Kings Trail Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Kings Trail Elementary School

7401 OLD KINGS RD S, Jacksonville, FL 32217

http://www.duvalschools.org/kingstrail

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Shubert, Sanethette	Principal	The Principal will serve as the instructional leader of the school and provide a safe and supportive environment for all students and stakeholders. In addition, the Principal will lead, manage, supervise and oversee all activities, initiatives, policies, programs and communicate school performance and academic achievement of all learners as well as engage in dialogue with stakeholders to determine causes for low performance and lead the implementation of effective strategies that will aid in school improvement.
Rodriguez, Crystal	Instructional Coach	The reading interventionist will promote a literacy-rich environment and support the implementation of the K-12 Reading Plan by training, coaching and planning with classroom teachers. In addition, the interventionist will will provide targeted instruction to subgroups of students.
Hester, Tamicka	Instructional Coach	The math interventionist provides support to the the general education teachers in the implementation of the K-12 Math Plan by training, coaching and planning. In addition, the interventionist will will provide targeted Tier2/3 instruction to subgroups of students.
Staves, Allison	Teacher, K-12	The lead science teacher supports the planning of standards-aligned instruction, tasks, investigations/labs, assessments and lesson implementation specific to grade levels. Assists in the development and delivery of professional development in the area of science and aid in lesson planning and lesson modeling. In addition, serves as the science fair coordinator.
Clervaux, Constance	Teacher, ESE	The VE teacher develops, monitors and implements student individual educational plans. Assists the general education teachers with monitoring and delivery of instruction for students with disabilities based on their individual needs.
	School Counselor	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 ESOL Red folders, 504 Plans 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.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School improvement Plan was created with the leadership team, school-based staff and teachers during pre-planning, August of 2023. School data from the Spring 2023 FAST assessment was reviewed and analyzed. The school created the 4 goals based on the needs of the students based on the FAST data.

During the first School Advisory Meeting, parents and stakeholders in attendance were made aware of the goals the school staff developed, school data was shared with the parents and stakeholders. The parents were made aware of how they could support the school improvement goals/plan. Any suggestions made by the parents was considered and added to the SIP. The SIP was shared via the weekly parent newsletter as well and parents were encouraged to share their input via a survey.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan will be reviewed monthly during all School Advisory Meetings. Grade level beginning of the year, mid-year and end of year data will be discussed and shared with the School Advisory Council after each assessment administration period. The School Improvement Plan will be monitored at the school-level monthly and revisited after each assessment period for all district progress monitoring assessments, FAST PMAs, beginning of year, mid-year and end of year assessments. The leadership team will analyze the data after each new data set from each assessment and make revisions to strategies as needed based on student data points.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	86%
2022-23 Economically Disadvantaged (FRL) Rate	89%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD)* English Language Learners (ELL)*

(subgroups below the federal threshold are identified with an asterisk)	Black/African American Students (BLK) Hispanic Students (HSP)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	1	23	34	28	36	19	0	0	0	141
One or more suspensions	0	1	2	2	1	4	0	0	0	10
Course failure in English Language Arts (ELA)	0	0	0	0	1	1	0	0	0	2
Course failure in Math	0	0	0	1	1	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	1	33	23	0	0	0	57
Level 1 on statewide Math assessment	0	0	0	1	19	19	0	0	0	39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	30	43	37	0	0	0	0	0	111

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	19	30	23	28	19	0	0	0	120

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	27	28	29	17	23	0	0	0	124
One or more suspensions	0	0	1	5	0	4	0	0	0	10
Course failure in ELA	0	1	0	0	0	0	0	0	0	1
Course failure in Math	0	1	0	0	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	6	14	24	0	0	0	44
Level 1 on statewide Math assessment	0	0	0	4	13	21	0	0	0	38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	30	43	0	0	0	0	0	84

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	14	25	42	10	19	0	0	0	110

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	27	28	29	17	23	0	0	0	124
One or more suspensions	0	0	1	5	0	4	0	0	0	10
Course failure in ELA	0	1	0	0	0	0	0	0	0	1
Course failure in Math	0	1	0	0	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	6	14	24	0	0	0	44
Level 1 on statewide Math assessment	0	0	0	4	13	21	0	0	0	38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	30	43	0	0	0	0	0	84

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	14	25	42	10	19	0	0	0	110

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	34	48	53	40	50	56	36		
ELA Learning Gains				56			46		
ELA Lowest 25th Percentile				42			45		
Math Achievement*	55	58	59	54	48	50	48		
Math Learning Gains				63			48		
Math Lowest 25th Percentile				52			55		
Science Achievement*	45	52	54	45	59	59	35		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress	45	54	59	45			38		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	218
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	397
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	13	Yes	4	2
ELL	35	Yes	2	
AMI				
ASN				
BLK	40	Yes	1	
HSP	38	Yes	2	
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	56			
FRL	48			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	3	1
ELL	37	Yes	1	
AMI				
ASN				
BLK	55			
HSP	40	Yes	1	
MUL				
PAC				
WHT	57			
FRL	53			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	34			55			45					45
SWD	0			25							2	
ELL	25			48			29				5	45
AMI												
ASN												
BLK	26			49			50				4	
HSP	31			55			30				5	41

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT	47			60							3	60
FRL	36			55			50				5	53

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	40	56	42	54	63	52	45					45
SWD	7	30		29	40							
ELL	27	42	20	44	49	40	26					45
AMI												
ASN												
BLK	42	73		47	73	54	39					
HSP	34	43	21	46	50	50	35					44
MUL												
PAC												
WHT	35	42		69	82							
FRL	41	61	54	53	66	56	42					48

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	36	46	45	48	48	55	35					38
SWD	6			26								
ELL	33	60		51	60		32					38
AMI												
ASN	82			73								
BLK	34	38		39	31		29					
HSP	30	50		50	60		29					33
MUL												
PAC												
WHT	24			38								

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	31	44		47	50		22					37

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	26%	47%	-21%	54%	-28%
04	2023 - Spring	28%	50%	-22%	58%	-30%
03	2023 - Spring	33%	46%	-13%	50%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	61%	59%	2%	59%	2%
04	2023 - Spring	49%	58%	-9%	61%	-12%
05	2023 - Spring	44%	52%	-8%	55%	-11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	48%	-10%	51%	-13%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA showed the lowest performance. Kings Trail has a significant need for intensive instruction in the area of Literacy. All grades Kindergarten-fifth demonstrate a need for improvement. 36% of students in grades 3-5 demonstrated proficiency on the ELA state assessment.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline was in 5th grade ELA. In 2021-22, 44% of students in 5th grade demonstrated proficiency on the state ELA assessment. In 2022-23, only 26% of students in grade 5 demonstrated proficiency on the state ELA assessment, a decline of 18%. This decline is attributed to a new set of state benchmarks as well as a new ELA Curriculum, Benchmark Advance was implemented in 5th grade.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Literacy proficiency shows the greatest gap compared to the state.

Which data component showed the most improvement? What new actions did your school take in this area?

Overall, math proficiency showed the most improvement. Student math proficiency in grades third through fifth increased from 54%to 61%.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance is critically impacting student performance. 42% of students were absent 20 or more days during the 2022-23 school year. Student attendance is an area of concern.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Kg-5th ELA Proficiency
2. 5th Grade Math Proficiency
3. 5th Grade Science
4. Lowest 25th percentile gains in ELA
5. Lowest 25th percentile gains in Math

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 school attendance data, 42% or 141 students were absent more than 20 days during Enrollment Survey 3. 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 42% to an average of 21% 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 and school counselor 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 3 days each month will be celebrated for attending school. Parents of students who miss 3 or more days each month will receive attendance interventions. A part-time parent liaison will be purchased to assist with communicating absences to parents, providing parents with supports and possible solutions to help the parents understand the importance of students attending school daily.

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

During the 2022-2023 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 2023-2024 school year.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 3 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
5. Establish School-wide Attendance Incentive Plan

Person Responsible: Abigail Watson (watsona5@duvalschools.org)

By When: Quarterly (10/11/23, 12/21/23, 3/14/24, 5/31/23)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Improve reading proficiency in grades K-5 on the Spring 2024 FAST assessment.

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

Kg: Increase student ELA proficiency from 20% to 35%.
1st Grade: Increase ELA proficiency from 17% to 37%.
2nd Grade: Increase ELA proficiency from 24% to 35%
3rd Grade: Increase p by 7 percentage of 3rd grade students scoring a level 3 on the 2024 FAST ELA Assessment by 7 percentage points, from 33% to 40%.
4th Grade: Increase percentage of 4th grader students scoring a Level 3 on the FAST ELA assessment 10 percentage points, from 28% to 38%.
5th Grade: Increase percentage of 5th grade students scoring a Level 3 on the FAST ELA assessment by 10 percentage points, from 26% to 36%.

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

ELA will be monitored through the following student data points:
1. Unit Advanced Benchmark Assessments
2. District Progress Monitoring Assessments
3. PMA State Assessment in Math
4. UFLI Dibbles Assessment

Common Planning and Tier II Instruction will be monitored by the following;
1. Agenda and Participation Logs
2. Teacher Tier II Lesson plans
3. Student Center Accountability Forms
4. Classroom Walkthrough using BWT tool at least 2 times per week

Person responsible for monitoring outcome:

Sanethette Shubert (shuberts@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

UFLI will be implemented in al KG-2 classrooms and with select 3-5 student groups based on student need. This research-based intervention focuses on the foundational skills of reading specifically phonics and phonemic awareness..

A reading interventionist will be purchased to work with students in grades 2-5 in the area of literacy. Supplemental materials will be purchased for after-school tutors to use with students in the area of reading.

To support language development of ELL and Hispanic subgroups, Imagine Learning, Hands on English for grades Kg-2 and Language Power for grades 3-5 will be used. All three programs are researched-based programs focused on the development of language for students scoring 1.0-3.0 on WIDA.

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

Students will receive daily intervention based on his/her needs, centers and small group teacher-led instruction will be designed based on the students' needs. Reading proficiency is an area of concern for Kings Trail, therefore a foundational skills program, UFLI will support the needs of the students. ELL and Hispanic students need additional language supports, therefore imagine learning, Hands on English and Language Power will spherically focus on helping students improve in the area of language development.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.Teachers will participate in common planning sessions for 50 minutes weekly to plan Tier II small group and centers. During the planning session identify 1 evidence-based strategies to teach the ELL and Hispanic subgroup students. Add the strategies to the lesson plans.
2. Review teacher lesson plans weekly and provide feedback.
3. Conduct two classroom observations weekly to monitor Tier II instruction.
4. Share the findings of the walkthrough data.
5. Conduct data chats with teachers at week 4 and determine if students are making progress towards proficiency and determine next steps.

Person Responsible: Sanethette Shubert (shuberts@duvalschools.org)

By When: Start Date: August 28th-October 15th, then revisit the goal and determine next steps.

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Increase student proficiency in ELA.

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

Increase percentage of students proficient in ELA by 10%, from 27% to 37%.

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

Student progression will be monitored through the following student data points:
1. Unit Advanced Benchmark Assessments
2. District Progress Monitoring Assessments
3. PMA State Assessment in ELA
4. UFLI Dibbles Assessment

Common Planning and Tier II Instruction will be monitored by the following;
1. Agenda and Participation Logs
2. Teacher Tier II lesson plans
3. Classroom Walkthrough using BWT tool at least 1 times per week
4. Student portfolios

Person responsible for monitoring outcome:

Abigail Watson (watsona5@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

UFLI will be implemented to address student needs in the area of reading proficiency.

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

UFLI was selected as the intervention because the program supports phonics and phonemic awareness, which the students are showing a need for foundational skills intervention.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Attend weekly common planning to plan Tier II instruction.
2. Implement UFLI for 30 minutes daily.

3. Provide Tier II instruction during ELA centers daily.

4. Conduct data chat with administration to determine student progression towards proficiency.

Person Responsible: Abigail Watson (watsona5@duvalschools.org)

By When: May 2024

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Increase student proficiency in 5th grade Math.

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

Increase the percentage of students proficient in 5th grade math by 6% points from 44% to 50%.

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

Math will be monitored through the following student data points:
1. Unit Benchmark Assessments
2. District Progress Monitoring Assessments
3. PMA State Assessment in Math

Common Planning and Tier II Instruction will be monitored by the following;
1. Agenda and Participation Logs
2. Teacher Tier II Lesson Plans
3. Student Center Accountability Forms
4. Classroom walkthrough using BWT tool 2 times per week

Person responsible for monitoring outcome:

Sanethette Shubert (shuberts@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will be provided with small group Tier II instruction using Reveal Math intervention kit and hands to mind.

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

Students will receive daily Tier II intervention through centers and small group teacher-led instruction. Tier II centers will be designed based on the students' needs. Fifth grade math proficiency is an area of concern for Kings Trail, therefore Tier II centers are needed to support student misconceptions and deficiencies in math.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. The teachers will attend weekly common planning to plan aligned Tier II small group and center instruction.

2. Review weekly lesson plans and provide teachers with feedback.
3. Teachers will provide Tier II instruction during math centers.
4. Conduct data chat with administration to determine student progression towards proficiency after each new data set.

Person Responsible: Sanethette Shubert (shuberts@duvalschools.org)

By When: Quarterly Oct 2023 Jan. 2024 March 2024 May 2024

#5. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Increase Science proficiency in Grade 5.

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

Increase the number of 5th grade student proficient by 5% percentage points, from 45% to 50%.

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

Science will be monitored through the following student data points:
1. Benchmark Assessments
2. District Progress Monitoring Assessments
3. State Assessment
Common Planning and Tier II Instruction will be monitored by
1. Student Center Accountability Forms
2. Teacher Tier II Lesson Plans
3. Classroom Walkthrough using BWT tool 1 time per week

Person responsible for monitoring outcome:

Abigail Watson (watsona5@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Plan for and provide targeted Tier II centers and small group instruction using, Penda, Study Island with an emphasis in QCA (Question, Content, Answer) based in the needs of the students. The teacher will conduct labs/investigations weekly. Daily fluency practice will be implemented.

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

Students will have more opportunities for hands-on meaningful instruction and discourse and planning will allow the teacher time to ensure the instruction, tasks and assessments are aligned appropriately to the standards.
The ability to plan for specific learning strategies and scaffolds can be beneficial to all learners.
Differentiating the centers will ensure all learners are receiving the Tier II support based on individual data.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. The teacher will attend weekly common planning to plan Tier II instruction.
2. Implement weekly investigations/labs.

3. Provide Tier II instruction during science centers.

4. Conduct data chat with administration to determine student progression towards proficiency after each new data set.

Person Responsible: Abigail Watson (watsona5@duvalschools.org)

By When: December 15, 2023. May 1, 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Duval County Public Schools has a tiered system of support to align interventions for CSI, TSI and ATSI schools. The first tier of support begins with the Superintendent's cabinet of executive leaders who represent all district departments (Human Resources, Academic Services, Division of Schools, Operations, Finance, Technology, etc.). At a minimum, this team meets on a weekly basis to develop, monitor, and implement the district's strategic plan initiatives. The next level of the tier branches out with the Chief of Schools who oversees the district's Division of Schools. Schools are divided by region (Elementary, Middle, High, and Turnaround/Fragile (ISI Region). Each region has a Regional Superintendent, Executive Directors, and Content Area Specialists who work to ensure that the support is aligned and implemented.

Ensuring adequate funding, resources, and support is available to CSI, TSI and ATSI schools is a driver for district-wide collaboration. To accomplish this, the Division of Schools works with multiple district departments to further tier support for CSI, TSI and ATSI schools.

This support includes but is not limited to the following:
1. Academic Services provides curriculum support and additional content specialists for schools. Academic Services also oversees our district professional development department and coordinates professional development for instructional and non-instructional personnel.

2. Title I – Coordinates the use of funds to best support the barriers that research has shown negatively impacts disadvantaged students. In addition, Title I provides professional development to teachers to improve their pedagogy.

3. The Division of Schools conducts school visits that include instructional reviews and instructional walks. These visits occur on a weekly basis and serve as an opportunity to observe instructional delivery, student learning, and provide feedback to school staff.

4. Finance – Finance provides the funds to provide resources and the personnel needed to address individual school needs.

5. Human Resources – Human Resources works to recruit quality personnel for our most needy schools. This includes a dedicated staffing team to our Turnaround School Region (ISI), priority hiring, and monitoring teacher VAM rating percentage by school. They also work with unions to collective bargain memorandums of understanding that provide for incentives, professional development, and additional strategies to address school needs.

Though the above examples are not comprehensive of all support provided to School Improvement schools, they do provide a snapshot of the layers of support that are available and used to improve student outcomes. Through this layered approach, the district's team along with each school's academic leadership team,

teachers, staff, parents, and other stakeholders collaborate on methods of improvement and monitor implementation on a continuous basis.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

At Kings Trail Elementary more than 50% of students in grades Kindergarten through second scored below proficiency on the standardized ELA assessment. Therefore, ELA was identified as a critical need area. Students in grades Kindergarten through second grade need additional supports with foundational reading skills and comprehension.

In kindergarten, 20% of students were proficient in ELA. Therefore, 80% of kindergarten students need additional support in ELA. In first grade, 17% of students were proficient in ELA. Therefore, 83% of first grade students need additional support in ELA. In second grade, 24% of students demonstrated proficiency in ELA. Therefore, 76% of first grade students need additional support in ELA.

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

At Kings Trail Elementary 36% of students in grades third through fifth demonstrated proficiency on the standardized ELA assessment. Therefore, ELA was identified as a critical need area. Students in grades third through fifth need additional supports with foundational reading skills and comprehension.

In third grade, 33% of students were proficient in ELA. Therefore, 67% of third grade students need additional support in ELA. In fourth grade, 28% of students were proficient in ELA. Therefore, 72% of fourth grade students need additional support in ELA. In fifth grade, 26% of students demonstrated proficiency in ELA. Therefore, 74% of first grade students need additional support in ELA.

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 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 Measurable Outcomes

Goals: Increase the number of K-2 students scoring at grade level or above as follows:
Kg: Increase student ELA proficiency from 20% to 35%.
1st Grade: Increase ELA proficiency from 17% to 37%.
2nd Grade: Increase ELA proficiency from 24% to 35%

Grades 3-5 Measurable Outcomes

Goals: Increase the number of K-2 students scoring at grade level or above as follows:
3rd: Increase student ELA proficiency by 7% points.
4th Grade: Increase ELA proficiency by 10% points.
5th Grade: Increase ELA proficiency from 10% points.

Monitoring

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 impact student achievement outcomes.

Progress monitoring will occur weekly through classroom walkthroughs to ensure the program is being implemented. The classroom walkthroughs will be captured using the BWT tool.

Data chats will occur on the 4th week of instruction with teachers individually to determine if students are progressing.

After each of the following new data sets, student data will be analyzed to determine if students are demonstrating improvement: Dibbles, District level assessments, PMA1, PMA2, PMA3 will be used to track student growth.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Shubert, Sanethette, shuberts@duvalschools.org

Evidence-based Practices/Programs

Description:
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. §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?

The implementation of UFLI will be used as an intervention to support all students in grades kindergarten through second grade with foundational skills specifically focusing on phonics and phonemic awareness. Students will receive 30 minutes of UFLI instruction 5 days a week. The UFLI program aligns with the District's K-12 Comprehensive Evidence-based reading plan as well as aligned to the B.E.S.T. ELA standards.

The implementation of UFLI will be used as an intervention to support some students in grades third through fifth who demonstrate a need in phonics and phonemic awareness. Students will receive 45 minutes of UFLI instruction 5 days a week. Students that demonstrate a need in vocabulary and comprehension support will receive 45 minutes of literacy intervention 5 days a week.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

UFLI is a research-based intervention program designed to support reading deficiencies in the areas of phonics and phonemic awareness. The UFLI program addresses the needs of the students as the students are demonstrating a need in the foundational skills of reading.

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
1. Leverage the Master Schedule to create a 30 minute block of time to allow for daily intervention of UFLI in grades Kindergarten-2nd. Leverage the Master Schedule to create a 45 minute block of time to allow for daily intervention of UFLI in grades 3rd-5th. 2. Ensure all KG-2nd grade teachers, VE teacher, 3rd grade ELA teacher and ELA interventionist receive training on the UFLI Program. 3. Ensure teachers are equipped and comfortable with all five elements of reading. Teachers will attend district provided Professional Development monthly in cohort groups. 4.Early Release Day Professional Development opportunities will be provided to teachers specifically in literacy for 60 minutes, one time a month. 5. PLCs will be provided weekly for 50 minutes for all teachers. Leadership will support teachers with planning Tier II instruction and centers plans in addition to leading professional development of instructional methods based on observational data and teacher feedback. 6. Collaborate with the District ELA UFLI Specialist for PD and support for all teachers who deliver UFLI instruction. Meet and plan with the specialist quarterly. 7. Conduct classroom walkthroughs using the UFLI Administration Quality Observation Form 2 times per week. 8. The Literacy Leadership Team meets monthly to analyze school literacy data and determine areas of improvement, needs and next steps.	Shubert, Sanethette, shuberts@duvalschools.org
The implementation of UFLI will be used as an intervention to support all students in grades kindergarten through second grade with foundational skills specifically focusing on phonics and phonemic awareness. Students will receive 30 minutes of UFLI instruction 5 days a week. The implementation of UFLI will be used as an intervention to support some students in grades third through fifth who demonstrate a need in phonics and phonemic awareness. Students will receive 30 minutes of UFLI instruction 5 days a week.	Shubert, Sanethette, shuberts@duvalschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP will be available in the parent resource room, located in building 1 room# 39. In addition, the SIP will be shared at all monthly School Advisory Council Meetings. The SAC meetings are held the third Tuesday of each month at 4:00 p.m. in the school's Media Center. An English and Spanish version of the SIP will be made available to parents as well via the school weekly newsletter. This newsletter is sent out each week to parents. A copy of the SIP is made available on the school's webpage as well.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

https://dcps.duvalschools.org/Page/29172
Relationships with parents will be built year long through various pre-planned family events. The Parent and Family Engagement Plan can be found on the school's webpage as well as in the parent resource room located in building 1 room 39. A copy is provided in English and Spanish for the parents. Parent's were invited to a Family Fun Day Cookout on August 10th as a way to get to know the faculty and staff prior to school starting. Parents will be invited to orientation and open house. Parents will be engaged in data conferences each semester with teachers and administration. On-going family events will give parents the opportunities to engage fully and develop relationships with the school staff.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The master schedule will be used to allocate specific minutes in each content area. In addition, 30 minutes of intervention time will be added to the master schedule to support instruction in ELA based on what each student needs. Benchmark Advance will be used to give students grade level and enriched opportunities in learning. Kindergarten students will utilize Waterford, first and second graders will utilize iReady, and third though fifth grade students will utilize Star Freckle.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school has a fulltime school counselor, who is made available to students during the school day. The school counselor provides school-based supports to students through the use of research-based approved programs such as Calm Classroom, Child Safety Matters lessons and mentoring. In addition, Kings Trail is a full service school which allows for additional services to be made available to students and families. Kings Trail utilizes Hazel Health and Hazel Heart as additional supports for students and families. Boys and Girls Club of Jacksonville is a provider of mentoring in which 15-20 students participate in. Culture of Careacter lessons are implemented in each classroom, the lessons focus on 8 character education traits. Students are are celebrated monthly for exhibiting the character traits.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Student at Kings Trail Elementary are made aware of post-secondary opportunities through field trips to the local colleges and universities in Jacksonville. In addition, an annual career fair is held on campus to introduce students to various career opportunities. Duval county is a choice district, therefore, students are invited to attend information sessions about the different middle schools in the district, during these sessions, students learn the requirements for entry and various programs to include vocational are discussed. Kings Trail hosts a Middle School Parent Night to help student sand their families navigate through the different opportunities.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Kings Trail Elementary uses a response to intervention tiered support system to assist with problem behavior, academic and intervention services. Kings Trail has a MTSS Team which is comprised of the school principal, assistant principal, reading and math interventionists, VE Teacher, School Data Entry Clerk, School Counselor and one school-based teacher. The team meets monthly and on an as needed basis to discuss school-wide concerns. First, the school staff identifies students that may need additional supports by analyzing student data points and reviewing anecdotal notes. The names of the students are presented to the MTSS Team for review and next steps. Second, the team in collaboration with the teacher identifies the problem and determines the students' need and recommends the teacher to begin Tier II supports. Third, the teacher initiates the student PMP in FOCUS. Next, the teacher implements Tier II introduction and documents in the school-wide excel form and on form 12, this is on-going for six weeks, progress monitoring occurs weekly and is documented. At the six-week period the teacher in collaboration with the MTSS Team analyzes the student data from the Tier II supports and determines if Tier III support is needed. If adequate growth is being made the teacher can continue with Tier II supports for another 6 weeks, if the student demonstrates no progress Tier III instruction is recommend while continuing Tier II supports. At the 6 week period of of Tier III, MTSS school-based team in collaboration with the teacher makes a recommendation to add student to agenda for discussion with district level team at monthly MT meeting for possible need for further testing and evaluation.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional learning of teachers, paraprofessionals and other school personnel is essential the schools growth. At Kings Trail dedicated time to allotted for professional learning weekly for teachers and support staff. At least 50 minutes is dedicated each week to enhance teachers and support staff's understanding of student data and academic needs. In addition, an additional 50 minutes is allotted to focus on planning based on the students' data. Once per month professional development supports in the content areas are provided by the district office of academic services. Teachers attend monthly professional development provided by the district as well based on content areas. Paraprofessionals receive school-based professional development opportunities as well as district level professional development quarterly. At Kings Trail each early release day 60minutes is secured to provide dedicated professional development to teachers and support staff which focuses on Science, Literacy, Math, and student data and PBIS.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Kings Trail hosts a Transition to Kindergarten parent event annually. The local daycares and pre-schools are invited to attend. the focus of the meeting is on transitioning to Kindergarten. A review of what students learned in Pre-K is discussed, ways to prevent a summer slide is shared and parents are given

strategies and activities they can use at home to continue growing their students both academically and socially. In addition, parents and attendees are given assessment information and kindergarten benchmarks. Parents are made aware of the requirements for kindergarten registration and shown how to navigate the district's registration system. Lastly, parents are encouraged to become volunteer cleared so that they may play an active role in their students' education by supporting the school in various ways.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other				$8,270.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6100	168	2031 - Kings Trail Elementary School	Title, I Part A	1.0	$8,270.00
			Notes: A part-time parent liaison position will be purchased to support parents with communication and understanding of attendance. The parent liaison with support contacting families of students who are demonstrating chronic absences.			
2	III.B.	Area of Focus: Instructional Practice: ELA				$84,096.68
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	2031 - Kings Trail Elementary School	Title, I Part A	1.0	$76,507.00
			Notes: A reading interventionist will be purchased to supports students in grades 2nd-5th by providing small group targeted Tier II instruction.			
	5100	120	2031 - Kings Trail Elementary School	Title, I Part A	1.0	$1,000.00
			Notes: Reading Interventionist Master's Level Supplement.			
	5100	369	2031 - Kings Trail Elementary School		1.0	$722.00
			Notes: A web-based software license will be purchased to support students with typing as the ELA benchmarks and FAST Writing Assessments requires students in grades 4-5 to type an essay. Typing.com will support students with learning how to type their essays for scoring.			
	5900	120	2031 - Kings Trail Elementary School	Title, I Part A	1.0	$5,856.00
			Notes: After-school tutoring positions will be purchased to support students in grades 3-5 in ELA.			
	5100	510	2031 - Kings Trail Elementary School	Title, I Part A	1.0	$11.68
			Notes: Supplies for tutoring will be purchased from the district storeroom. The supplies will be used during after-school tutoring.			
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				$0.00
4	III.B.	Area of Focus: Instructional Practice: Math				$85,087.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	2031 - Kings Trail Elementary School	Title, I Part A	1.0	$81,792.00
			Notes: A math interventionist will be purchased to support small group targeted Tier II instruction with students in grades 3-5.			
	5100	369	2031 - Kings Trail Elementary School	Title, I Part A	1.0	$3,295.00
			Notes: A web-based software license will be purchased to support students in grades 2-5 with math fluency.			
5	III.B.	**Area of Focus: Instructional Practice: Science**				**$1,825.40**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	2031 - Kings Trail Elementary School	Title, I Part A	1.0	$1,825.40
			Notes: A supplemental material, Mastery Education: Measure Up Science will be purchased to use in 4th and 5th grade science classrooms. This supplemental material will be used in teacher-led Tier II small group as an additional learning support to help deepen students' understanding of the science concepts taught. in addition, Measure Up Math will be purchased to support small group Tier II instruction in math.			
					Total:	**$179,279.08**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No