachers	Kristina, Stars	9/4/2017		9/11/2017 one-time
G1.B1.S1.MA1 M380683	Observational Data	Lowndes, Almarene	9/29/2017	Observational data with walkthroughs Feedback from teachers Insight and Gallup Survey data	9/29/2017 one-time
G1.B1.S1.A1 A356473	Leadership team will develop a planning protocol	Lowndes, Almarene	9/4/2017	Common Planning Protocol, agenda, and lesson plans	9/29/2017 one-time
G1.B1.S2.A4 A356480	Implement Instructional Rounding Plan	Shubert, Sanethette	10/2/2017	Surveys, reflections, and lesson plans	10/2/2017 quarterly
G1.B1.S2.A5 A356481	Debrief with teachers after each round and develop action steps for implementation	Lowndes, Almarene	10/2/2017	Reflections, exit ticket	10/2/2017 quarterly
G1.B2.S1.MA1 M380688	Collect evidence that supports how understanding cultural differences among varying subgroups...	Sanchez, Courtney	10/5/2017	Exit Tickets from book study and PD Agendas Student Portraits Parent Sign-In sheets	10/5/2017 weekly
G1.B1.S2.A2 A356478	Develop a plan or process for implementation of Instructional Rounding for Model Classrooms	Shubert, Sanethette	10/2/2017	Instructional rounding plan	10/9/2017 one-time
G1.B1.S2.MA1 M380685	Observational Data	Lowndes, Almarene	10/10/2017	Observational data with walkthroughs Feedback from teachers Insight and Gallup Survey data	10/10/2017 one-time
G1.B1.S2.MA1 M380686	Collect evidence from reflections, exit tickets, student data, and evaluations	Lowndes, Almarene	10/10/2017	List of teacher partners Sign-in sheets Instructional Rounding Plan for Model Classrooms Exit Tickets Checklists and notes from classroom visits	10/10/2017 quarterly
G1.B2.S1.A1 A356482	Conduct a book study on "Culturally Responsive Teaching"	Sanchez, Courtney	9/27/2017	Agendas, reflection, exit tickets, and surveys	5/23/2018 biweekly
G1.B2.S1.A2 A356483	Identifying cultural biases and their effects on the learning environment	Sanchez, Courtney	9/27/2017		5/23/2018 one-time
G1.B2.S1.A4 A356485	Train teachers on how to effectively communicate with diverse families and students	Coyne, Bridget	9/27/2017		5/23/2018 biweekly
G1.B1.S1.A2 A356474	Train teachers on planning protocol including prework: *Provide professional development on...	Shubert, Sanethette	9/25/2017		6/1/2018 every-3-weeks
G1.B1.S1.A3 A356475	Monitor the implementation of the planning protocol	Shubert, Sanethette	10/2/2017		6/1/2018 weekly
G1.B1.S1.A4 A356476	Calculated support will be provided during planning in response to monitoring data results	Lowndes, Almarene	10/2/2017	Agendas, lesson plans, data	6/1/2018 weekly
G2.MA1 M380696	Observation of students in classroom environment and monitor assessments	Lowndes, Almarene	9/18/2017	i-Ready Reading and Math, Achieve 3000 and Imagine Learning Data	6/7/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1 M380684	Collect evidence for Common Planning Protocols	Lowndes, Almarene	9/4/2017	List of teacher partners Sign-in sheets Instructional Rounding Plan for Model Classrooms Exit Tickets Checklists and notes from classroom visits	6/7/2018 weekly
G1.B2.S1.A5 A356486	Support and follow-up with teachers and parents	Sanchez, Courtney	9/28/2016	Communication Logs, agendas	6/7/2018 biweekly
G1.B3.S1.MA1 M380689	Observational Data	Lowndes, Almarene	6/18/2017	Leadership team/Specialist will model effective strategies	6/7/2018 one-time
G1.B3.S1.MA1 M380690	Incorporate strategies that will support ALL students accessing texts.	Lowndes, Almarene	9/18/2017	WIDA objectives included in lesson plans Agendas from Common Planning Minutes from Common Planning Professional Development agendas Professional Development minutes Professional Development exit tickets	6/7/2018 weekly
G1.B3.S1.A1 A356488	Incorporate English language development instruction alongside core instruction.	Kristina, Stars	9/1/2017	CPT Agendas	6/7/2018 weekly
G1.B3.S1.A2 A356489	Leverage Guided Language Acquisition Design (GLAD) trained faculty to provide professional...	Al-Jaroudi, Yousef	9/18/2017	Agendas, exit tickets, and reflections	6/7/2018 quarterly
G1.B3.S1.A3 A356490	Teachers will model academic language and hold students accountable for using academic language in...	Kristina, Stars	9/18/2017		6/7/2018 one-time
G2.B1.S1.A1 A356491	Collaborate with faculty for small group instructional block based on student data	Al-Jaroudi, Yousef	9/4/2017	Decreased number of students needing Tier 3 interventions	6/7/2018 daily
G2.B1.S1.A2 A356492	Support faculty on monitoring and supporting student growth based on blended learning diagnostics	Lowndes, Almarene	9/4/2017	Agendas, lesson plans	6/7/2018 weekly
G2.B1.S1.A3 A356493	Collaborate with grade level, interventionists, and coaches to implement effective and efficient...	Coyne, Bridget	9/4/2017	Agendas, lesson plans	6/7/2018 weekly
G1.B1.S2.A3 A356479	Train on the Instructional Rounding for Model Classrooms	Al-Jaroudi, Yousef	10/9/2017		6/7/2018 quarterly
G2.B1.S2.MA1 M380694	Instructional coaches will provide modeling in classrooms and revisit lesson planning during common...	Whigham, Derrick	9/18/2017	Listen to students when during independent reading During classroom walkthroughs, look at quality of student work, look at data charts around the room, ask student about learning tasks and goals	6/7/2018 weekly
G2.B1.S2.MA1 M380695	Administration and support staff to include both the reading and math coach will conduct classroom...	Whigham, Derrick	9/18/2017	Guided Reading Lesson Plans Agenda from Guided Reading PD Curriculum Suggested Small Group Activities	6/7/2018 weekly
G2.B1.S2.A1 A356494	Optimize GRRM to ensure student independence.	Whigham, Derrick	9/18/2017	Lesson plans will be collected and feedback will be provided. Teachers will complete data reflection product at the end of each professional development sessions.	6/7/2018 biweekly
G2.B1.S2.A2 A356495	Guided Reading taught with fidelity by: * Supporting teachers and students with productive...	Kristina, Stars	9/25/2017		6/7/2018 biweekly
G2.B1.S2.A3 A356496	Independent Reading taught with fidelity by: * Leveraging Independent Reading to support students...	Kristina, Stars	8/21/2017		6/7/2018 weekly
G2.B1.S2.A4 A356497	Ensure students who are on-level get an extension/enrichment of standards taught during core...	Shubert, Sanethette	9/25/2017	Small group lesson plans	6/7/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1 🔍 M380693	Monitor interventionists schedules and logs	Shubert, Sanethette	9/18/2017	School Developed Student Data Review Tracker Agendas from Common Planning Minutes from Common Planning Professional Development agendas Professional Development minutes Professional Development exit tickets	6/8/2018 weekly
G1.B2.S1.MA1 🔍 M380687	Observational Data	Sanchez, Courtney	10/4/2017	Observational data with walkthroughs Feedback from teachers Insight and Gallup Survey data	6/14/2018 one-time

V. Professional Development Opportunities

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

G1. Increase student achievement in each subject area by supporting teachers with effectively engaging students in core instruction.

G1.B1 Fully understand the coherence of Item Test Specs and how the Standards align to the core curriculum

G1.B1.S1 Utilize a common planning protocol

PD Opportunity 1

Train teachers on planning protocol including prework: *Provide professional development on unpacking the standards *Provide professional development on data analysis and data driven instruction

Facilitator

Instructional Coaches (ELA and Math)

Participants

K-5 teachers

Schedule

Every 3 Weeks, from 9/25/2017 to 6/1/2018

G1.B1.S2 Instructional Rounding with Model Classrooms

PD Opportunity 1

Train on the Instructional Rounding for Model Classrooms

Facilitator

Leadership

Participants

K-5 Teachers

Schedule

Quarterly, from 10/9/2017 to 6/7/2018

G1.B2 Fully understanding the cultural differences among our varying subgroups

G1.B2.S1 Continuous Professional Development on cultural diversity and its effects on learning

PD Opportunity 1

Conduct a book study on "Culturally Responsive Teaching"

Facilitator

Guidance Counselor

Participants

Kings Trail Faculty and Staff

Schedule

Biweekly, from 9/27/2017 to 5/23/2018

PD Opportunity 2

Identifying cultural biases and their effects on the learning environment

Facilitator

Guidance counselor

Participants

KTE Faculty and staff

Schedule

On 5/23/2018

PD Opportunity 3

Train teachers on how to effectively communicate with diverse families and students

Facilitator

Leadership team and ESOL specialists

Participants

KTE Faculty and Saff

Schedule

Biweekly, from 9/27/2017 to 5/23/2018

G1.B3 The student population represents 17 languages and 23 cultures/countries.

G1.B3.S1 Incorporate strategies that will allow core instruction to be accessed by ALL student sub groups.

PD Opportunity 1

Leverage Guided Language Acquisition Design (GLAD) trained faculty to provide professional development.

Facilitator

Teacher Leaders

Participants

KTE Faculty

Schedule

Quarterly, from 9/18/2017 to 6/7/2018

G2. Support ALL students with making gains by utilizing an effective multi-tiered support system.

G2.B1 Understanding how to leverage data, resources, and time to impact learning gains within the small groups

G2.B1.S1 Develop faculty's knowledge of how to effectively identify student learning needs based on data from all assessments.

PD Opportunity 1

Collaborate with faculty for small group instructional block based on student data

Facilitator

Leadership

Participants

Faculty

Schedule

Daily, from 9/4/2017 to 6/7/2018

PD Opportunity 2

Support faculty on monitoring and supporting student growth based on blended learning diagnostics

Facilitator

Leadership

Participants

Faculty

Schedule

Weekly, from 9/4/2017 to 6/7/2018

PD Opportunity 3

Collaborate with grade level, interventionists, and coaches to implement effective and efficient small group instructional block (SGIB) activities

Facilitator

Leadership

Participants

Faculty

Schedule

Weekly, from 9/4/2017 to 6/7/2018

G2.B1.S2 Ensure all centers help students reduce specific deficits

PD Opportunity 1

Optimize GRRM to ensure student independence.

Facilitator

Leadership

Participants

Faculty

Schedule

Biweekly, from 9/18/2017 to 6/7/2018

PD Opportunity 2

Guided Reading taught with fidelity by: * Supporting teachers and students with productive struggle by planning questions that will allow students to make meaning of the text

Facilitator

Leadership

Participants

Faculty

Schedule

Biweekly, from 9/25/2017 to 6/7/2018

VI. Technical Assistance Items

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

G1. Increase student achievement in each subject area by supporting teachers with effectively engaging students in core instruction.

G1.B1 Fully understand the coherence of Item Test Specs and how the Standards align to the core curriculum

G1.B1.S1 Utilize a common planning protocol

TA Opportunity 1

Leadership team will develop a planning protocol

Facilitator

Leadership Team

Participants

K-5 Teachers

Schedule

On 9/29/2017

VII. Budget

1	G1.B1.S1.A1	Leadership team will develop a planning protocol	$0.00
2	G1.B1.S1.A2	Train teachers on planning protocol including prework: *Provide professional development on unpacking the standards *Provide professional development on data analysis and data driven instruction	$0.00
3	G1.B1.S1.A3	Monitor the implementation of the planning protocol	$0.00
4	G1.B1.S1.A4	Calculated support will be provided during planning in response to monitoring data results	$0.00
5	G1.B1.S2.A1	Identify and match mentor teachers with mentee teachers	$0.00
6	G1.B1.S2.A2	Develop a plan or process for implementation of Instructional Rounding for Model Classrooms	$0.00
7	G1.B1.S2.A3	Train on the Instructional Rounding for Model Classrooms	$0.00
8	G1.B1.S2.A4	Implement Instructional Rounding Plan	$0.00
9	G1.B1.S2.A5	Debrief with teachers after each round and develop action steps for implementation	$0.00
10	G1.B2.S1.A1	Conduct a book study on "Culturally Responsive Teaching"	$0.00
11	G1.B2.S1.A2	Identifying cultural biases and their effects on the learning environment	$0.00
12	G1.B2.S1.A3	Train teachers on teaching strategies for varying subgroups	$0.00

13	G1.B2.S1.A4	Train teachers on how to effectively communicate with diverse families and students	$0.00
14	G1.B2.S1.A5	Support and follow-up with teachers and parents	$0.00
15	G1.B2.S1.A6	District ESOL Specialist will support teachers with creating student portraits	$0.00
16	G1.B3.S1.A1	Incorporate English language development instruction alongside core instruction.	$0.00
17	G1.B3.S1.A2	Leverage Guided Language Acquisition Design (GLAD) trained faculty to provide professional development.	$0.00
18	G1.B3.S1.A3	Teachers will model academic language and hold students accountable for using academic language in whole group and small group instruction.	$0.00
19	G2.B1.S1.A1	Collaborate with faculty for small group instructional block based on student data	$0.00
20	G2.B1.S1.A2	Support faculty on monitoring and supporting student growth based on blended learning diagnostics	$0.00
21	G2.B1.S1.A3	Collaborate with grade level, interventionists, and coaches to implement effective and efficient small group instructional block (SGIB) activities	$0.00
22	G2.B1.S2.A1	Optimize GRRM to ensure student independence.	$0.00
23	G2.B1.S2.A2	Guided Reading taught with fidelity by: * Supporting teachers and students with productive struggle by planning questions that will allow students to make meaning of the text	$0.00
24	G2.B1.S2.A3	Independent Reading taught with fidelity by: * Leveraging Independent Reading to support students with comprehension, stamina, and volume of reading	$0.00
25	G2.B1.S2.A4	Ensure students who are on-level get an extension/enrichment of standards taught during core instruction	$0.00
		Total:	$0.00