

Duval County Public Schools

Kernan Middle School



2022-23 Schoolwide Improvement Plan

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Kernan Middle School

2271 KERNAN BLVD S, Jacksonville, FL 32276

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

Demographics

Principal: Christine Bicksler Akande

Start Date for this Principal: 9/30/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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)	76%
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 (56%) 2018-19: B (60%) 2017-18: B (57%)
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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Kernan Middle School

2271 KERNAN BLVD S, Jacksonville, FL 32276

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

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)
Middle School 6-8	Yes	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

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

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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 build competent and confident students accomplished through standard based instruction, objective and data driven lesson planning, and supporting and empowering students through social and emotional development.

Provide the school's vision statement.

Ensure every child is prepared for high school, without having to remediate what they should have learned in middle school. Students will grow in their confidence and their ability to make a positive impact on their own lives, their school, their community and their world.

School Leadership Team

Membership

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
Akande, Christine	Principal	Math Department CSS Department
Helse, Tyvae	Assistant Principal	Social Studies, Science, and Electives
Smith, Kristin	Assistant Principal	Reading and ELA departments

Demographic Information

Principal start date

Thursday 9/30/2021, Christine Bicksler Akande

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.*

2

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.*

32

Total number of teacher positions allocated to the school

71

Total number of students enrolled at the school

1,175

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

16

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

22

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	0	0	0	0	0	0	381	386	426	0	0	0	0	1193	
Attendance below 90 percent	0	0	0	0	0	0	34	59	65	0	0	0	0	158	
One or more suspensions	0	0	0	0	0	0	10	27	30	0	0	0	0	67	
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	83	69	82	0	0	0	0	234	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	61	64	100	0	0	0	0	225	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	91	78	64	0	0	0	0	233	

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	0	0	0	0	0	133	196	232	0	0	0	0	561	

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	0	0	0	0	0	0	0	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	1	11	0	0	0	0	12	

Date this data was collected or last updated

Thursday 7/28/2022

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis**Grade Level Data Review - State Assessments**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	59%	47%	12%	54%	5%
Cohort Comparison						
07	2022					
	2019	52%	44%	8%	52%	0%
Cohort Comparison		-59%				
08	2022					
	2019	51%	49%	2%	56%	-5%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	58%	51%	7%	55%	3%
Cohort Comparison						
07	2022					
	2019	54%	47%	7%	54%	0%
Cohort Comparison		-58%				
08	2022					
	2019	29%	32%	-3%	46%	-17%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
08	2022					
	2019	52%	40%	12%	48%	4%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	78%	69%	9%	71%	7%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	57%	28%	61%	24%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	61%	39%	57%	43%

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	27	39	36	29	37	34	33	55			
ELL	24	40	40	30	48	47	22	68			
ASN	63	53	33	70	69	40	75	88	96		

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
BLK	32	40	41	30	38	37	36	65	79		
HSP	42	46	42	39	42	36	39	80	91		
MUL	49	47	40	53	49	60	51	71	84		
WHT	59	52	39	59	56	44	68	79	93		
FRL	41	45	44	38	43	36	42	71	84		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	32	35	21	31	34	33	39	67	59		
ELL	42	55	37	39	26	20	39	68	73		
ASN	67	60	37	69	41	29	72	88	78		
BLK	37	35	23	32	28	35	32	64	72		
HSP	45	43	33	45	30	20	49	58	77		
MUL	53	43	47	50	33	33	61	83	93		
WHT	58	49	25	56	35	32	67	80	72		
FRL	39	39	28	36	29	28	44	66	60		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	36	46	40	41	48	47	49	61	54		
ELL	31	51	45	54	54	60	39	84			
ASN	67	55	32	80	55		74	86	95		
BLK	42	47	42	42	45	42	38	78	73		
HSP	51	54	37	55	49	53	53	80	87		
MUL	60	55	41	61	59	70	71	90	93		
WHT	66	64	55	68	56	46	62	83	87		
FRL	50	54	49	51	50	48	47	79	84		

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	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	543
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	40
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	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	44
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	50
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	56
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	
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	61
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	50
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?

While Kernan is in the top 10 middle schools in the district, our growth components are in the bottom ten. This is a trend in math and ELA. This also applied to the LPQ students in both math and ELA. Students with disabilities and our ELL students were both below 41% proficiency for the first year.

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

Student growth in reading and math demonstrate the greatest need for improvement. This applies to our LPQ students as well. Although we showed double digit growth in LPQ learning gains in Reading and math last year, they did not meet the 50% goal.

8th Science also demonstrates need for improvement. Proficiency dropped from 57 percent to 54 percent.

Proficiency in math and ela also dropped by 1 and 3 points respectively. This is concerning because the previous year was a hybrid virtual year.

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

Contributing factors included vacancies in our intensive math courses and high teacher turnover in both ELA and Math. 3 math teachers and 2 ELA Teachers left in October. To address this we need targeted interventions for specific students, as well as intentional placement of teachers in the classroom.

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

Our acceleration increased by 16 points, We also had double digit increases in math and ELA LPQ Gains. Math gains increased 17 points, math LPQ increased 11 points, and Reading LPQ increased 13 points.

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

To improve in these areas, we had targeted interventions for students. We utilized our math interventionist, and planning period tutoring to pull out students. These pullouts were done for our Math LPQ students, our ELA LPQ students, as well as our acceleration courses. We also held Saturday bootcamps for all acceleration areas as well as math and reading. These bootcamps addressed the weakest standards from District PMA 3.

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

We will plan benchmark aligned tasks and assessments in common planning to use in the classroom. We will also utilize our math and reading interventionists to support new teachers in the first quarter. We will utilize them to provide prescriptive measures to small groups of students in the 2nd, 3rd, and 4th quarter.

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.

During pre planning teachers will receive professional development on how to differentiate and accommodate ESE students. 40% of our students receive services.

PD will also be provided for small group instruction by the district specialist in the first quarter.

Our gifted teachers will attend a session to help them plan lessons that will meet the needs of their students. Ongoing support will be provided to create aligned tasks and assessments. This will happen in common planning, and be monitored through regular administrative walkthroughs. Teachers will receive feedback immediately.

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

The reading interventionist and the math interventionist will be used strategically to support teachers and students. They will work with identified teachers in the beginning of the year in the classroom and during planning to address needs as prescribed by teacher/admin. New teachers need to feel supported, and this will be an added layer of support. We will utilize them to push into classrooms to assist with small groups, and also to pull out students during electives. The small group work will be based on data from PMA assessments.

We bought 8 positions through Title 1. This created average class sizes of under 19, and provided our reading interventionist. In math we are implementing Acaletics daily. We also purchased a laptop cart to support students who have broken laptops.

Calm classroom is also being implemented to help support the emotional needs of our students and teachers.

In an effort to retain effective teachers, we are implementing new teacher support meetings each month. We built the capacity of CET trained teachers so that all new teachers will have a mentor.

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 Standards-aligned Instruction

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

To increase student proficiency in 8th grade science across all subgroups, we will focus on Standard Aligned tasks, and to close the the achievement gap and provide an equitable education to all students.

1. All students will be provided with standards based tasks every day in every class.
2. The administrative team will leave feedback immediately after each standard walk.
3. PLCs will focus on creating standard aligned assessments on a daily basis.

Measurable Outcome:

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

1. The data from the Standard Walkthrough of aligned assessment will improve from 31 percent to 75 percent.

Monitoring:

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

This will be monitored by the tasks and assessments created in during common planning, and during walkthroughs.

Person responsible for monitoring outcome:

Tyvae Helse (helset@duvalschools.org)

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

Teachers will collaborate with coaches and administration to develop stronger standard based student aligned mastery checks and EEAs. Teachers will receive ongoing professional development for small groups, data, and lesson design from the district science specialist.

Rationale for Evidence-based Strategy:

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

The rationale for the strategy is to ensure that all teachers are equipped with the tools needed to increase their instructional practices. By providing ongoing professional development, teachers will gain more confidence in developing aligned tasks and looking data to betting inform small group decision making.

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) Professional Development for teachers. Including but not limited to small group instruction, data analysis, ESE strategies, and lesson design.
- 2) Collaborative planning and learning focused on implementation of benchmark-based instruction, assessment, and data analysis.
- 3) Utilize veteran science teacher for tutoring during electives.
- 4) Title I funds will be utilized to purchase supplemental positions, professional development for teachers/ staff, academic resources, materials, and supplies.

Person Responsible

Tyvae Helse (helset@duvalschools.org)

The science specialist will join a collaborative learning time with our 8th grade science teachers to support in daily small group instruction/rotation. FERV will lead Professional development for science teachers on implementing effective strategies and accommodations.

Person Responsible	Tyvae Helse (helset@duvalschools.org)
Collaborative learning and planning sessions will focus on data driven differentiated instruction through small groups and regular, aligned assessment in the classroom.	
Person Responsible	Christine Akande (bickslerc@duvalschools.org)
Former Science Teacher will provide benchmark specific instruction to targeted students based on PMA 2 Data.	
Person Responsible	Christine Akande (bickslerc@duvalschools.org)

#2. Transformational Leadership specifically relating to Instructional Leadership Team

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

Build strong instructional communities through PLCs, and investment PD
 School commitment was at 31 down from 45 on 5 essentials
 Collaborative practices were rated at 27 down from 41

Measurable Outcome:

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

Teacher led PLCs
 Teacher initiated PD/Peer Observations
 Strong instructional leadership team meetings

Monitoring:

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

Instructional leadership team meetings - all departments represented, collaboration among departments not just in common planning.

Person responsible for monitoring outcome:

Christine Akande (bickslerc@duvalschools.org)

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

Create a culture of leadership through:
 * Informal teacher Leadership opportunities through auxiliary teams (literacy team, PBIS team, etc)
 * Informal teacher leadership opportunities through PD calendar. Allowing teacher leaders to provide the PD.
 * Teacher Leadership through teams such as PLCs, GATE and CSS
 * Teacher Leadership through roles (Program Leads, Deans, etc)
 The Administration will monitor the implementation and effectiveness of teacher leaders as well as offer supports through rolls and teams. Admin will also help teacher leaders coordinate and communicate with other members whom they are serving.
 1) Share the vision for school improvement.
 2) Invite teachers to be a part of to the decision-making process (SDM/MTSS)
 3) Ask teachers for volunteers and suggestions of Teacher Leaders who would be willing to lead PD and PLC leads.
 4) Provide coaching for rising teacher leaders, allowing a forum for them to feel comfortable asking questions and learning a new role.
 5) Provide feedback and further opportunities to lead.

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

Share the vision for school improvement during pre planning, and incorporate it into each common planning and all PD.

Person Responsible

Christine Akande (bickslerc@duvalschools.org)

Invite teachers to be a part of to the decision-making process. This will be done through (SDM/MTSS), and also through our instructional leadership team meetings. Ask teachers for volunteers and suggestions of Teacher Leaders who would be willing to lead PD and PLC leads.

Title I funds will be utilized to purchase supplemental positions, professional development for teachers/ staff, academic resources, materials, and supplies.

Person Responsible

Kristin Smith (smithk4@duvalschools.org)

Provide coaching for rising teacher leaders, allowing a forum for them to feel comfortable asking questions and learning a new role.

Provide feedback and further opportunities to lead.

Person Responsible

Christine Akande (bickslerc@duvalschools.org)

#3. Positive Culture and Environment specifically relating to School Safety

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

Students reported in the 5 Essentials survey that safety was a concern. Likewise, teachers reported to safety inside the classroom and in the hallways as a greater concern than previous years. A supplemental discussion with a group of stakeholders revealed a desire for the following:

- New and Clear systems for referrals, transitions, etc.
- More extensive training for teacher on the referral process, the code of conduct, PBIS and CHAMPS.
- Dean presence on campus and in the academic hallways. Deans need to be visible and with less time in offices.
- Implement Foundations Lessons at the beginning of the school year and when coming back from long breaks in order to teach/remind students of the school-wide rituals and routines.

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

Increase 5 Essentials Survey performance in categories: Student Safety, Teacher - Student Trust and Teacher Safety. Safety and Teacher- student Trust decreased slightly from the previous school year and Teacher Safety decreasing 10 points.

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

Teachers will be provided PD on management, discipline, PBIS, and code of conduct will be conducted during preplanning and refresher PD will offered based on need. Evaluation of that need will take place through informal surveys as well as formal data (referrals, attendance, etc.) Safety nets for teachers will be implemented and teachers surveyed to access their effectiveness. Strong systems and clear procedures implemented and taught to students and teachers through Foundations lessons, monthly dean assemblies, and student and faculty handbooks.

Person responsible for monitoring outcome:

Christine Akande (bickslerc@duvalschools.org)

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

Teachers will be provided with systems, PD and monitoring of management strategies. Teachers will also implement buddy rooms. Deans and administrations will provide systems for supporting teachers and coaching based on need. Students will be provided with foundations lessons at the beginning of the school year and when coming back from long breaks. Students will be taught systems and monitored for implementation of systems. Students will also be provided with monthly assemblies to support students in the implementation of systems. Systems will be in place for students to participate in the PBIS store. Students and teachers will be provided with guidelines for success, creating a sense of community within Kernan Middle School.

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

Teachers requested more support on systems and management. If teachers feel supported, informed, and safe, then students will feel more secure and safe as well.

Systems that are thorough, communicated, and enforced will allow staff and students to feel safe in all situations.

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.

Foundations lessons or our new protocols will be presented to the faculty during preplanning. These lessons covered transitions in the hallway and courtyard, electronic device use, Uniform and ID policy. The teachers will then present to students the first week of school.

Person Responsible Tyvae Helse (helset@duvalschools.org)

Professional development on the policies and procedures of Kernan during pre planning. The dean's will also hold monthly Student Assemblies addressing expectations and concerns.

Person Responsible Christine Akande (bickslerc@duvalschools.org)

Positive Behavior Intervention and Support - to include BPIS points, positive referrals, and meeting tardy and referral goals.

Person Responsible Christine Akande (bickslerc@duvalschools.org)

Title I funds will be utilized to purchase supplemental positions, professional development for teachers/staff, academic resources, materials, and supplies."

Person Responsible Tyvae Helse (helset@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.

As a PBIS Model School, we implement a school-wide PBIS (Positive Behavior Interventions & Supports) plan. This plan is utilized to recognize, encourage and reinforce achievement gains and positive behavior. Student Guidelines for Success are discussed daily on morning announcements and students are recognized for displaying these traits, through recommendations from their teachers and other staff members. School Counselors also recognize students monthly for exhibiting these desired traits. Teachers are trained in the implementation of CHAMPS and provided coaching as needed, in order to provide all parties with a successful learning environment.

Kernan Middle School recognized the social emotional needs of the students, teachers, and the staff and will be implementing Calm Classroom this year.

The school has a strong PTA and generous business partners, who support teachers and students through various means. The PTA has been integral in raising funds for awards ceremonies to recognize student achievement and school culture building activities. The PTA also raises funds to support teachers through various donations.

Events at our school, such as Orientation, PTA and SAC meetings, A Taste of Kernan, Night of the Arts,

sporting activities, and various other events provide an opportunity for teachers, parents and students to interact outside of the structured learning environment.

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

Administrators - providing positive feedback, by being present in the hallways and during transitions, and including teachers in decisions and initiatives. Recognizing teachers in front of their peers, and by respecting their expertise and time.

Deans - by providing support in student behavior and implementing clear and smooth systems for all aspects of students' time at school.

School Counselors- Provide supports for struggling students and promote academic success through incentives.

PTSA/Parents - Provide resources for team building, recognition, and celebrations