

Duval County Public Schools

Kings Trail Elementary School



2021-22 Schoolwide Improvement Plan

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Kings Trail Elementary School

7401 OLD KINGS RD S, Jacksonville, FL 32217

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

Demographics

Principal: Sanethette Shubert S

Start Date for this Principal: 7/30/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
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* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: C (51%) 2016-17: C (42%)
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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Kings Trail Elementary School

7401 OLD KINGS RD S, Jacksonville, FL 32217

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">88%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">85%</p>

School Grades History

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

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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.

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

Provide the school's vision statement.

Kings Trail is a dedicated learning community.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Shubert, Sanethette	Principal	<p>The Principal will serve as the instructional leader of the school. The role of the principal consists of the principal collaborating with district leadership and the school-based leadership team to plan, develop and implement high-quality standards-based instruction and research-based effective instructional practices which will support increased student achievement.</p> <p>The principal will also maintain an environment that is safe, supportive, and inviting for all stakeholders. Ms. Shubert will implement a positive learning environment through positive intervention supports and the use of preventive strategies. The social, emotional, and educational needs of all students will be supported by Ms. Shubert.</p> <p>Ms. Shubert is involved in the professional development of the staff and faculty. The principal will facilitate the professional development of the faculty and staff. Assessment data will be used to target the professional development needs of the instructional staff. Also, Ms. Shubert will ensure the instructional strategies align with the needs of the students based on various data points.</p> <p>The principal will serve as a liaison between the school, staff, and community. Ms. Shubert will develop and encourage positive community relationships with all stakeholders. Ms. Shubert will engage with both business and faith-based partners. The principal will focus on maintaining and strengthening the School Advisory Council.</p> <p>Ms. Shubert will communicate with parents regarding school-based programs, data, parental involvement activities, and student/school success, and areas of needed improvement. She will continue to communicate the school performance and engage in dialogue to determine the causes for low performance and lead the implementation of appropriate strategies for school improvement.</p>
Watson, Abigail	Assistant Principal	<p>The role of the assistant principal is to support the principal in implementing high-quality standards-based instruction through collaboration, planning, progress monitoring, and professional development. The assistant principal will provide support by modeling effective best classroom instructional delivery practices. Support teachers with planning assignments and assessments that are fully aligned to the Florida State Standards. Additionally, the assistant principal will provide discipline support, implement positive behavior supports and analyze school data.</p> <p>The assistant principal will lead the positive behavior interventions and support team by assisting in the analysis of the schools' strengths and weaknesses pertaining to behavior and safe schools. A school-wide positive behavior plan will be implemented and monitored by the assistant principal to help ensure a safe and secure learning environment for all students and faculty/staff. The assistant principal will train staff on preventative strategies and methods. The assistant principal will follow the Code of Student Conduct developed by Duval County Public Schools.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>The assistant principal will plan, monitor and maintain the school's Parent and Family Engagement Plan. She will ensure the PFEP funds are allocated for parent sessions that will support their understanding of academic programs that support the learning of his/her student.</p> <p>In addition, the assistant principal will evaluate faculty and staff members throughout the year providing timely and direct feedback that will support student understanding of standards. The feedback she provides will be specific and meaningful. She will conduct data chats with parents, faculty, and students.</p>
Rodriguez, Crystal	Reading Coach	<p>The role of the Reading Coach is to promote common planning through collaboration with teachers. She will ensure standards-based instruction is planned by consistently meeting with and supporting teachers. The reading coach will provide professional development opportunities for teachers based on the needs of the school. She will use various data points and results to determine the next steps to help increase teacher capacity in the area of reading. The reading coach will help plan aligned tasks and assessments that will give students academic learning experiences that align to grade-level specific standards.</p> <p>The reading coach will support the school's goal to help all students learn to read and read to learn by implementing standards-based and intervention programs. She will assist in monitoring the data of those programs.</p> <p>The reading coach will promote a literacy-rich learning environment by leading the school's literacy committee. Literacy family nights will be planned by the reading coach and the coach will ensure activities are designed to support parents. In addition, monthly book-of-the-month activities will be designed and implemented to support students' love for reading.</p>
Al-Jaroudi, Yousef	Math Coach	<p>The role of the Math Coach is to promote common planning through collaboration with teachers. He will ensure standards-based instruction is planned by consistently meeting with and supporting teachers. The math coach will provide professional development opportunities for teachers based on the needs of the school. He will use various data points and results to determine the next steps to help increase teacher capacity in the area of mathematics. The math coach will help plan aligned tasks and assessments that will give students academic learning experiences that align to mathematics grade-level specific standards.</p> <p>The math coach will support the school's goal to help all students develop fluency and a concrete understanding of math concepts based specifically on grade-level standards. The math coach will support core math programs and supplemental math programs. He will assist in monitoring the data of those programs.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>The math coach will promote a positive learning environment by leading the school's math committee. Math family nights will be planned by the math coach and the coach will ensure activities are designed to support parents. In addition, monthly math celebrations will be planned and implemented to celebrate student learning and love for math.</p>
Sanchez, Courtney	School Counselor	<p>The role of the school counselor is to provide a caring and welcoming environment that promotes positive behavior, social and emotional strategies, and interventions as well as support student academic learning, and provide resources for students and families. In addition, the school counselor supports academics and SEL by providing quality services, professional development, and guidance to all stakeholders. The school counselor links child-serving and community agencies to the school and families to support the students' academic, emotional, behavioral, and social success.</p> <p>The school counselor will assist teachers with the response to the intervention by providing teachers with professional development opportunities to increase their knowledge of effective interventions and available resources. In addition, the school counselor will oversee the MTSS meeting by acting as the LEA, review and monitor student cumulative records to include Red folders and IEPs. The school counselor will lead attendance intervention team meetings. She will help maintain a happy school environment by implementing initiatives that support college and career readiness.</p>
Clervaux, Constance	Teacher, ESE	<p>The VE teacher's role is to ensure student IEPs are developed and implemented with fidelity. The VE teacher will support teachers by leading professional development to ensure they have a complete understanding of how to monitor, document and provide required quality services. The VE teacher will ensure students are supported and their individual needs are met. She will communicate with parents and ensure parents are included on the creations of student IEPs. The VE teacher will oversee students with disabilities various data points to ensure students are showing adequate growth.</p>
Kristina, Stars	Teacher, K-12	<p>Ms. Stars will act as a lead ELA teacher. She will provide support to the reading coach and principal to ensure reading programs are implemented with fidelity. She will act as a lead for intervention programs and help analyze student data and help create assessments aligned to grade-level standards to ensure students are receiving standards-based aligned experiences on all school-created assessments.</p>
Staves, Allison	Teacher, K-12	<p>The role of the science lead teacher is to support the planning of standards-aligned instruction, tasks and assessments and lesson implementation specific to grade levels. Mrs. Staves will provide model lessons for teachers. She will work with novice teachers by acting as their mentors. In addition, Mrs. Staves will serve as the science fair coordinator. She will analyze and help develop the next steps for science instruction for all grades Kg-5 at Kings Trail.</p>

Demographic Information

Principal start date

Friday 7/30/2021, Sanethette Shubert S

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.*

0

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.*

6

Total number of teacher positions allocated to the school

15

Total number of students enrolled at the school

300

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

0

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

1

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	16	41	55	49	49	58	0	0	0	0	0	0	0	268
Attendance below 90 percent	0	0	0	1	0	5	0	0	0	0	0	0	0	6
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	0	0	0	6	0	0	0	0	0	0	0	7
Course failure in Math	0	1	0	0	0	6	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	37	54	54	39	37	0	0	0	0	0	0	0	221

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	2	2	2	11	0	0	0	0	0	0	0	17
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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	2	0	0	1	0	0	0	0	0	0	0	0	3
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Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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Date this data was collected or last updated

Friday 7/30/2021

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	60	57	62	70	65	83	0	0	0	0	0	0	0	397
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Attendance below 90 percent	22	12	12	13	13	12	0	0	0	0	0	0	0	84
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One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
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Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
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Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
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Level 1 on 2019 statewide ELA assessment	45	46	50	37	23	36	0	0	0	0	0	0	0	237
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Level 1 on 2019 statewide Math assessment	47	44	49	39	20	30	0	0	0	0	0	0	0	229
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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	44	42	48	35	18	32	0	0	0	0	0	0	0	219
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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	
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Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1
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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	60	57	62	70	65	83	0	0	0	0	0	0	0	397
Attendance below 90 percent	22	12	12	13	13	12	0	0	0	0	0	0	0	84
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
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	45	46	50	37	23	36	0	0	0	0	0	0	0	237
Level 1 on 2019 statewide Math assessment	47	44	49	39	20	30	0	0	0	0	0	0	0	229

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	44	42	48	35	18	32	0	0	0	0	0	0	0	219

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	1	0	0	0	0	0	0	0	0	1

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				42%	50%	57%	45%	50%	56%
ELA Learning Gains				51%	56%	58%	54%	51%	55%
ELA Lowest 25th Percentile				39%	50%	53%	48%	46%	48%
Math Achievement				53%	62%	63%	56%	61%	62%
Math Learning Gains				53%	63%	62%	61%	59%	59%
Math Lowest 25th Percentile				47%	52%	51%	52%	48%	47%
Science Achievement				49%	48%	53%	39%	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	38%	51%	-13%	58%	-20%
Cohort Comparison						
04	2021					
	2019	33%	52%	-19%	58%	-25%
Cohort Comparison		-38%				
05	2021					
	2019	41%	50%	-9%	56%	-15%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	59%	61%	-2%	62%	-3%
Cohort Comparison						
04	2021					
	2019	48%	64%	-16%	64%	-16%
Cohort Comparison		-59%				
05	2021					
	2019	35%	57%	-22%	60%	-25%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	41%	49%	-8%	53%	-12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The following assessment tools were used for each grade level:

- 1st grade - IReady Reading and iReady Math
- 2nd grade - Iready Reading and Iready Math
- 3rd grade - iReady Reading and iReady Math
- 4th - ELA PMA and Math PMA
- 5th - ELA PMA and Math PMA and Science PMA

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11/27%	20/53%	30/56%
	Economically Disadvantaged	6/22%	13/50%	20/51%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	1/7%	4/29%	11/79%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6/15%	13/36%	22/41%
	Economically Disadvantaged	4/16%	7/29%	13/33%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	1/7%	4/29%	8/57%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5/9%	7/12%	23/39%
	Economically Disadvantaged	5/16%	5/14%	16/47%
	Students With Disabilities	1/33%	0/0%	1/33%
	English Language Learners	1/4%	1/4%	4/17%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3/5%	2/3%	15/25%
	Economically Disadvantaged	3/9%	1/3%	8/24%
	Students With Disabilities	0/0%	0/0%	1/33%
	English Language Learners	1/4%	1/4%	6/25%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	4/8%	12/25%	18/35%
	Economically Disadvantaged	3/10%	5/20%	10/37%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	1/4%	3/12%	5/20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0/0%	10/21%	17/33%
	Economically Disadvantaged	0/0%	5/20%	9/33%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	4/16%	6/24%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7/14%	12/24%	17/34%
	Economically Disadvantaged	6/17%	10/29%	13/37%
	Students With Disabilities	0/0%	0/0%	2/20%
	English Language Learners	0/0%	2/9%	3/14%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13/27%	14/29%	16/33%
	Economically Disadvantaged	10/28%	10/29%	13/37%
	Students With Disabilities	0/0%	1/11%	1/11%
	English Language Learners	5/24%	7/32%	6/29%

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		18/28%	33/51%	52/49%
	Economically Disadvantaged		9/20%	23/52%	19/48%
	Students With Disabilities		0/0%	2/50%	2/40%
	English Language Learners		2/9%	4/17%	5/23%
			Number/% Proficiency	Fall	Winter
Mathematics	All Students		28/44%	32/49%	33/57%
	Economically Disadvantaged		19/43%	21/48%	23/58%
	Students With Disabilities		0/0%	2/50%	3/60%
	English Language Learners		2/9%	6/26%	7/33%
			Number/% Proficiency	Fall	Winter
Science	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
			Number/% Proficiency	Fall	Winter

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	6			26							
ELL	33	60		51	60		32				
ASN	82			73							
BLK	34	38		39	31		29				
HSP	30	50		50	60		29				
WHT	24			38							
FRL	31	44		47	50		22				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	33	36	27	48	30					
ELL	30	51	39	49	54	53	47				
ASN	54			85							

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

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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	351
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	16
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	46
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	78
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	34
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	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	31
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

SWD subgroup is not showing adequate progress based on all data points. A contributing factor to this trend was lesson planning was not intentional enough when planning for tasks and assessments on grade level. In addition, need more opportunities for practice. Students must receive more feedback on their work.

ELA proficiency was another area of needed improvement as 36% of students were proficient on the Spring 2021 FSA ELA assessment. A contributing factor is students need continued Tiered supports to remediate and strengthen student reading foundational skills, this will help students become better readers, and then strategies can be taught on how to comprehend the text. Continuing with the use of reading intervention programs will support this area of concern.

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

Science demonstrates the greatest need for improvement based on the 2021 state assessment. Science proficiency decreased to 35%.

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

There is a need for more reading strategies centered around understanding unfamiliar terms. Students are proficient readers of grade-level text. If students are provided with additional opportunities to read informational text their science scores may increase. In addition, students need more exposure to new vocabulary and strategies on how to determine the meaning of unfamiliar terms. Science software, Study Island will be purchased to support student learning in Science.

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

ELA Lowest 25th Percentile showed the most growth (increased to 45%) which increased a total of 6 points from 2019 (39%) to 2021 (45%).

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

Intervention programs were used with fidelity and consistently. Students were mentored and celebrated often for making small improvements throughout the year. In addition, the students were made aware of their data, and data chats were conducted with the students after each PMA assessment.

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

- Continue targeted standards-based instruction
- Provide intervention supports, utilize one program for at least a six-week period before changing the program, track student data, and make changes immediately upon analysis of students' data not growing
- Use pre and post-assessment to determine exact areas in which students need remediation.
- Allow opportunities for students to read informational text based on student interest, additional text will be printed for the students. In addition, student tutoring lessons, tasks and practice assessments will be printed.

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.

Teachers will receive support on Freckle ELA. The program has resources that include informational text selections. In addition, teachers will receive PD on how to effectively use student data to determine student needs, with an emphasis on intervention data from the Corrective reading program and blended platform Achieve and Freckle ELA. Tutors will be purchased after all SAI funds are expended to tutor the students after school. Tutoring supplies will be purchased from the storeroom, these supplies will be used for students being tutored. Student journals, pencils, chart paper copy paper, and printer ink.

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

Intervention programs will continue (Corrective Reading).
A blended platform (Freckle ELA) will be implemented
Standards-based practice will be included in the remediation cycle using practice books designed by Triumph Learning strategies to use when reading will be taught to students: self-questioning and annotating as you read
The reading coach will provide professional development to teachers monthly

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Reading, Math and Science Achievement

Area of Focus Description and Rationale: Reading is essential to all aspects of life. Reading, math and science instruction all depend on students being able to read. After analyzing Kings Trail's data less than 50% of students are reading, comprehending math or science. Students need intensive supports. ELA proficiency declined to 36% from the 2019 FSA assessment, Math proficiency declined to 48% and Science proficiency declined to 35%.
 If Kings Trail Elementary consistently provides targeted intervention supports (Tier III) then students will develop foundational reading skills.

Measurable Outcome: Increase ELA Achievement to 50% (14 point increase from 2021)
 Increase ELA Gains to 60% (14 point increase from 2021)
 Increase ELA LPQ to 52% (7% point increase from 2021)
 Increase Math Achievement to 63% (15 point increase from 2021)
 Increase Math Gains to 63% (15 point increase from 2021)
 Increase Science Achievement to 49% (14 point increase from 2021)

1. Instructional Coach positions will be purchased for both reading and math. The reading and math coach positions will be used to provide professional development and coaching cycles to teachers and work with groups of students. The reading and math coach will plan with teachers weekly and develop lessons, learning tasks, and assessments that are aligned to the Florida Standards.

Based on 2021 FSA ELA data less than 50% of Kings Trail students are not proficient in Reading or Math, therefore a Reading and Math Coach position is needed to support the development of teachers and the position will allow for students to receive additional supports in smaller group settings. The two positions will support the acceleration of student learning and teacher professional development. The reading and math coach positions are an important aspect to continue building proficient readers at King's Trail.

Monitoring: 2. Small group Tier II instruction will be a focus. A paraprofessional position will be purchased to provide small-group instructional support. The paraprofessional will be assigned students based on data and the paraprofessional will provide targeted instruction using materials, Acaletics, Florida Coach, FSA Coach Practice Test Booklets, Flocabulary, Phonics for Reading, and ABC Mouse. Students will be provided headphones to support their learning on computer learning programs. The classroom teachers, tutors, and paraprofessionals will use the materials based on the need of the small group.

3. Provide tutoring for students after all SAI funds are expended. Informational text based on student interest will be printed. In addition, student tutoring lessons, tasks and practice assessments will be printed. Tutoring supplies will be purchased from the storeroom, these supplies will be used for students being tutored. Student journals, pencils, chart paper copy paper, and printer ink.

4. Fourth and fifth-grade science classrooms will utilize Study Island and Flocabulary to support student learning in Science. Science proficiency decreased significantly from 49% to 35%, therefore, science supports are needed to help students better understand the concepts. Flocabulary will be used to support vocabulary instruction.

Person responsible Sanethette Shubert (shuberts@duvalschools.org)

**for
monitoring
outcome:**

**Evidence-
based
Strategy:**

Corrective Learning is a research-based program that addresses student reading deficits. The program will be used as Tiered support for students based on their individual needs. The program when used with fidelity increases students' foundational reading skills. Students will engage in the program for 45 minutes daily by a trained teacher.

**Rationale
for
Evidence-
based
Strategy:**

Bridging the gap for students who are two or more years behind grade level needs effective, research-proven interventions that are tailored to the needs of the student.

Action Steps to Implement

1. Enhance teacher knowledge of to effectively identify the areas in which students need remediation and or enrichment through analysis of formal and informal assessments.
2. Use the data to identify the target student groups that the math and reading coach and tutors will provide small group instruction to.
3. Leverage pre/post data to determine the effectiveness of programs.
4. Monitor the tutor and math and reading coaches and teachers' schedules to ensure the interventions are occurring with fidelity every day. Use walkthroughs, the standards-aligned walkthrough tool, and student achievement data.
5. Conduct weekly common planning sessions focused on planning and data review, keeping grade specific standards at the center.

**Person
Responsible**

Crystal Rodriguez (rodriguez2@duvalschools.org)

#2. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: According to the 5Essentials 2021 data, the Involved Parents category was very weak. Parental Involvement was an area in which the data indicates there is a need for improvement.

Measurable Outcome: Increase Parental Involvement from 16% to 25%. If Kings Trail provides teachers with more strategies that include how to communicate effectively with parents and responsive methods then parents may to become more involved that are flexible at school then more parents will be involved.

Monitoring: Implement effective strategies for communicating. Provide professional development quarterly with faculty and staff regarding communicating with parents. Each semester review the data and determine if the strategies are working.

Person responsible for monitoring outcome: Abigail Watson (watsona5@duvalschools.org)

Evidence-based Strategy:

1. Identify four strategies to use for the year.
2. Provide professional development to the teachers.
3. Implement one strategy each quarter, use that strategy for the nine weeks, and capture the data.
4. At week nine have parents complete a survey.
5. Analyze the data and determine if the strategies are effective.

Rationale for Evidence-based Strategy:

Action Steps to Implement

No description entered

Person Responsible [no one identified]

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

Area of Focus Description and Rationale: The Spring 2021 FSA data demonstrate a need for standards-aligned instruction. There was a decline in 5 of the 7 component areas. Planning has to be improved and a focus on the use of instructional delivery to ensure all students are comprehending. According to the Standards Walkthrough dashboard, tasks are aligned, the standard is posted, the teacher references the standard throughout the lesson, Students must demonstrate understanding through the assessments.

Measurable Outcome: If the instruction and assessment is fully aligned to the standard and well-planned with an emphasis on the learning strategy then students will be able to demonstrate mastery on the aligned assessment using the strategies learned during the instructional delivery.

Monitoring: Administrators and instructional coaches will monitor the desired outcome by participating in the planning and development of instruction and the assessments, ensure full alignment, and determine which strategy would best support the students' understanding of the standard. The process will be conducted through weekly common planning sessions led by the administration and instructional coaches.

Person responsible for monitoring outcome: Sanethette Shubert (shuberts@duvalschools.org)

Evidence-based Strategy: The Standards-Based School Continuum will be used to guide the work towards the school designing and implementing standards-based instruction and assessments. Students are assessed using district and state-level assessments. This tool will support the school in aligning instruction and assessments, designing instructional delivery strategies, reflecting, observing, and discovering the next steps to determine if the alignment is consistent.

Rationale for Evidence-based Strategy: Providing students with aligned instruction and assessments is an effective way to ensure students are provided opportunities to learn grade-level content, it ensures students are exposed to grade-level text, tasks, and assessments that align to the standard. Teaching practices directly impact student learning, planning and delivery of aligned instruction will be determined by the data from student assessments, classroom walkthroughs, and instructional reviews.

Action Steps to Implement

1. Design and conduct professional development for teachers based on observation data.
2. Participate in weekly common planning for a minimum of 45 minutes to develop and/or modify standards-aligned instruction and assessments.
3. Support teachers in implementing content learned from professional development and follow-up to ensure teachers are providing standards-aligned instruction.
4. Conduct two classroom visits weekly with the assistant principal and calibrate the findings.
5. Share the findings from the standards walkthrough data at the start of each common planning, develop one strategy on how to improve.
6. Look at the student assessments to determine mastery. If students are not successful, determine why they are not being successful and plan if a student needs remediation, if the whole group missed the standard or if instruction needs to be adjusted. Determine the root cause and plan for it maintaining the alignment to the standard.

Person Responsible Sanethette Shubert (shuberts@duvalschools.org)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Based on 2020-21 data, ELA was identified as a critical need. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas.

o The percentage of students in grades 3-5, below Level 3 on the 2021 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 76%, 4th grade is 57%, and 5th grade is 68%.

o The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is as follows: 1st - 80% and 2nd - 73%

Measurable Outcome:

K-5 data:

*Increase percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

*Increase percentage of 3 -5 grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

Monitoring:

Our school leadership team, district content specialist support, and Supplemental Instructional APs will review ELA data from district assessments.

Person responsible for monitoring outcome:

Sanethette Shubert (shuberts@duvalschools.org)

Evidence-based Strategy:

Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning.

Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs.

Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity. Checking effectiveness from student data.

Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection. <https://www.ascd.org/el/articles/howto-plan-effective-lessons>

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners. <https://www.ascd.org/el/articles/turn-small-reading-groups-intobig-wins>

Rationale for Evidence-based Strategy:

Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class. <https://www.ascd.org/el/articles/how-student-progressmonitoring-improves-instruction>

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead. <https://institutionalresearch.syr.edu/what-we-do/student-ratings/creating-an-action-plan/action-plan-teachingstrategies/>

Action Steps to Implement

Ensure teachers are equipped and comfortable with all four strategies listed above. Professional Development during Early Release Days and Common Planning will be essential for Leadership to support teachers. Based on observational data and teacher feedback, PD topics will be set before each Early Release and Common Planning.

Person Responsible Sanethette Shubert (shuberts@duvalschools.org)

During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and student success will be discussed and analyzed to ensure we are monitoring progress.

Person Responsible Sanethette Shubert (shuberts@duvalschools.org)

Give immediate feedback on any observations/walkthroughs conducted by state support, school leadership, district content specialists, and district leadership.

Person Responsible Sanethette Shubert (shuberts@duvalschools.org)

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.

The school will monitor bullying incidents among the students. Based on the comparison the incidents at Kings Trail are low however, it is important for all students to feel safe at school and have a positive school experience. The school will implement a Bully free initiative by encouraging students to show they care. The following strategies will be implemented to support a Bully-Free school:

- Implement monthly character traits, discuss the traits over the announcements daily
- Classrooms will start with a morning class meeting, students will be allowed to share positive affirmations during the class meetings
- Students will be celebrated for demonstrating the monthly character trait during the monthly flag-raising ceremonies, a student of the month for each class will be celebrated for demonstrating care towards a peer.

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.

Kings Trail has an open door policy. All are welcomed to bring their ideas, concerns, and questions. A monthly School Advisory Council meeting is held on the third Tuesday of each month. The meeting provides an agenda item for any stakeholder to comment on. In addition, monthly parent nights are held. Parents are invited to attend, at the meetings parents are asked for their feedback via surveys.

Students and teachers are celebrated often by the administration. Teachers and students are given a voice on campus. There's a Shared Decision Making Team and the team meets monthly to discuss school budget, safety concerns, and issue a faculty or staff member may have is added to the agenda by the chairperson. The matters are discussed and solutions are determined by the team representative. Bylaws are developed and used to guide the meetings to ensure everyone has a voice.

To support a positive culture and environment during the 2021-2022 school year the faculty and staff will participate in a book study. The focus of the study is focused on positive mindsets. By reading the book title "Positive Mindset Habits for Teachers" and discussing and identifying best practices and implementing those practices on campus is another way Kings Trail focuses on the development sustainability of positive school culture.

The school has a Social Committee which is led by a teacher and the group determines what activities will be planned and the members ensure faculty special moments and unforeseen events are acknowledged.

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

Kings Trail has a positive school culture due to the following contributing stakeholders:

1. Kings Trail Social Committee, the committee is responsible for ensuring all employees feel a sense of appreciation through various activities and celebrations.
2. Faith-based Partner - Fellowship Christian, the faith-based partner supports students learning by providing volunteers, snacks for students during testing and always lends a helping hand during parent nights, and provides food for teachers during pre-planning.
3. Business Partner - Sonic, the business partner provides free food for teacher return and teacher appreciation week.
4. Teachers, the teachers celebrate each other through the use of Golden Eagle Tickets. The tickets are presented at faculty meetings each month.
5. Parents, the parents celebrate the teachers by sending thank you cards, posting messages, emailing the principal.
6. Chartwells, this organization ensures all students are feed breakfast and lunch. The cafeteria employees have a positive attitude and always are willing to lend a helping hand.
7. Custodian staff, always ensures the campus is clean and free of trash which makes the campus inviting to all students and stakeholders. The staff has a positive attitude and always lends a helping hand.
8. Kings Trail Students, the students draw pictures and thank the faculty and staff for helping and supporting them.
10. Business Partner - TMM Cares, this business partner goes above and beyond to ensure students are celebrated. They donate their time to participate in Trunk or Treat and other events. The company conducts peppermint drives, coat drives, shoe drives for the students.
11. Educational Partners - University of North Florida, provides free tutors, supports faculty and staff through donations of professional learning resources and research.
12. District Science Specialist, provides time volunteers time to conduct data chats with parents
13. Jacksonville Public Library Mandarin Location, SAC member and provides all types of free resources to our parents.
14. YMCA, provides a free welcome center for families which offers free food and services.
15. Christ Church, this faith-based partner provided campus beautification

Part V: Budget

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

1	III.A.	Areas of Focus: Other: Reading, Math and Science Achievement	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00