

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

|                                                                                                                                                              |                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2019-20 Status</b><br>(per MSID File)                                                                                                                     | Active                                                                                                                                                                                                              |
| <b>School Type and Grades Served</b><br>(per MSID File)                                                                                                      | Middle School<br>6-8                                                                                                                                                                                                |
| <b>Primary Service Type</b><br>(per MSID File)                                                                                                               | K-12 General Education                                                                                                                                                                                              |
| <b>2020-21 Title I School</b>                                                                                                                                | Yes                                                                                                                                                                                                                 |
| <b>2020-21 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)                                                                            | 76%                                                                                                                                                                                                                 |
| <b>2020-21 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| <b>School Grades History</b>                                                                                                                                 | 2018-19: B (60%)<br>2017-18: B (57%)<br>2016-17: B (54%)                                                                                                                                                            |
| <b>2019-20 School Improvement (SI) Information*</b>                                                                                                          |                                                                                                                                                                                                                     |
| <b>SI Region</b>                                                                                                                                             | Northeast                                                                                                                                                                                                           |
| <b>Regional Executive Director</b>                                                                                                                           | <a href="#">Cassandra Brusca</a>                                                                                                                                                                                    |
| <b>Turnaround Option/Cycle</b>                                                                                                                               | N/A                                                                                                                                                                                                                 |
| <b>Year</b>                                                                                                                                                  |                                                                                                                                                                                                                     |
| <b>Support Tier</b>                                                                                                                                          |                                                                                                                                                                                                                     |
| <b>ESSA Status</b>                                                                                                                                           |                                                                                                                                                                                                                     |

\* 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](http://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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# Kernan Middle School

2271 KERNAN BLVD S, Jacksonville, FL 32276

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

## School Demographics

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

## School Grades History

|              |                |                |                |                |
|--------------|----------------|----------------|----------------|----------------|
| <b>Year</b>  | <b>2020-21</b> | <b>2019-20</b> | <b>2018-19</b> | <b>2017-18</b> |
| <b>Grade</b> | B              | B              | B              | B              |

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## SIP Authority

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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>.

## 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  | 0     | 0 |
| Attendance below 90 percent                              | 0           | 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     | 0 |
| Course failure in ELA                                    | 0           | 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     | 0 |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0 | 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  | 0     | 0 |
| Number of students with a substantial reading deficiency | 0           | 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     | 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  | 0     | 0 |
| Students retained two or more times | 0           | 0 | 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     |

**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  | 0     |
| Students retained two or more times | 0           | 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     | 0  |
| Students retained two or more times | 0           | 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.

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

| Grade 7               |                            |         |         |         |
|-----------------------|----------------------------|---------|---------|---------|
|                       | Number/% Proficiency       | Fall    | Winter  | Spring  |
| English Language Arts | 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%   |
|                       | Number/% Proficiency       | Fall    | Winter  | Spring  |
| Mathematics           | 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%   |
|                       | Number/% Proficiency       | Fall    | Winter  | Spring  |
| Civics                | 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               |                            |         |         |         |
|-----------------------|----------------------------|---------|---------|---------|
| Number/% Proficiency  |                            | Fall    | Winter  | Spring  |
| English Language Arts | 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  |
| 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  |
| Science               | All Students               | 148/56% | 208/56% | 163/53% |
|                       | 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%    |

**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**

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."

1) Every student should have access to grade-appropriate assignments that are standard aligned.

**Area of Focus Description and Rationale:** 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.

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.

**Measurable Outcome:** 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.

2) Increase our rating from a 67% to 80% on the student task aligned section of the Standards Walk Through Observation Rubric.

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.

**Monitoring:** Standards-based walk-through data, feedback to teachers, and PLC agenda items.

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

**Evidence-based Strategy:** Administration will collaborate with teachers to develop stronger standard based student aligned checks of mastery.

**Rationale for Evidence-based Strategy:** 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.

**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 Zarett Hammond, 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        |
| <b>Total:</b> |        |                                                                       | <b>\$0.00</b> |