

Duval County Public Schools

Kernan Middle School



2021-22 Schoolwide Improvement Plan

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Kernan Middle School

2271 KERNAN BLVD S, Jacksonville, FL 32276

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

Demographics

Principal: Christine Bicksler Akande

Start Date for this Principal: 7/14/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	76%
2020-21 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (57%) 2016-17: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Board Approval

This plan is pending approval by the Duval County School Board.

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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2271 KERNAN BLVD S, Jacksonville, FL 32276

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To build competent and confident students accomplished through standard based instruction, objective and data driven lesson planning, and supporting and empowering students through social and emotional development.

Provide the school's vision statement.

Ensure every child is prepared for high school, without having to remediate what they should have learned in middle school. Students will grow in their confidence and their ability to make a positive impact on their own lives, their school, their community and their world.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Hemphill, Julie	Principal	Julie Hemphill (Principal): Mrs. Hemphill's primary role and responsibility as principal of Kernan Middle School is to serve as the campus Instructional Leader. Mrs. Hemphill is responsible for the day to day functions of the school in regards to curriculum, instruction, safety, and community outreach.
Helse, Tyvae	Assistant Principal	Student Services
Galeani, John	Assistant Principal	Curriculum

Demographic Information

Principal start date

Wednesday 7/14/2021, Christine Bicksler Akande

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

22

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

1,210

Identify the number of instructional staff who left the school during the 2020-21 school year.

11

Identify the number of instructional staff who joined the school during the 2021-22 school year.

20

Demographic Data**Early Warning Systems****2021-22****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	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 7/14/2021

2020-21 - As Reported**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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				57%	43%	54%	53%	42%	53%
ELA Learning Gains				57%	49%	54%	52%	47%	54%
ELA Lowest 25th Percentile				44%	45%	47%	42%	44%	47%
Math Achievement				60%	49%	58%	53%	46%	58%
Math Learning Gains				52%	50%	57%	49%	50%	57%
Math Lowest 25th Percentile				49%	47%	51%	36%	47%	51%
Science Achievement				56%	44%	51%	53%	45%	52%
Social Studies Achievement				82%	68%	72%	94%	82%	72%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	59%	47%	12%	54%	5%
Cohort Comparison						
07	2021					
	2019	52%	44%	8%	52%	0%
Cohort Comparison		-59%				
08	2021					
	2019	51%	49%	2%	56%	-5%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	58%	51%	7%	55%	3%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	54%	47%	7%	54%	0%
Cohort Comparison		-58%				
08	2021					
	2019	29%	32%	-3%	46%	-17%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	52%	40%	12%	48%	4%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	78%	69%	9%	71%	7%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	85%	57%	28%	61%	24%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	61%	39%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

PMA data from each grade level and content area for the 2020-21 school year.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	155/48%	192/55%	197/63%
	Economically Disadvantaged	60/38%	70/40%	80/53%
	Students With Disabilities	24/27%	31/32%	27/33%
	English Language Learners	3/19%	6/30%	6/43%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	172/52%	203/57%	182/57%
	Economically Disadvantaged	59/37%	76/43%	63/41%
	Students With Disabilities	35/39%	35/36%	27/33%
	English Language Learners	6/40%	6/30%	5/38%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	164/47%	199/55%	156/48%
	Economically Disadvantaged	54/32%	76/44%	46/32%
	Students With Disabilities	15/18%	25/29%	20/27%
	English Language Learners	1/6%	2/10%	3/15%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	172/50%	185/52%	153/47%
	Economically Disadvantaged	74/45%	70/41%	49/34%
	Students With Disabilities	22/28%	20/24%	14/19%
	English Language Learners	8/44%	9/45%	4/20%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	157/71%	181/67%	154/69%
	Economically Disadvantaged	59/67%	74/69%	53/64%
	Students With Disabilities	21/49%	23/50%	19/46%
	English Language Learners	3/33%	5/42%	7/50%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	172/49%	182/51%	163/52%
	Economically Disadvantaged	53/37%	60/40%	58/44%
	Students With Disabilities	17/27%	22/34%	23/39%
	English Language Learners	4/17%	5/19%	1/5%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	172/50%	170/48%	166/53%
	Economically Disadvantaged	54/38%	52/35%	51/39%
	Students With Disabilities	18/30%	24/38%	18/31%
	English Language Learners	8/38%	8/30%	7/30%
	Number/% Proficiency	Fall	Winter	Spring
	All Students	148/56%	208/56%	163/53%
Science	Economically Disadvantaged	51/47%	73/47%	52/41%
	Students With Disabilities	18/42%	27/40%	19/33%
	English Language Learners	0/0%	9/33%	2/9%
	Number/% Proficiency	Fall	Winter	Spring
	All Students	148/56%	208/56%	163/53%
	Economically Disadvantaged	51/47%	73/47%	52/41%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	32	35	21	31	34	33	39	67	59		
ELL	42	55	37	39	26	20	39	68	73		
ASN	67	60	37	69	41	29	72	88	78		
BLK	37	35	23	32	28	35	32	64	72		
HSP	45	43	33	45	30	20	49	58	77		
MUL	53	43	47	50	33	33	61	83	93		
WHT	58	49	25	56	35	32	67	80	72		
FRL	39	39	28	36	29	28	44	66	60		
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	36	46	40	41	48	47	49	61	54		
ELL	31	51	45	54	54	60	39	84			

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
ASN	67	55	32	80	55		74	86	95		
BLK	42	47	42	42	45	42	38	78	73		
HSP	51	54	37	55	49	53	53	80	87		
MUL	60	55	41	61	59	70	71	90	93		
WHT	66	64	55	68	56	46	62	83	87		
FRL	50	54	49	51	50	48	47	79	84		
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	43	36	38	41	29	36	74	73		
ELL	25	48	39	32	43	56	33				
ASN	62	61	41	65	58	50	52	95	94		
BLK	41	50	49	40	44	37	36	87	73		
HSP	47	50	43	45	47	40	32	94	83		
MUL	57	51	36	60	51	25	70	94	76		
WHT	58	53	36	58	51	32	66	95	82		
FRL	46	51	41	43	45	33	41	92	80		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	481
Total Components for the Federal Index	10
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	44
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	58
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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
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	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	53
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	<p>In order to increase student achievement across all subject areas with all student demographics, we will focus on recommendations based on the research conducted by TNTP and shared in their publication, "The Opportunity Myth."</p> <p>1) Every student should have access to grade-appropriate assignments that are standard aligned.</p> <p>2) Upon the review of the Standards Based School Continuum document, the new administrative team will need to calibrate observations, as at this point, the team has moved from "weak" to "good" on calibrated administration. Our focus this year for administration will be to create more actionable steps based on classroom walk-through data.</p> <p>3) Upon the review of the Standards Based School Continuum rubric, PLCs will focus on developing standards aligned checks of mastery, using the Learning Arc Planning Tool. Subject areas rated themselves "good" and want to move to "strong" in standards-based planning by reflecting on the assessments ensuring that they are standards aligned checks of mastery.</p>
Measurable Outcome:	<p>1) The new administrative team will move from "good" to "strong" in calibrated administration and collaborative administration based on the Standards Based School Continuum Rubric.</p> <p>2) Increase our rating from a 67% to 80% on the student task aligned section of the Standards Walk Through Observation Rubric.</p> <p>3) Increase subject area ratings at least one category on the Standards Based School Continuum Rubric in standards based planning and aligned observations, specifically on designing tasks aligned to the standards.</p>
Monitoring: Person responsible for monitoring outcome:	<p>Standards-based walk-through data, feedback to teachers, and PLC agenda items.</p> <p>Julie Hemphill (jhemphill@gocacademy.com)</p>
Evidence-based Strategy:	<p>Administration will collaborate with teachers to develop stronger standard based student aligned checks of mastery.</p>
Rationale for Evidence-based Strategy:	<p>According to "The Opportunity Myth" by TNTP, recommendations were made to include rigorous, standard based aligned checks of mastery that is consistent through whole-school collaboration. All students should be exposed to rigorous standard-aligned checks of mastery in every classroom no matter who the teacher or the student is.</p>

Action Steps to Implement

The administrative team will conduct standards based walk-throughs using the district tool as a team to ensure we are calibrated to provide consistent feedback. When the administrative team is calibrated on alignment to standards-based checks of mastery, we will be better equipped to provide more feedback to teachers and lead PLC work.

Person Responsible Julie Hemphill (jhemphill@gocacademy.com)

Administration will meet weekly to plan upcoming walk-throughs, and review and calibrate walk-through data from the week prior in order to provide effective feedback and develop next steps for PLCs.

Person Responsible Julie Hemphill (jhemphill@gocacademy.com)

Administration will establish an Instructional Leadership Team that consists of PLC leads & department chairs.

Administration will establish an Instructional Leadership Team that consists of PLC Leads & Department Chairs. The Instructional Leadership Team will meet weekly to discuss Administration's goals for a cohesive school vision and strategies focused on student achievement using standards, based on walkthrough data. As a result, we will be able to prioritize the focus for the upcoming PLC meetings.

Person Responsible Julie Hemphill (jhemphill@gocacademy.com)

PLC's will collaborate to develop and/or implement standard aligned lessons using the Learning Arc Planning tool, with a specific focus on standard aligned student tasks & FSA aligned assessments to ensure mastery support and curriculum alignment.

Person Responsible Julie Hemphill (jhemphill@gocacademy.com)

During PLCs, teachers will bring samples of the standard aligned tasks, FSA aligned assessments & data to review, to ensure consistent grading practices & standard mastery.,

Person Responsible Tyvae Helse (helset@duvalschools.org)

Kernan Middle School will utilize Title I funds to add the following full-time teaching positions:

- Language Arts Position
- Math Position
- Science Position
- PE Position

These positions will help to improve the successful implementation of standard-aligned instruction and allow enough positions to service more students in our growing population.

Kernan Middle School will utilize Title I funds to purchase Delta Math, Vocab.Com, Gizmos, Teacher carts, interactive carts and tiny PCs, projectors, interactive cart bundle(s) and health magazines. These items will improve teachers' instructional delivery and will offer continued differentiation for students to receive standards based instruction that is conducive to the individual learner. The programs and software will help to improve overall proficiency; specifically LPQ students.

Person Responsible Julie Hemphill (jhemphill@gocacademy.com)

#2. Leadership specifically relating to Teacher Recruitment and Retention

Area of Focus Description and Rationale: In review of the 020/21 5 Essential Survey data, we identified the area of focus for the leadership team for the coming year to pinpoint teachers' feelings, worries, and frustrations overall.

- 1) The principal takes a personal interest in professional development for teachers.
- 2) The principal looks out for the personal welfare of faculty members.
- 3) The principal actively listens and takes into consideration teacher recommendations .

Measurable Outcome: Currently, 89% of teachers agree or strongly agree that It's OK in this school to discuss feelings, worries, and frustrations with the principal. We would like to see a positive increase in both percentage. In light of COVID-19, it is important that the administrative team works collaboratively to ensure that all stakeholders feel supported

Monitoring: Ms. Hemphill is doing a book study with the admin team with the book "Culturally Responsive Teaching and the Brain" by Zaret Hammon, and she will share important excerpts with the faculty and staff. In addition to conducting this book study, consistent surveying of teachers' feelings will allow admin to check the regular pulse of how teachers are progressing during the current times.

Person responsible for monitoring outcome: Julie Hemphill (jhemphill@gocacademy.com)

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

Analyzing excerpts from the book study with faculty and staff to ensure collaboration and enlightenment on their individual feelings.

Person Responsible Julie Hemphill (jhemphill@gocacademy.com)

Survey faculty and staff quarterly to identify their current thoughts, feelings, and frustrations in order to help find solutions to increase overall morale.

Person Responsible Julie Hemphill (jhemphill@gocacademy.com)

Monitor participation in self-care opportunities for faculty and staff.

Person Responsible Julie Hemphill (jhemphill@gocacademy.com)

Kernan Middle School will utilize Title I funds to purchase store room materials, color poster printer & supplies to improve teacher best practices in the classroom for all students as well as provide the tools necessary to implement the book study.

Person Responsible [no one identified]

#3. Culture & Environment specifically relating to School Safety

Area of Focus Description and Rationale:	Based on the 20/21 5 Essential Survey data, the area of focus is supportive environment. The data supports that this is a weak area as it relates to academic personalization. 1) Teachers will build students' learning operating system and prepare them to become independent learners 2) Teachers will prompt for metacognition 3) Teachers/Admin will create and cultivate a safe, caring and respectful learning community
Measurable Outcome:	1) Increase student survey data on the 20/21 5 Essential Survey data from "weak" to "neutral" 2) Data shows 27% - the goal is to be at 40% (neutral) by the end of school year on the 20/21 5 Essential Survey data 3) Increase emphasis on culturally responsive teaching practices where all teachers will work with students to increase independent learning, monitoring and reflection
Monitoring:	1) Teachers will develop their own data monitoring tool for each student 2) Teachers will collaboratively share in PLCs student data for improvement from a global perspective
Person responsible for monitoring outcome:	Tyvae Helse (helset@duvalschools.org)
Evidence-based Strategy:	When analyzing the 20/21 5 Essential Survey data, academic personalization 27% (weak) of students feel that their teachers do not notice if they are having trouble learning something, are willing to give extra help on schoolwork if they need it, or give specific suggestions about how they can improve their work in class.
Rationale for Evidence-based Strategy:	When analyzing the 20/21 5 Essential Survey data, supportive environment, 27% (weak) of students feel that their teachers do not notice they are having trouble learning something, are willing to give extra help on schoolwork if a student needs it, helps the student catch up if they are behind, or gives the student specific suggestions about how they can improve their work in class.

Action Steps to Implement

As part of the 20/21 professional learning for teachers, a book study with subsequent implementation in practice will occur using "Culturally Responsive Teaching and the Brain" by Zaretta Hammond.

Person Responsible Julie Hemphill (jhemphill@gocacademy.com)

Teacher development and use of a data monitoring tool for each student, included as part of the IPDP.

Person Responsible Julie Hemphill (jhemphill@gocacademy.com)

Kernan Middle School will use Title I funds to add a full-time Dean of Students position to improve and cultivate a more safe and conducive environment for all students by implementing more PBIS strategies that appeal to the entire student population.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on school discipline data:

Number of total suspensions: 164 ISSP = 109 OSS = 55 ----- Currently ranked #6 in the county for suspensions

Types of Referral and Ranking:

Ranked #1 in county and statewide for property related incidents

Ranked #4 In county for violent acts (fighting)

Ranked #11 in county for drug related incidents

Although KMS's suspension/referral rankings are considerably lower than the county and state, there are a couple of areas that we want to focus on in the upcoming school year.

Area 1 - Drug related incidents

To combat the amount of referrals that were received in the 20/21 school year, KMS intends to implement more random searches for drug paraphernalia, specifically during morning arrival and within the school day. Security will conduct frequent bathroom and blind spot checks on campus to ensure that we remain a drug free campus. The planned searches and monitoring of common areas will be documented daily. Monthly discipline assemblies will occur presented by the deans to communicate to the entire student body the expectations of the school. School counselors will conduct quarterly drug prevention seminars and provide Amazing Osprey lessons to teachers so that they can continue to stress the importance of keeping students safe and away from drugs.

Area 2 - Violent acts (fighting)

Monthly discipline assemblies will occur presented by the deans to communicate to the entire student body the expectations of the school. Frequent classroom checks to monitor classroom behaviors. Implementation of boys and girls mentoring groups will combat the amount of referrals written for fighting or bullying. Consistent implementation of PBIS will help acknowledge students performing to the expectations of the school as well as give incentives to those that are exhibiting unwanted behaviors.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Create a student-centered environment where all students learn and show growth based on our faculty book study, Culturally Responsive Teaching by creating opportunities for student-teacher trust. In addition, daily mental health training about social/emotional issues with Amazing Osprey Lessons and a consistent approach to discipline will be implemented.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Students- engaged in Amazing Osprey lessons & become a culturally responsive independent learners
Teachers- Facilitate Amazing Osprey lessons & create a positive culturally responsive classroom
Administrators- Continued support to achieve a positive school culture & environment.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Leadership: Teacher Recruitment and Retention	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: School Safety	\$0.00
Total:			\$0.00