Kernan Trail Elementary School

2021-22 Schoolwide Improvement Plan

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Kernan Trail Elementary School

2281 KERNAN BLVD S, Jacksonville, FL 32246

http://www.duvalschools.org/kernantrail

Demographics

Principal: Suzanne Shall M

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	69%
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: A (66%) 2017-18: A (66%) 2016-17: A (67%)
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.](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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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)
Elementary School KG-5	No	65%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide educational excellence in every classroom, for every student, everyday

Provide the school's vision statement.

Kernan Trail Elementary is a standards-based learning community focused on creating relationships with all stakeholders, crafting relevant, engaging, and aligned instruction, and achieving stellar results.

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
Shall, Suzanne	Principal	
Lamberson, Ricky	Instructional Coach	
Dunavant, Marcy	Teacher, ESE	

Demographic Information

Principal start date
Wednesday 7/1/2015, Suzanne Shall M

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.*
25

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.*
8

Total number of teacher positions allocated to the school
46

Total number of students enrolled at the school
650

Identify the number of instructional staff who left the school during the 2020-21 school year.
8

Identify the number of instructional staff who joined the school during the 2021-22 school year.
8

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	112	104	80	111	125	136	0	0	0	0	0	0	0	668
Attendance below 90 percent	2	28	16	16	25	29	0	0	0	0	0	0	0	116
One or more suspensions	1	2	1	0	1	1	0	0	0	0	0	0	0	6
Course failure in ELA	3	9	5	2	6	0	0	0	0	0	0	0	0	25
Course failure in Math	2	3	2	0	8	0	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	15	20	14	0	0	0	0	0	0	0	49
Level 1 on 2019 statewide FSA Math assessment	0	0	0	10	12	11	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	3	9	5	15	20	14	0	0	0	0	0	0	0	66

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	20	15	23	36	43	0	0	0	0	0	0	0	139

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	3	7	5	2	8	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	1	0	0	2	1	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Thursday 9/9/2021

2020-21 - As Reported

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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 ELA assessment	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	

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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 ELA assessment	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	

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	

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				71%	50%	57%	72%	50%	56%
ELA Learning Gains				67%	56%	58%	66%	51%	55%
ELA Lowest 25th Percentile				56%	50%	53%	48%	46%	48%
Math Achievement				82%	62%	63%	82%	61%	62%
Math Learning Gains				72%	63%	62%	63%	59%	59%
Math Lowest 25th Percentile				52%	52%	51%	54%	48%	47%
Science Achievement				65%	48%	53%	75%	55%	55%

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
03	2021					
	2019	65%	51%	14%	58%	7%
Cohort Comparison						
04	2021					
	2019	69%	52%	17%	58%	11%
Cohort Comparison		-65%				
05	2021					
	2019	64%	50%	14%	56%	8%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	82%	61%	21%	62%	20%
Cohort Comparison						
04	2021					
	2019	83%	64%	19%	64%	19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-82%				
05	2021					
	2019	72%	57%	15%	60%	12%
Cohort Comparison		-83%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	59%	49%	10%	53%	6%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Kindergarten, First Grade, Second Grade - iReady Diagnostics
Third, Fourth, Fifth Grade - District Progress Monitoring Assessments

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27	57	71
	Economically Disadvantaged	17	50	56
	Students With Disabilities	6	36	42
	English Language Learners	20	14	30
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15	43	79
	Economically Disadvantaged	10	29	61
	Students With Disabilities	11	31	73
	English Language Learners	40	29	70

Grade 2				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	30	53	77
	Economically Disadvantaged	30	43	67
	Students With Disabilities	9	23	45
	English Language Learners	11	25	60
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	23	52	70
	Economically Disadvantaged	19	38	52
	Students With Disabilities	5	32	44
	English Language Learners	11	29	57

Grade 3				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	64	52	68
	Economically Disadvantaged	56	43	48
	Students With Disabilities	36	22	11
	English Language Learners	42	28	42
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	76	83	75
	Economically Disadvantaged	73	75	65
	Students With Disabilities	65	74	58
	English Language Learners	74	74	60

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54	63	64
	Economically Disadvantaged	46	58	61
	Students With Disabilities	30	41	46
	English Language Learners	23	43	23
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	81	76	80
	Economically Disadvantaged	73	66	67
	Students With Disabilities	59	56	58
	English Language Learners	62	64	75

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67	63	69
	Economically Disadvantaged	56	55	56
	Students With Disabilities	22	13	27
	English Language Learners	50	22	14
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	62	57	55
	Economically Disadvantaged	54	51	49
	Students With Disabilities	39	45	18
	English Language Learners	30	22	17
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	65	67	70
	Economically Disadvantaged	53	55	57
	Students With Disabilities	29	43	30
	English Language Learners	40	22	14

Subgroup Data Review

<table>
<tr><th colspan="12">2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</th></tr>
<tr><th>Subgroups</th><th>ELA Ach.</th><th>ELA LG</th><th>ELA LG L25%</th><th>Math Ach.</th><th>Math LG</th><th>Math LG L25%</th><th>Sci Ach.</th><th>SS Ach.</th><th>MS Accel.</th><th>Grad Rate 2019-20</th><th>C & C Accel 2019-20</th></tr>
<tr><td>SWD</td><td>38</td><td>60</td><td>53</td><td>47</td><td>48</td><td>44</td><td>31</td><td></td><td></td><td></td><td></td></tr>
<tr><td>ELL</td><td>40</td><td></td><td></td><td>57</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
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<tr><td>HSP</td><td>61</td><td>60</td><td></td><td>66</td><td>44</td><td>50</td><td>36</td><td></td><td></td><td></td><td></td></tr>
<tr><td>MUL</td><td>77</td><td>82</td><td></td><td>74</td><td>55</td><td></td><td>82</td><td></td><td></td><td></td><td></td></tr>
<tr><td>WHT</td><td>65</td><td>76</td><td></td><td>81</td><td>55</td><td></td><td>75</td><td></td><td></td><td></td><td></td></tr>
<tr><td>FRL</td><td>52</td><td>59</td><td>53</td><td>63</td><td>49</td><td>38</td><td>40</td><td></td><td></td><td></td><td></td></tr>
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</table>

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	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	491
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	54
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	89
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	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
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	74
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	70
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	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELA proficiency has remained in the low seventies and math proficiency in the low eighties over the past several years. ELA learning gains range in the high sixties and we have made notable progress in ELA lowest performing quartile showing particular gains with SWD and ELL students. There has been a significant increase in math learning gains of 9 points over two years but our math gains for our Lowest Performing Quartile is still in the mid-fifties. Particular deficits in math are seen with our ELL student population. Our Science proficiency varies greatly based on the cohort of students and dipped by ten points in 2019.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Lowest Performing Quartile in Mathematics
Lowest Performing Quartile in Reading
Science

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Making a year's worth of gain for LPQ learners has been the most difficult. Actions needed include continued whole group aligned standards instruction, daily small group instruction, and targeted interventions to close achievement gaps.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Lowest Performing Reading Gains made 8 points of gain and Math Learning gains improved by 9 points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

LPQ Reading gains have increased with experienced ESE teachers giving targeted interventions, quality aligned instruction, and a reading tutor pulling LPQ students for tutoring. Math learning gains improved with quality aligned instruction and small group instruction, and increased teacher experience on Grade 4 and 5.

What strategies will need to be implemented in order to accelerate learning?

Continued quality aligned whole group instruction, continued targeted small group instruction, intervention groups.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Weekly Teacher Content Meetings, Early Dismissal PD, Observation and Debrief Cycles, Feedback from Admin and Colleagues.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Daily common planning time, weekly Content Teacher Meetings, Targeted Tutoring

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	Lowest Performing Quartile in Reading and Mathematics remains a primary focus for student achievement as seen in trends for FSA Data. When high quality aligned whole group instruction is paired with daily small group instruction and intervention groups, all students can make a year's worth of gain.
Measurable Outcome:	Standards-Aligned Instruction paired with targeted small group instruction with LPQ students in Reading and Mathematics will ensure that students make a year's worth of gain. The LPQ percentage will increase in Reading and Mathematics by five percentage points.
Monitoring:	Monitoring will be achieved through analysis of student work, classroom assessment, equivalent experiences, blended learning, and district PMAs.
Person responsible for monitoring outcome:	Suzanne Shall (shalls@duvalschools.org)
Evidence-based Strategy:	-Implementation of Standards-Aligned HQ Whole Group Instruction -Targeted Small Group Instruction for LPQ students -Reading Intervention by ESE Teacher, Reading Tutor and/or ELL Para for all LPQ students -Collaboration in Common Planning Sessions
Rationale for Evidence-based Strategy:	Standards-aligned instruction will allow teachers to instruction on grade level, formatively assess student progress toward mastery of the standards, provide additional scaffold in small group instruction, and target students needing additional Tier III services. Collegial conversation, planning, analysis of work and cohesive horizontal instruction will increase learning gains for all students including our lowest performing quartile.

Action Steps to Implement

A) Standards-Aligned Core Instruction
B) Small Group Instruction
C) Daily Common Planning; Weekly Content Teacher Meetings
D) Analysis of Student Work and Progress Toward Standards Mastery
E) Progress Monitoring of Blended Learning
F) ESE Intervention Strategies; Reading Tutoring Strategies

Person Responsible Suzanne Shall (shalls@duvalschools.org)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Science, a part of the exponentially growing STEM field, is important for college and career readiness. Our students are growing up in an increasingly scientific and technological world that requires them to be scientifically literate.
Measurable Outcome:	Science proficiency will increase from 65% proficiency to 75% proficiency on the Grade 5 state exam.
Monitoring:	Observation and Debrief of Science Instruction, Science Common Assessments, PMAs
Person responsible for monitoring outcome:	Ricky Lamberson (lambersonc@duvalschools.org)
Evidence-based Strategy:	Standards-aligned core instruction with embedded hands on experiences and the integration of technology resources and the supplemental program, speed bags.
Rationale for Evidence-based Strategy:	When science standards drive instruction infused with hands on experiences and the integration of technology resources, student achievement in science increases.

Action Steps to Implement

A) Use of Science Standards to drive instruction
B) Small Group prescriptive instruction will be used to meet students' needs.
C) Daily Common Planning
D) Weekly Content Teacher Meetings
E) Science Assessments will be administered.
F) Student work analysis
G) Integration of Science Technology Resources

Person Responsible   Ricky Lamberson (lambersonc@duvalschools.org)

#3. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale:	On the 5 Essentials Survey, teacher to teacher trust was weak in the area of collaborative teachers. This data is highly contradicting to what is seen in practice in common planning sessions. Upon analysis, intermediate teachers feel a strong sense of collegiality and cohesiveness in departmentalized planning while primary self-contained teachers did not. Building embedded collaboration time through common planning and shifting mindsets will be a focus.
Measurable Outcome:	On the 5 Essentials Survey, the area of Teacher Collaboration will increase by five percentage points specifically in the area of teacher to teacher trust.
Monitoring:	Analysis of the 5 Essentials Survey with the whole staff and then grade levels. Daily Common Planning Weekly Teacher Meetings Team Building and Vertical Alignment Teams through Early Release Moves in Teacher Placement on the Roster
Person responsible for monitoring outcome:	Suzanne Shall (shalls@duvalschools.org)
Evidence-based Strategy:	Group and Individual Analysis of 5 E Survey Horizontal and Vertical Team Discussions and Content Planning Sessions Collective Ownership via Committees
Rationale for Evidence-based Strategy:	Identifying the root cause of the teacher mistrust and collectively planning next steps will increase collaboration.

Action Steps to Implement

Early Dismissal - Analysis in Whole Group of 5 E Survey, Embedded Horizontal and Vertical Team Discussions and Content Building
Common Planning- Daily Common Planning by Grade Level
Weekly Content Teacher Meetings- Prescriptive Planning Sessions
Grade Level Teams - Roster changes were made for cohesive teams

Person Responsible	Suzanne Shall (shalls@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the 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.

Not listed

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.

A positive school culture is built on creating relationships with all stakeholders and providing a warm, inviting, and structured learning environment. Focusing on relevant, aligned instructional practices, and earning high achieving results. Teachers collaborate in horizontal and vertical teams, students collaborate with their teachers and classmates, parents partner with teachers and school administration for progress monitoring on students, improvement plans and parent/student events. School volunteers assist teachers in their classrooms and community volunteers assist with school nights, Blessings in a Backpack and other school related events. PTA is an embedded part of our school culture assisting in many ways to enrich our school climate, culture, and academics.

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

Administration: Establishing relationships with all stakeholders, Communicating the vision, mission, and opportunities at KTE, and monitoring the high quality aligned instructional practices that meet all students' needs.
Teachers: Collaborating with colleagues to prescribe high quality aligned instruction and assess student progress, partnering with parents to instruct students and inform parents of progress, as well as actively involve parents in their child's education, plan and implement parent/student night events; Provide a warm inviting environment for students and facilitate high quality aligned instruction that allows them to master grade level standards
Students: Collaborate with teachers and peers to engage in learning and master grade level content, be an active participant in our learning community
Parents: Partner with school administration and teachers to assist with meeting student's needs, and staying actively involved with school events to enrich student's school experiences.
Community: Assist as volunteers, help guide specific programs (Blessings in a Backpack), and stay actively involved in events to enrich student's experiences.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	$0.00

2	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	$0.00
		Total:	$0.00