

Duval County Public Schools

Kings Trail Elementary School



2019-20 Schoolwide Improvement Plan

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Kings Trail Elementary School

7401 OLD KINGS RD S, Jacksonville, FL 32217

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

Demographics

Principal: Sanethette Shubert S

Start Date for this Principal: 8/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: C (51%) 2016-17: C (42%) 2015-16: D (37%) 2014-15: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	D

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<https://www.floridacims.org>.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Kings Trail is a dedicated learning community.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Shubert, Sanethette	Principal	<p>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.</p> <p>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.</p> <p>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 Ready Reading, Reading Mastery, Corrective Reading, Eureka Math, Acaletics, Science, and the Florida Standards for all content areas.</p> <p>Ms. Shubert will communicate with parents regarding school-based Rtl plans and activities. She develops, articulates, and uses a shared vision of instructional excellence to guide and define decisions.</p>
Lowndes, Almarene	Assistant Principal	<p>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.</p>
Whigham, Derrick	Instructional Coach	<p>Derrick Whigam (Math Coach) supports the professional growth of school mathematics teachers by developing content knowledge. He will enhance 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 Eureka Math, Acaletics, and blended learning centers.</p>
Coyne, Bridget	Instructional Coach	<p>Bridget Coyne (Reading Coach) supports the professional growth of English Language Arts teachers by developing content knowledge and implementation of Ready Reading, Corrective Reading, and Reading Mastery. 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.</p>
Sanchez, Courtney	School Counselor	<p>Ms. Aljada 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</p>

Name	Title	Job Duties and Responsibilities
		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.
Staves, Allison	Other	Patricia Grant serves as our school's 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 to support in the area of English Speakers of Other Languages, or ESOL. As the ESOL lead teacher, she will monitor and support implementation of strategies that will serve to increase student achievement for ESOL students.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	50	47	64	69	69	93	0	0	0	0	0	0	0	392
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	19	31	0	0	0	0	0	0	0	50

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

21

Date this data was collected or last updated

Monday 8/12/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated**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	0	2	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	50%	57%	38%	49%	55%
ELA Learning Gains	51%	56%	58%	49%	56%	57%
ELA Lowest 25th Percentile	39%	50%	53%	52%	54%	52%
Math Achievement	53%	62%	63%	49%	62%	61%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Learning Gains	53%	63%	62%	38%	63%	61%
Math Lowest 25th Percentile	47%	52%	51%	36%	54%	51%
Science Achievement	49%	48%	53%	32%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	50 (0)	47 (0)	64 (0)	69 (0)	69 (0)	93 (0)	392 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	19 (0)	31 (0)	50 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	38%	51%	-13%	58%	-20%
	2018	40%	50%	-10%	57%	-17%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	33%	52%	-19%	58%	-25%
	2018	58%	49%	9%	56%	2%
Same Grade Comparison		-25%				
Cohort Comparison		-7%				
05	2019	41%	50%	-9%	56%	-15%
	2018	24%	51%	-27%	55%	-31%
Same Grade Comparison		17%				
Cohort Comparison		-17%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	59%	61%	-2%	62%	-3%
	2018	57%	59%	-2%	62%	-5%
Same Grade Comparison		2%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019	48%	64%	-16%	64%	-16%
	2018	60%	60%	0%	62%	-2%
Same Grade Comparison		-12%				
Cohort Comparison		-9%				
05	2019	35%	57%	-22%	60%	-25%
	2018	39%	61%	-22%	61%	-22%
Same Grade Comparison		-4%				
Cohort Comparison		-25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	41%	49%	-8%	53%	-12%
	2018	38%	56%	-18%	55%	-17%
Same Grade Comparison		3%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	33	36	27	48	30					
ELL	30	51	39	49	54	53	47				
ASN	54			85							
BLK	36	44	27	42	48	50	41				
HSP	40	56	44	56	49	42	41				
WHT	59	63		63	71						
FRL	40	53	41	53	50	46	52				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	32	35		27	47						
ELL	27	52	43	48	61	56	15				
ASN	33			58							
BLK	38	49		48	48	23	30				
HSP	37	54	46	59	67	69	29				
MUL	77	70		46	60						
WHT	68	41		71	65						
FRL	45	53	44	59	63	44	38				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	33		27	50						
ELL	13	40	38	38	38	42	17				
ASN	20	46		43	42						
BLK	44	55		41	29	42	7				
HSP	27	43	55	49	43		42				
MUL	60			70							
WHT	52	50		57	38						
FRL	40	49	50	47	32	33	32				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	395
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	65
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA Lowest 25th Percentile (39%)

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA Lowest 25th Percentile (39%) Down 9 points from previous school year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA Achievement (42%)

Which data component showed the most improvement? What new actions did your school take in this area?

Science showed the greatest improvement.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Students With Disabilities is an area of concern as the data shows only 34% of the students are achieving proficiency in reading. Another area of concern is the Black/African American students are at 44% which is greater than 41% but not at the level of achievement we would like for the students.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Lowest 25th Percentile
2. ELA Achievement
3. Math Lowest 25th Percentile
4. Science Achievement
5. ELA Learning Gains

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Lowest Performing Quartile Gains (ELA and Math)
Rationale	According to the data, the Lowest Performing Quartile Gains decreased in both ELA and Math. In ELA, the LPQ Gains decreased nine percentage points from 48 in 17-18 to 39 in 18-19 . In Math, the LPQ Gains decreased six percentage points from 53 in 17-18 to 47 points in 18-19.
State the measurable outcome the school plans to achieve	The following are the outcomes that our school plans to achieve: 1. Increase our Lowest Performing Quartile Gains in ELA from 39 points to 58 points as evidenced by FSA data. 2. Increase our Lowest Performing Quartile Gains in Math from 47 points to 63 points as evidenced by FSA data.
Person responsible for monitoring outcome	Sanethette Shubert (shuberts@duvalschools.org)
Evidence-based Strategy	<ul style="list-style-type: none"> • An Interventionist position will be purchased/used to help struggling students make gains and/or become proficient readers. Additionally, the interventionist will work alongside teachers to help students improve specific reading skills based on data. • Materials will be purchased to support lowest performing quartile students for tutoring. These materials include Reading A to Z, Science A to Z. Additionally, we will utilize a supplemental material called Acaletics to increase the achievement of both LPQ and non LPQ students. This supplemental curriculum will purchased and implemented daily. • Tutoring for students in both ELA and Math after SAI funds are expended.
Rationale for Evidence-based Strategy	<ul style="list-style-type: none"> • Reading interventionists work extensively with students to help them improve specific reading skills such as letter-naming, initial sounds, phoneme segmentation, and comprehension strategies. • It is important for the interventionists and tutors to have the right materials to support students with their learning deficits. • Bridging gaps for students who are behind grade-level takes time beyond the ELA and Math block.
Action Step	
Description	<ol style="list-style-type: none"> 1. Develop faculty's knowledge of how to effectively identify student learning needs based on data from all assessments. 2. Use data to identify the LPQ students that the interventionist and tutors will target. 3. Leverage formal and informal assessments to measure the effectiveness of the interventions being used by both the interventionist and tutors. 4. Monitor interventionist and tutor schedules and lesson plans to ensure that interventions are being implemented with fidelity. 5.
Person Responsible	Sanethette Shubert (shuberts@duvalschools.org)

#2	
Title	Math Proficiency
Rationale	According to the data, Math Proficiency decreased by 3 points. Math Proficiency decreased three percentage points from 56 in 17-18 to 53 in 18-19.
State the measurable outcome the school plans to achieve	Increase our Math Proficiency from 53 points to 63 points as evidenced by FSA data.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	<p>A Math Coach position will be used to design, monitor and assess Math achievement progress; provide professional development and coaching for teachers. Additionally, the Math Coach will support teachers with implementing a new supplemental program called Acaletics.</p> <p>The Math Coach will support teachers in analyzing data to see which areas need specific focus.</p> <p>Leverage teacher's strengths to build capacity in the area of Math.</p>
Rationale for Evidence-based Strategy	<p>Engage teachers in coaching cycle to increase student achievement.</p> <p>Engage with teachers during common planning to unpack standards, plan rigorous lessons and discuss best practices.</p> <p>Push into classrooms for small groups and to model lessons.</p> <p>Support teachers with implementing a new supplemental program called Acaletics.</p>
Action Step	
Description	<ul style="list-style-type: none"> - Develop faculty's knowledge of how to effectively identify student learning needs based on data from all assessments. - Use data to identify the MP students that the coach and tutors will target. - Leverage formal and informal assessments to measure the effectiveness of the interventions being used by both the coach and tutors. - Monitor coach and tutor schedules and lesson plans to ensure that interventions are being implemented with fidelity. - Support teachers with the new supplemental program called Acaletics.
Person Responsible	Sanethette Shubert (shuberts@duvalschools.org)

#3	
Title	Science Proficiency
Rationale	If we increase student proficiency in the area of Science, our overall school grade will increase.
State the measurable outcome the school plans to achieve	Increase Kings Trail's Science proficiency from 49 percent to 60 percent as evidenced by the State Science Assessment.
Person responsible for monitoring outcome	Almarene Lowndes (lowndesa@duvalschools.org)
Evidence-based Strategy	<ul style="list-style-type: none"> • Materials will be purchased to support students with increasing their science proficiency. These materials include Science A to Z and Study Island. • Supplemental funds have been provided by the district to support increasing student's proficiency in science.
Rationale for Evidence-based Strategy	<ul style="list-style-type: none"> • Materials such as Science A to Z and Study Island support students with comprehending and answering questions from informational texts.
Action Step	
Description	<ol style="list-style-type: none"> 1. Develop teacher content knowledge in the area of Science in grades K thru 5. 2. Use data to identify students in 5th grade that will benefit for additional support in the area of Science. 3. Leverage formal and informal assessments to assess student's science proficiency before the SSA. 4. Monitor and observe science lessons and plans and in grades K-5 to ensure Science is being taught with fidelity. 5. Engage with Science teachers during common planning to unpack standards, plan rigorous lessons, and discuss best practices.
Person Responsible	Almarene Lowndes (lowndesa@duvalschools.org)

#4	
Title	Students With Disabilities
Rationale	Based on our needs analysis, the federal index for the students with disabilities subgroup is below 41 percent.
State the measurable outcome the school plans to achieve	Our goal is to increase the federal index for students with disabilities from 34 percent to 45 percent as evidenced by state assessment results.
Person responsible for monitoring outcome	Almarene Lowndes (lowndesa@duvalschools.org)
Evidence-based Strategy	<ul style="list-style-type: none"> • Leverage ESE teachers to help struggling students make gains and/or become proficient readers. Additionally, the ESE teachers will work alongside teachers to help students improve specific reading skills based on data. • Materials will be purchased to support students with disabilities for tutoring. These materials include Reading A to Z, Science A to Z, and Study Island. • Tutoring for students in both ELA and Math after SAI funds are expended.
Rationale for Evidence-based Strategy	<ul style="list-style-type: none"> • ESE teachers work extensively with students to help them improve specific reading, math, science, and behavior skills such as initial sounds, comprehension strategies, number sense, algebraic thinking, scientific process, and problem-solving. • It is important for the ESE teachers and tutors to have the right materials to support students with their learning deficits. • Bridging gaps for students who are behind grade-level takes time beyond the ELA and Math block.
Action Step	
Description	<ol style="list-style-type: none"> 1. Develop faculty's knowledge of how to effectively identify student learning needs based on data from all assessments. 2. Use data to support students with decreasing learning deficits. 3. Leverage formal and informal assessments to measure the effectiveness of the supports being used by both the ESE teacher and tutors. 4. Monitor ESE teacher(s) and tutor schedules and lesson plans to ensure that support is being implemented with fidelity. 5. Engage with teachers during common planning to unpack standards, plan rigorous lessons, and discuss best practices and strategies for students with disabilities.
Person Responsible	Bridget Coyne (coyneb1@duvalschools.org)

#5	
Title	ELA Proficiency
Rationale	According to the data, ELA Proficiency decreased by 3 points. ELA Proficiency decreased three percentage points from 45 in 17-18 to 42 in 18-19.
State the measurable outcome the school plans to achieve	Increase our ELA Proficiency from 42 points to 50 points as evidenced by FSA data.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	<p>A ELA Coach position will be used to design, monitor and assess ELA achievement progress; provide professional development and coaching for teachers.</p> <p>The Reading Coach will support teachers in analyzing data to see which areas need specific focus.</p> <p>Leverage teacher's strengths to build capacity in the area of ELA.</p>
Rationale for Evidence-based Strategy	<p>Engage teachers in coaching cycle to increase student achievement.</p> <p>Engage with teachers during common planning to unpack standards, plan rigorous lessons and discuss best practices.</p> <p>Push into classrooms for small groups and to model lessons.</p>
Action Step	
Description	<ul style="list-style-type: none"> - Develop faculty's knowledge of how to effectively identify student learning needs based on data from all assessments. - Use data to identify the MP students that the coach and tutors will target. - Leverage formal and informal assessments to measure the effectiveness of the interventions being used by both the coach and tutors. - Monitor coach and tutor schedules and lesson plans to ensure that interventions are being implemented with fidelity.
Person Responsible	Almarene Lowndes (lowndesa@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school will continue to use many strategies to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support student needs. These strategies include leveraging our school's Parent and Family Engagement Plan, monthly parent nights to support parents with their student's success in all content areas, quarterly data chats, and teacher professional development centered around building relationships. Through the continuation of these strategies and more, we will fulfill our school's mission while increasing student achievement.

PFEP Link

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

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.

The school ensures the social-emotional needs of all students are being met by virtue of being a full service school. We have a full time School Counselor and a part-time School Therapist. We implement Sanford Harmony, a Positive Behavior Intervention System, and individual classes participate in morning meetings to ensure that students voices are being heard. We have safe spaces, reflection zones, buddy benches, and a bully mail box where students can leave their concerns.

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

In order to support incoming students, we have a transition to Kindergarten program. We host parents at the school and teach them how to support their students transition to Kindergarten. For our outgoing students, we have a partnership with our local Middle School. We take our fifth grade students to the local Middle School on a field trip, and our School Counselor conducts Transitioning to Middle School lessons with our fifth grade population.

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.

Based on the needs assessment data, the areas of literacy and math support the use of Instructional Coaches. To meet the needs of all students and maximize desired student outcomes, Kings Trail will employ instructional coaches in both Math and ELA. Instructional coaches will help teachers and teams set goals and support them while they work towards those goals. The instructional coaches will maintain a complete inventory of the curriculum resources that are available on campus. Resources include Reading Mastery, Corrective Reading and Eureka Math. A special room will exist on campus that houses all of the available intervention materials and leveled texts. The instructional coaches work with teachers to match resources to student needs based on the most current data points available. The instructional coaches will meet with teachers weekly for planning, monitoring of data, and to discuss implementation of new ideas, and supplemental resources, based on classroom observation data. To support the lowest performing quartile students in Mathematics, ACALETICS will be implemented on a daily basis. Supplemental Academic Instruction (SAI) funds will be coordinated with Title I funds to provide tutoring for Level 1 and Level 2 students in both Reading and Mathematics.

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

Kings Trail Elementary has a working partnership with the University of North Florida (UNF) which provides an Internship Program with on-site support. This gives our students the opportunity to see young adults attending college internships in their own classrooms. UNF also provides our fourth and fifth grade students with a tour of the campus giving them a first hand experience of what is available to them as they become young adults considering college. Fourth and fifth grade students also tour FSCJ, Edward Waters College, and Jacksonville University. The college tours give a clear view of the many opportunities available to our students.

Kings Trail sponsors an annual Career Day for Kindergarten - Fifth Grade. Community members from various careers spend a day with our students teaching them about their careers, and the work it takes to reach that position.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Lowest Performing Quartile Gains (ELA and Math)				\$134,423.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	2031 - Kings Trail Elementary School	Title, I Part A		\$72,424.00
			<i>Notes: Salary for Reading Interventionist</i>			
	5100	200-Employee Benefits	2031 - Kings Trail Elementary School	Title, I Part A		\$26,189.00
			<i>Notes: Benefits for Reading Interventionist position</i>			
	5000	160-Other Support Personnel	2031 - Kings Trail Elementary School	Title, I Part A		\$8,446.00
			<i>Notes: After-school tutoring, 4 positions for Multiple Assignments Teachers, a total of 45 days of tutoring to start Oct. 1.</i>			
	5900	160-Other Support Personnel	2031 - Kings Trail Elementary School	Title, I Part A		\$16,985.00
			<i>Notes: Part-time during the day tutors, 3 positions.</i>			
	5900	200-Employee Benefits	2031 - Kings Trail Elementary School	Title, I Part A		\$2,898.00
			<i>Notes: Part-time during the day tutors benefits, 2 positions.</i>			
	5100	120-Classroom Teachers	2031 - Kings Trail Elementary School	Title, I Part A		\$6,040.00
			<i>Notes: Teacher or Interventionist Masters/Specialists Degree Specialists; Reading Interventionist and Math Coach</i>			
	5900	200-Employee Benefits	2031 - Kings Trail Elementary School	Title, I Part A		\$1,441.00
			<i>Notes: MA Teachers after-school tutoring benefits, 4 positions.</i>			
2	III.A.	Areas of Focus: Math Proficiency				\$83,611.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	130-Other Certified Instructional Personnel	2031 - Kings Trail Elementary School	Title, I Part A		\$46,566.00
			<i>Notes: Salary for Math Coach position</i>			

	5900	200-Employee Benefits	2031 - Kings Trail Elementary School	Title, I Part A		\$16,838.00
			<i>Notes: Benefits for Math Coach/Instructional Staff</i>			
	3374	510-Supplies	2031 - Kings Trail Elementary School	Title, I Part A		\$20,207.00
			<i>Notes: Math and Science consumable materials (Acaletics).</i>			
3	III.A.	Areas of Focus: Science Proficiency				\$401.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3374	369-Technology-Related Rentals	2031 - Kings Trail Elementary School	Title, I Part A		\$401.00
			<i>Notes: Annual subscription for Reading/Science A-Z and Study Island</i>			
4	III.A.	Areas of Focus: Students With Disabilities				\$0.00
5	III.A.	Areas of Focus: ELA Proficiency				\$0.00
					Total:	\$218,435.00