

Duval County Public Schools

Kernan Trail Elementary School



2022-23 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: 7/19/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	69%
2021-22 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	2021-22: B (60%) 2018-19: A (66%) 2017-18: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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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Kernan Trail Elementary School

2281 KERNAN BLVD S, Jacksonville, FL 32246

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	69%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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SIP Authority

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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 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 investing in our people, collaboratively planning purposeful instruction, and taking pride in our performance.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Shall, Suzanne	Principal	
Lamberson, Ricky	Assistant Principal	
Crews, Amanda	Other	
Granato, Courtney	Instructional Coach	
Mondestin-hillamng@duvalschools.org, Georgine	School Counselor	

Demographic Information

Principal start date

Tuesday 7/19/2022, Suzanne Shall M

Number of teachers with a 2022 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.*

Number of teachers with a 2022 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.*

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

650

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

11

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	110	96	89	104	126	0	0	0	0	0	0	0	637
Attendance below 90 percent	2	32	25	25	24	34	0	0	0	0	0	0	0	142
One or more suspensions	0	4	1	0	0	3	0	0	0	0	0	0	0	8
Course failure in ELA	2	11	3	1	2	2	0	0	0	0	0	0	0	21
Course failure in Math	1	5	1	2	3	2	0	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	18	18	0	0	0	0	0	0	0	39
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	11	19	0	0	0	0	0	0	0	30
Number of students with a substantial reading deficiency	3	24	21	24	0	0	0	0	0	0	0	0	0	72

Using the table above, complete the table below with the number of students by current grade level who have 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	3	28	18	17	12	16	0	0	0	0	0	0	0	94

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	5	0	5	1	2	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	1	1	0	1	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Tuesday 7/19/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	62%	50%	56%				71%	50%	57%
ELA Learning Gains	60%						67%	56%	58%
ELA Lowest 25th Percentile	49%						56%	50%	53%
Math Achievement	77%	48%	50%				82%	62%	63%
Math Learning Gains	66%						72%	63%	62%
Math Lowest 25th Percentile	48%						52%	52%	51%
Science Achievement	61%	59%	59%				65%	48%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	51%	14%	58%	7%
Cohort Comparison		0%				
04	2022					
	2019	69%	52%	17%	58%	11%
Cohort Comparison		-65%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	64%	50%	14%	56%	8%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	82%	61%	21%	62%	20%
Cohort Comparison		0%				
04	2022					
	2019	83%	64%	19%	64%	19%
Cohort Comparison		-82%				
05	2022					
	2019	72%	57%	15%	60%	12%
Cohort Comparison		-83%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	59%	49%	10%	53%	6%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	29	44	41	43	54	50	29				
ELL	47	51	40	69	57	31	27				
ASN	58	42		81	67						
BLK	46	44	46	68	62	45	40				
HSP	53	58	50	62	61	45	48				
MUL	71	71		75	75		73				
WHT	73	69	50	89	69	55	71				
FRL	53	52	40	65	65	57	49				

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	38	60	53	47	48	44	31				
ELL	40			57							
ASN	91			87							
BLK	48	57		66	50		40				
HSP	61	60		66	44	50	36				
MUL	77	82		74	55		82				
WHT	65	76		81	55		75				
FRL	52	59	53	63	49	38	40				
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	47	63	59	60	58	45	50				
ELL	70	73	62	70	68	36	61				
ASN	83	65		93	76		70				
BLK	64	55	47	76	67	50	68				
HSP	65	72	61	80	72	48	54				
MUL	86	69		82	69						
WHT	74	71	56	85	75	50	66				
FRL	62	64	43	75	68	49	63				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	485
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	62
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Proficiency scores in Reading, Math and Science, and Math Learning Gains for all students and LPQ students were negatively impacted during the transition to and from online learning.

On 2022 FSA testing, a positive growth in Mathematics of 18 points was made with increases in Math Proficiency, Math Learning Gains, and Math LPQ Learning Gains. Math Gains provided the largest increase with 11 points bringing us back to 66%.

On 2022 FSA testing, we experienced a decrease in Reading Proficiency, Reading Learning Gains and Reading LPQ Learning Gains. Proficiency dropped by 3 points, LGs dropped by 8 points, and LPQ dropped by 14 points. This total loss of 25 points greatly impacted our school grade dropping us from an A to a B for the first time in our 19 year history. The largest negative impact was seen in Grade 5 Literacy despite having very strong, highly qualified teachers with experience and proven assessment scores.

Science Proficiency saw a three point gain to 61% and results align with Reading Proficiency performance. It is our belief that if we increase Reading Proficiency, we will also see positive growth in Science Proficiency.

In iReady Reading in K/1/2, we experienced a significant decrease in Reading Proficiency in Kindergarten. We maintained in Grade 1 and 2.

In iReady Mathematics in K/1/2, we experienced significant decreases in Math Proficiency in Kindergarten and First Grade. We saw a significant increase in iReady Math Proficiency in Grade 2.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Reading Proficiency, Reading LPQ, Reading Learning Gains, and Math LPQ Learning Gains are all areas that need improvement. Reading Proficiency and Learning Gains will be a primary focus.

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

To improve Reading performance, we will focus on tiered instruction through the daily instructional model, reading engagement, volume, stamina, and common planning.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math Proficiency and Math Learning Gains in Grades 3-5, and Math Proficiency in Grade 2 on iReady were all areas of positive growth.

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

Quality Tier I Math instruction by highly qualified, experienced teachers with a school-wide aligned curriculum tool in a departmentalized setting, as well as prescriptive small group instruction helped us realize positive growth in Mathematics.

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

Reading

- 1) Hire an Instructional Literacy Coach to provide leadership to teachers in the area of Literacy
- 2) Focus on standards aligned Tier I Reading instruction in K-5 with the daily instructional model of mini-lesson, work time, and closing
- 3) Assess students, analyze student performance and prescribe small group instruction to advance their reading comprehension and/or phonics skills
- 4) Monitor school-wide tracking of student performance through work samples, primary reading levels, common assessments, and grades
- 5) Monitor the MTSS process
- 6) Become familiar with new curriculum tools to select reading resources that will accelerate phonics, reading comprehension, vocabulary, reading stamina, volume, and student engagement.

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.

- a) Leadership from an Instructional Literacy Coach
- b) Weekly grade level Teacher Meetings for common planning that addresses three questions- What do the children have to know? How are we going to teach it? If they don't get it, how are we going to make sure they do?
- c) Curriculum Leadership Council sessions for vertical articulation in Reading K-5
- d) Peer Classroom Observations and Feedback
- e) Teacher Instructional Rounds
- f) Administrative Feedback from Classroom Observations, Instructional Rounds, and CAST observations
- g) Book Study

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

Teacher knowledge on:

- New FL State Standards
- New Curriculum Tools
- Content Knowledge
- Volume and stamina focus
- Tiered prescriptive instruction to meet all students' needs

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

On 2022 FSA testing, we experienced a decrease in Reading Proficiency, Reading Learning Gains and Reading LPQ Learning Gains. Proficiency dropped by 3 points, LGs dropped by 8 points, and LPQ dropped by 14 points. This total loss of 25 points greatly impacted our school grade dropping us from an A to a B for the first time in our 19 year history. The largest negative impact was seen in Grade 5 Literacy.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

70% of readers will be proficient on the state-wide assessment through the use of standards-aligned Tier I Reading instruction using the daily instructional model of a mini-lesson, work time with embedded small group instruction/ independent reading, and closing session.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student Assessment, Classroom Observation, Instructional Rounds, Standards Walk Throughs, and CAST will be used to monitor implementation and provide feedback.

Person responsible for monitoring outcome:

Suzanne Shall (shalls@duvalschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Tier I aligned instruction with the daily instructional model will allow the structure for teaching of standards in a short explicit mini-lesson followed by student independent time to read build volume, stamina, fluency, and comprehension and/or meet with the teacher in a small guided reading group, and then have a closing to the lesson to discuss the application and reflect on the day's lesson.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

When Tier I instruction aligned to the standard with embedded independent application and small group instruction is highly effectively, the majority of students will meet reading proficiency levels.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Tier I standards-aligned literacy instruction using the daily instructional model.
- Weekly Common Planning w/three questions- What do children need to know? How are we going to teach it? If they don't get it, what are we going to do to make sure they do?
- Services of a Literacy Instructional Coach to assist teachers with collaborative planning, feedback, pd, and benchmarking their work in comparison to the standards and their peers.
- Peer Classroom Observation and Debrief

- Instructional Rounds
- Curriculum Leadership Council for vertical alignment in literacy K-5
- Professional Development on Curriculum Materials
- Implementation of Blended Learning
- Monitoring of Student Performance through Common Assessment, Primary Student Reading Levels, Grades, Blended Learning Reports

Person Responsible Suzanne Shall (shalls@duvalschools.org)

#2. Instructional Practice specifically relating to Small Group Instruction

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Lowest Performing Quartile Learning Gains for Readers decreased by 14 points to 49% and Reading Learning Gains decreased eight points to 60%. Though we saw increases in Math Learning Gains and Lowest Performing Learning Gains, the LPQ is 48%. Although Learning Gains and LPQ Learning Gains will not be reported this year with a change in state assessment, meeting the needs of all learners through small group instruction remains a priority. We can also concentrate on students who are just below the proficiency scales, to help promote reading proficiency.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

70% of students and 60% of LPQ students will show a year's worth of gain as measured by their state-wide progress monitoring assessment through the use of prescriptive small group instruction in reading and mathematics.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Daily small group instruction will be documented in Small Group Instruction notebooks, monitored through classroom observation, documented through blended learning reports, and debriefed in Teacher Meetings.

Person responsible for monitoring outcome:

Suzanne Shall (shalls@duvalschools.org)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

1. Guided Reading
2. Strategy Groups
3. Work Time Conferring and Small Group
4. Leveled Literacy Intervention
5. ESE Small Group Services

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy.
 Describe the

Small group instruction is tailored to reteach, enrich, and scaffold support, and improves academic achievement. Meeting with students in smaller groups provides the opportunity for increased engagement, participation and feedback. in Reading, you use all of the strategies listed above to help meet readers where they are and take them toward mastery. in math, you would use strategies 2, 3, and 5 to promote learning gains.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#3. Positive Culture and Environment specifically relating to Parent Engagement**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

For the past two years, through the Covid-19 Pandemic, volunteers were restricted from entering our learning community and Family Night events were cancelled. This understandably created many obstacles for parent involvement. The 5 Essentials Survey indicated a 41% in 2019 for parent involvement and rose to 71% in 2022. This increase is attributed to the ways parents are supporting students from home. Teacher Parent Trust has increased from 34% to 63% but there is still more work to be done. Parent participation on PTA, PTA Board, and School Advisory Council remains challenging.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Parent participation and volunteerism will help parents as partners in helping students learn, value parents input, and support efforts to strengthen resources. Parent participation will increase by 50% as measured by PTA and SAC member sign in sheets, Family Night attendance, and volunteer sign in. The 5 Essentials survey will increase in the area of parent involvement to 75%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

1. Meet and Greet Attendance
2. Open House Attendance
3. PTA Membership
3. PTA Sign In Sheets
4. School Advisory Council Membership
5. Family Night Attendance (Fall Fest, STEM Night, Arts Extravaganza, Student Performances)
6. Parent Teacher Conference Attendance

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Kernan Trail staff and administrators will create meaningful relationships with parents, encourage parents to participate in PTA, PTA Board, and monthly SAC meetings, will invite parents to annual Family Nights, and host parents as volunteers in their classroom.

Rationale for Evidence-based

Strategy: Explain the rationale for selecting this specific

Creating relationships with parents and inviting them to be active participants in school events will greatly increase parent participation and have a positive impact on student learning and school culture.

strategy.
Describe the
resources/
criteria used for
selecting this
strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

NA

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Our positive school culture and climate is established with our focused investment on people. We build meaningful relationships with all of our stakeholders to create a supportive and fulfilling environment. We encourage volunteers in classrooms and on field trips, and host Family Nights like Fall Fest, STEM Night, and Arts Extravaganza. Communication is a priority including a weekly Parent Call Out with school-based events and weekly teacher communication via digital app and/or through a Nicky folder. PTA and SAC hold member-based meetings to keep parents actively engaged and informed. Further, collaboration amongst colleagues to plan for instruction is a priority. Teachers meet weekly for common planning and contribute to school-based events through their leadership service on committees. This teacher collegiality helps with positive moral, promotes a supportive culture, and helps with high-quality instructional practices.

We teach stakeholders to have Pride in Performance. We invest in student's social, emotional and academic success by teaching them to be good school citizens, caring friends and classmates, problem solvers, effective communicators, and to put their very best effort into their work. Taking pride in all we do helps push successful outcomes. When you enter our front office, you notice that we take pride in the appearance of our school. You see a yearly theme proudly displayed and decorations that correlate with the theme. This continues as you enter our Media Center, the hub of our school, where all stakeholders gather. Hallways and classrooms are decorated based on the theme and it creates excitement for a new beginning. In addition, Business Partners and PTA sponsor student and staff themed logo t-shirts that we were on Fridays to celebrate our school pride, and these shirts are worn into the community to help brand us as a school of excellence.

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

Students, parents, teachers, staff, administrators, and community members work collectively to promote a positive school culture and environment.

Front Office staff are friendly and helpful, and serve the needs of parents, students, and staff. They are on the front lines and their smile and welcome greet you at the door.

Our teachers invest in creating relationships with students, families, and colleagues. They understand that students work hard for teachers who are caring, supportive, positive and patient. They thoroughly plan and deliver instruction, communicate with parents about students' progress, and welcome volunteers as partners in our work. Kernan Trail teachers are passionate and take pride in our learning community.

Working behind the scenes, our support staff serves the needs of students. They work with small groups of children under the guidance of teachers to prescribe instruction and promote the performance of students' social, emotional, and academic growth.

Parents and Family Members partner with the school to support attendance, homework completion, and Family Night participation. They volunteer on Field Trips, in the classroom, and for school events. Further, some parents serve on PTA or SAC to assume a leadership role in our community.

Community Members support us through Business Partner sponsorship to help meet our needs. Their support allows us to offer a Blessings in a Backpack Program, vendor contributions at Family Nights, purchase themed t-shirts for staff and students, and volunteer at school events.