Kings Trail Elementary School

2022-23 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: 7/27/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
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* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: C (48%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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7401 OLD KINGS RD S, Jacksonville, FL 32217

http://www.duvalschools.org/kingstrail

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 PK-5	Yes	89%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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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.

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
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
Shubert, Sanethette	Principal	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 across all content areas. 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. 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. 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 a collaborative relationship with the School Advisory Council. 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.
Watson, Abigail	Assistant Principal	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. The assistant principal will lead the positive behavior interventions and support team by assisting in the analysis of the schools' strengthens and weaknesses pertaining to behavior and safe schools. A school-wide positive behavior plan will be implemented and

Name	Position Title	Job Duties and Responsibilities
		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. 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. 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.
Rodriguez, Crystal	Other	The role of the Reading Interventionist is to support student learning in the area of literacy. The interventionist will work directly with subgroups of students and provide intensive research-based best practices. He/she will ensure standards-based instruction is planned using the B.E.S.T. standards by consistently meeting with classroom teachers. The reading interventionist will use various data points and results to determine the next steps to help increase student reading proficiency. The reading interventionist will help plan and administer aligned tasks and assessments that will give students academic learning experiences that align to grade-level specific standards. The reading interventionist will support the school's goal to help all students learn to read and read to learn by implementing the B.E.S.T. standards and research-based intervention programs. He/she will assist in monitoring the data of those programs. The interventionist will track and analysis student data for specific subgroups of students which he/she directly supports. The reading interventionist will promote a literacy-rich learning environment by leading the school's literacy committee. Literacy family nights will be led by the reading interventionist and he/she will ensure activities are designed to support parents. In addition, school-wide literacy activities will be designed and implemented to support students' love for reading.
Hester, Tamicka	Other	The role of the Math Interventionist is to support student learning in the area of mathematics. The math interventionist will work directly with subgroups of students and provide intensive supports and best practices. She will ensure standards-based instruction is planned using the B.E.S.T. standards by consistently collaborating with the math teachers. Th interventionist will use various data points and results to determine the next steps to help students meet proficiency of grade level concepts. The math interventionist will help plan strategies, instructional delivery methods, aligned tasks and assessments that will give students academic learning experiences

Name	Position Title	Job Duties and Responsibilities
		that align to mathematics B.E.S.T. standards. The math interventionist will support the schools' goal to help all students develop fluency and a concrete understanding of math concepts based on the mathematics B.E.S.T. grade-level standards. The math interventionist will support core math programs and supplemental math programs. She will assist in monitoring the data of those programs for specific subgroups of students. The math interventionist will promote a positive learning environment by leading the school's math committee. The interventionist will participate in math and support the planning of the events by ensuring the activities are designed to support parents. In addition, monthly math celebrations will be planned and implemented to celebrate student learning and love for math.
Sanchez, Courtney	School Counselor	The role of the school counselor is to provide a caring and welcoming environment that promotes positive behavior, strategies, and interventions as well as support student academic learning, and provide resources for students and families. In addition, the school counselor supports academics, positive behavior interventions and supports and student/family needs 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. The school counselor will assist teachers with 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.
Clervaux, Constance	Teacher, ESE	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' various data points to ensure students are showing adequate growth. In addition, to support students' reading progress, the teacher will implement Seeing Stars curriculum with fidelity.

Name	Position Title	Job Duties and Responsibilities
Staves, Allison	Teacher, K-12	The role of the science lead teacher is to support the planning of standards-aligned instruction, tasks, investigations/labs, assessments and lesson implementation specific to grade levels. Mrs. Staves will provide model lessons for teachers. She will work with novice science 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.
Kristina, Stars	Teacher, K-12	Ms. Stars will act as a lead ELA teacher. She will provide support to the teachers of literacy and the school literacy leadership team and school administration to ensure reading programs are implemented with fidelity. She will act as a lead for the core curriculum in literacy, Benchmark Advance and reading interventions. Ms. stars will help analyze student data and create assignments and assessments aligned to grade-level B.E.S.T. standards to ensure students are receiving standards-based aligned experiences on all school-created assignments, homework and assessments.

Demographic Information

Principal start date

Wednesday 7/27/2022, Sanethette Shubert S

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.*

1

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.*

4

Total number of teacher positions allocated to the school

13

Total number of students enrolled at the school

295

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

2

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

1

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	44	48	50	61	41	51	0	0	0	0	0	0	0	295
Attendance below 90 percent	0	27	28	29	17	23	0	0	0	0	0	0	0	124
One or more suspensions	0	0	1	5	0	4	0	0	0	0	0	0	0	10
Course failure in ELA	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	14	24	0	0	0	0	0	0	0	44
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	13	21	0	0	0	0	0	0	0	38
Number of students with a substantial reading deficiency	0	11	30	43	0	0	0	0	0	0	0	0	0	84

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	0	14	25	42	10	19	0	0	0	0	0	0	0	110

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	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 7/31/2022

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	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

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
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	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

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
Students retained two or more times	0	0	0	0	0	1	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	40%	50%	56%				42%	50%	57%
ELA Learning Gains	56%						51%	56%	58%
ELA Lowest 25th Percentile	42%						39%	50%	53%
Math Achievement	54%	48%	50%				53%	62%	63%
Math Learning Gains	63%						53%	63%	62%
Math Lowest 25th Percentile	52%						47%	52%	51%
Science Achievement	45%	59%	59%				49%	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	38%	51%	-13%	58%	-20%
Cohort Comparison		0%				
04	2022					
	2019	33%	52%	-19%	58%	-25%
Cohort Comparison		-38%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	41%	50%	-9%	56%	-15%
Cohort Comparison		-33%				

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	59%	61%	-2%	62%	-3%
Cohort Comparison		0%				
04	2022					
	2019	48%	64%	-16%	64%	-16%
Cohort Comparison		-59%				
05	2022					
	2019	35%	57%	-22%	60%	-25%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	41%	49%	-8%	53%	-12%
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	7	30		29	40						
ELL	27	42	20	44	49	40	26				
BLK	42	73		47	73	54	39				
HSP	34	43	21	46	50	50	35				
WHT	35	42		69	82						
FRL	41	61	54	53	66	56	42				

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							
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				

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)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	397
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	55
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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	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	57
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	53
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?

SWD subgroup is not showing adequate progress in the area of ELA proficiency and gains. A contributing factor to this trend was providing students with adequate scaffolding to help students acquire grade level text. Students are reading two-three grade levels below. In addition, students need more opportunities for practice without direct assistance from the teacher. Release of learning is needed.

ELA proficiency was another area of needed improvement as 40% of third, fourth, and fifth grade students were proficient on the Spring 2022 FSA ELA assessment. A contributing factor is students need continued Tiered supports to remediate and strengthen the foundational skills of reading, this will help students become better
readers, and then strategies can be taught on how to comprehend the text. Implementing small group instruction through reading centers and guided reading will help increase student reading proficiency.

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

ELA Proficiency demonstrates the greatest need for improvement based on the Spring 2022 FSA data. Although, student reading proficiency improved by 4 percentage points overall, over 50% of students are not reading on grade level.

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 not proficient readers of grade-level text. If students are provided with additional opportunities to read from a variety of genres reading proficiency may increase. In addition, students need
more exposure to new vocabulary and strategies on how to determine the meaning of unfamiliar terms. Instruction on how to read multisyllabic words is a need for students in grades four and five.

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

Math gains showed the greatest increase on the Spring 2022 FSA. Student learning gains in math increased by 14 percentage points from 48% to 63%.

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.

The math coach was able to support teachers which helped increase teacher's knowledge of concepts and how to effectively teach those concepts using strategies students could retain.

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

-Utilize Benchmark Advance Curriculum with fidelity
-Plan and deliver quality instruction with aligned practice for students
-Provide opportunities for students to participate in learning centers daily
-Continue targeted standards-based instruction based off the B.E.S.T. standards
- 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 be for the students. In addition, student tutoring lessons, tasks and practice assessments will be printed.
-Utilize Achieve 3000 and Freckle weekly

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 in ELA, Math and Science. Professional development will be focused on literacy, Advanced Benchmark Florida, Reveal Math and Science. Guided reading and teacher-led centers will be a major focus to ensure teachers are using the allotted time to target specific student needs. Professional development will be provided on how to analysis student data and development next steps.

The reading and math interventionists will be provided with professional development of Benchmark Advance Interventions and Reveal Math. The VE teacher will receive professional development on Seeing Stars. All KG-2 teachers will receive additional professional development on UFLI.

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 using Benchmark Advance Intervention materials.
A blended platform (Freckle ELA and Achieve 3000) will be implemented for ELA
Seeing Stars will be implemented for some students
A blended platform (Freckle Math and Red Bird) will be implemented for Math
Standards-based practice will be included in the remediation cycle using practice books designed by Curriculum Associates strategies to use when reading will be taught to students: self-questioning and annotating as you read
The principal and assistant principal will provide professional development to teachers monthly
Planning for centers will occur weekly for 50 mins at minimum with all KG-5 teachers

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.**	Reading is essential for all content areas. After analyzing Kings Trail's data less than 60% of students in grades third, fourth, and fifth are not reading on grade level and ae in need of intensive supports. ELA proficiency increased from 36% to 40% based on the Spring FSA ELA assessment. Although, there was an increase of overall percentage points, more then fifty percent of students are not proficient readers. Therefore, planning has to be improved and a focus on the use of instructional delivery to ensure all students are aware of strategies that can be used to guide their learning.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase ELA Achievement to 50% (10 point increase from 2022) on the Spring 2023 FAST assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administrators will monitor the desired outcome by participating in the planning and development of instruction, student tasks 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.
Person responsible for monitoring outcome:	Sanethette Shubert (shuberts@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	During common planning, lesson plans will be developed with the identification of 1-2 strategies. The strategies will be taught to students and student work products will be brought back to common planning for discussion on if the strategies were effective for student understanding and mastery of standards.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	If teachers are prepared for instructional delivery ahead of teaching student learning and instructional time will increase. Students will have more opportunities for meaningful discussions and teachers can ensure the instruction, tasks and assessments are aligned appropriately to the standards. Planning supports teachers abilities to determine misconceptions and needed prerequisite knowledge. The ability to plan for specific learning strategies and scaffolds can be beneficial to all learners.

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.

1.Participate in common planning sessions for 50 minutes weekly, during the planning session identify 1-2 evidence-based strategies to teach. Add the strategies to the lesson plans.

2. Review teacher lesson plans weekly and provide feedback.

3. Conduct two classroom observations weekly to capture if the strategies are being taught by the teachers used by the students.

4. Share the findings of the walkthrough data

5. Analyze the data and determine if the strategies were effective, review student work products/assessments and look for evidence of the strategy being used. If the data shows students were not successful determine next steps and discuss what other strategies can be used to support student learning with the particular set of standards.

Person Responsible   Sanethette Shubert (shuberts@duvalschools.org)

#2. Positive Culture and Environment specifically relating to Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 school attendance data, 29% or 95 students were absent more than 10 days during quarter 4. Student absentee rates continued to increase each quarter. If students are not present in school, student proficiency and learning decreases.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Decrease the student absenteeism average rate from 21% to an average of 18% for students absent ten days or greater each quarter.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The school assistant principal will analysis student attendance data monthly using the recorded attendance in the FOCUS Portal. Students with 5 or more absences per month will be identified and recommended for an attendance intervention team meeting.
Person responsible for monitoring outcome:	Abigail Watson (watsona5@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Increasing student attendance is directly aligned to student achievement. Research shows students who are in attend school regularly are more likely to demonstrate learning gains. Therefore, students who are in attendance regularly, missing less than 5 days each month will be celebrated for attending school. Parents of students who miss 5 or more days each month will receive attendance interventions.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	During the 2021-2022 school year student attendance data showed a trend of more students missing days each quarter. Therefore in an effort to promote perfect attendance and a reduction of absenteeism an incentive plan will be put in place during the 2022-2023 school year.

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.

1. Monitor student monthly attendance using the FOCUS Portal
2. Identify students that are absent 5 or more days each month
3. Schedule parent conference and determine if there is a need for support, include school counselor
4. Refer family to attendance intervention team if attendance continues to demonstrate a trend of absenteeism

Person Responsible   Abigail Watson (watsona5@duvalschools.org)

The Title I grant project and funds will be leveraged for supplemental programming and will be used to implement salaried and non-salaried activities. The activities and strategies include purchasing all in learning, acaletics, other supplemental materials to be used in reading center.

Person Responsible   Sanethette Shubert (shuberts@duvalschools.org)

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

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 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 grade 3 English Language Arts assessment is as follows: 1st - 84% and 2nd -
93%

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

The percentage of students in grades 3-5, below Level 3 on the 2022
statewide, standardized English Language Arts assessment are as follows: 3rd-5th grades - 60%.

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)

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

Grades 3-5: Measureable Outcome(s)

*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:
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.

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

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Shubert, Sanethette, shuberts@duvalschools.org

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?

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.

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?

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-
into big wins.

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-progress-monitoring-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/creatingan-action-plan/action-plan-
teachingstrategies/

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
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.	Shubert, Sanethette, shuberts@duvalschools.org

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.

Kings Trail Elementary 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 any issues 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 representatives. Bylaws are developed and used to guide the meetings to ensure everyone has a voice.

To support a positive culture and environment during the 2022-2023 school year the faculty and staff will participate in the implementation Calm Classroom. Calm Classroom helps build a strong school and classroom community and promotes a schoolwide positive culture. In addition, each month a Student Eagle of the Month will be celebrated for his/her positive behaviors and leadership. Also a Teacher Eagle of the

Month and an Employee Eagle of the Month will be celebrated for their dedication and leadership.

Kings Trail has an active PBIS team that meets monthly. The team is representative of all job groups. The team meets to discuss schoolwide behavioral concerns, ideas and strategies. The goal of the team is to provide methods in which all students and teachers can be successful at school through positive interactions and supports. Researched-based interventions are shared and the team provides professional development opportunities to staff.

Monthly parent and family engagement nights will be hosted to support parental and community engagement. The events include, data chats, literacy nights, and more.

As an additional method to ensure teachers experience a positive environment the school has a Social Committee which is led by teachers 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 school culture and environment.

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 Dupont, provides a free welcome center for families which offers free food and services.
15. Christ Church, this faith-based partner provided campus beutifuication