

Kernan Trail Elementary School



2014-15 School Improvement Plan

Kernan Trail Elementary School

2281 KERNAN BLVD S, Jacksonville, FL 32246

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

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
50%

Alternative/ESE Center
No

Charter School
No

Minority
58%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide educational excellence in every classroom, for every student, everyday!

Provide the school's vision statement

Kernan Trail Elementary inspires students, teachers, and parents to take the journey of lifelong learning through our commitment to teaching, our quest for learning and community involvement.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Kernan Trail Elementary is dedicated to building strong relationships with our students, families and community/business partners. Our school is truly diverse with many different languages and cultures being represented. Faculty and Staff take an interest in learning about the cultures of our students and celebrating our differences. This year a Multi/Cultural committee was established to provide lessons, resources and celebration activities for teachers. We also offer a variety of clubs and activities to students to participate in such as Student Council, Chorus, Green Team, Teachers of Tomorrow, Safety Patrol, Girls on the Run. This year we plan to add a Robotics Club and Dance Team. In addition, we are hosting Curriculum Nights along side PTA to assist parents with how to help their children at home. Through these activities, teachers learn more about students and parents to build deeper relationships. Faculty and Staff take the time to participate in community events such as volunteer opportunities and sporting events to establish relationships with businesses and others living in our neighborhood.

Describe how the school creates an environment where students feel safe and respected before, during and after school

At Kernan Trail Elementary, we have school-wide discipline expectations that are communicated to all stakeholders. Students follow the Trail to Success which focuses on Honesty, Hard Work, Respect and Responsibility. Specific lessons were designed to be used the first month of school to establish school wide rituals and routines. The Foundations Team meets monthly to create policies, review data and make adjustments to ensure an environment that is conducive to learning and teaching is maintained. Faculty and staff monitor hallways and common areas before and after school to ensure student safety. In order to help monitor safety, the Safety Patrol program provides additional support. To reinforce safety behavior, many teachers give students rewards if someone give the individual or the class a compliment for excellent behavior. Protocols for visitors and volunteers have been established to maintain the security and well being of students. Lastly, a Site-based Emergency Management Team (SERT) is in place to respond and coordinate operations in the event of an emergency as well as conduct emergency drills (fire, tornado, code red, etc.) regularly through out the school year.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The Foundations Team has created a Positive Behavior Intervention Strategies Plan. This plan includes the use of CHAMPS in all classrooms and common areas through out the school. All students along with faculty/staff attended assemblies at the beginning of the school year to review procedures and expectations. The Elementary Student Code of Conduct was also discussed and shared during the assemblies. The Foundations Team provides monthly updates and behavior strategies during Early Dismissal trainings for faculty/staff. Faculty/staff also utilize the school counselor, CSS site coach, Rtl team and administration as resources. In the event a student's behavior is not meeting school-wide expectations, the following interventions are used:

- *Parent Contact by phone
- *Parent Conference
- *Behavior Contracts
- *Mentors
- *Referral to School Counselor or Full Service Schools
- *Restorative Justice
- *Referral to Administration
- *Referral to Rtl Team

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our Foundations Team works in conjunction with the school counselor to provide support and resources to students regarding social-emotional needs. All classroom teachers utilize Second Step lessons during the year. In addition, the school counselor conducts Child Safety Matters lessons in all classrooms. The school counselor also provides small group lessons and one on one counseling in problem-solving. Students or families needing more intense services may receive support through our partnership with the Sandalwood Full Service Family Resource Center. Two years ago we established a partnership with BIGS in Schools, a mentor program, which matches high school students with elementary students. These mentors come twice a month to meet with and tutor students. Our CSS site coach serves as a resource as well, by meeting with small groups and providing social skills lessons for students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Kernan Trail Elementary believes that Parent Involvement is vital to students' educational success. We pursue a variety of means to communicate with families and build relationships. At our school, we provide a monthly school newsletter, send weekly phone messages regarding upcoming events, and conduct a volunteer training. Individual classroom teachers maintain websites, communicate through the student planner, send home weekly or monthly newsletters, hold parent conferences and communicate via email. We have an active PTA which supports the school and family engagement through various activities such as Open House, Family Academic Nights, Wellness/Fitness Nights, Fall Festival, Vision Screening, Real Men Read, Veterans Day Ceremony and School Spirit Nights.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Kernan Trail Elementary has established a strong School Advisory Council (SAC) which involves not only parents but community members as well. SAC assists with the development/monitoring of our School Improvement Plan, budget decisions and other matters pertaining to the performance of the school. We currently have 15 active business partners who we work with to help support and recognize students at our school. Businesses participate in activities at the school and host spirit nights where the school receives a percentage of profits to assist with student awards and recognition. This year we are beginning a partnership with Mayport Naval Station to support our S.T.E.A.M. program through presentations, field trips and mentoring. As a school we have reached out to our Beachwood Apartment Community and Reserve at Beach Boulevard Apartments to partner with us by providing space at their locations for our teachers to offer a tutoring program for our students living in these complexes.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Mickel, Mary	Principal
Dunavant, Marcy	Assistant Principal
Pentz, Katherine	Instructional Coach
Dudjak, Katherine	Guidance Counselor
Young, Anne Marie	Teacher, ESE
Lamberson, Ricky	Teacher, K-12
Samples, Angelia	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal: Meets regularly with Leadership Team members to ensure instructional programs and plans are implemented in a timely fashion to meet the needs of students. This includes instructional delivery of the Florida State Standards and Rtl for struggling students. Regularly review the SIP goals and progress with the Leadership Team and make adjustments as needed based on data. The Principal also meets with the Shared Decision Making Team monthly to hear concerns and develop goals as a team to enhance our school culture.

Assistant Principal: Provides a common vision for the use of data based decision making for classroom instruction and teacher professional development; ensures the Rtl team is implementing appropriate MTSS; conducts assessment of the Rtl knowledge and skills of school staff; assess teacher understanding of the Florida State Standards and assessments; monitors implementation of intervention support and proper documentation; ensure adequate professional development to support instruction of the Florida State Standards and Rtl implementation and communicate with parents regarding MTSS.

Guidance Counselor: Provide quality services and expertise on issues ranging from program design, assessment and intervention with individual students; link community agencies to schools and families to support students' academic, emotional, behavioral and social success; provides consultation services to general and special education teachers, parents and administrators; provide group and individual interventions; assist teachers with documentation requirements and conduct direct observation of student behavior.

CSS Site Coach/ESE Lead Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction; monitor the fidelity of ESE services and IEP compliance and collaborates with general education teachers working with Rtl and ESE students.

School Reading Coach: Provide quality professional development to faculty and staff relating to Florida State Standards and instructional techniques/best practices for Language Arts; facilitate teacher collaboration which focuses on common lesson and assessment development; model lesson and instructional strategies for teachers and analyze data with teachers in order to make instructional decision for the classroom.

Core Curriculum Leaders: Identify systematic patterns of students' needs while working with district specialists to identify appropriate, evidenced based intervention strategies; assist in the design and implementation for progress monitoring, data collection and data analysis.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team will meet weekly to review universal screening data, diagnostic data and progress monitoring data. Data collection will guide planning, interventions and next steps. Behavior data from the Foundations Team is also presented and discussed. The team will first work to determine that effective Tier I core instruction is in place. Based on the analysis of student data, while problem solving the effectiveness of instructional practices and interventions, the team will identify professional development activities needed for faculty and staff. The school Reading Coach will inventory resources and house them in the school's training room. These resources will be used during Early Dismissal trainings, grade/subject level collaborative planning or may be checked out by individual teachers. The team will then focus on specific students who are not meeting academic targets and/or behavioral targets.

The Rtl team will assist with these students and support teachers. The Rtl team will meet at least once a month to address academic and behavioral questions brought from individual teachers or grade levels as well. The team will work with teachers to problem solve and assign appropriate Tier 2 interventions for identified students. Interventions will be built into the scheduled "rotation" time for each subject. The team will meet within 4 to 6 weeks to evaluate implementation and progress of students. When students are identified as needing Tier 3 interventions, the Rtl team and teacher will meet with parents. With parent involvement, more intensive interventions will be planned and implemented.

General Education Teachers: Share interventions and strategies about core instruction; participate in student data collection; deliver Tier 1 instruction and Tier 2 interventions; collaborate with other staff members regarding Tier 2 and Tier 3 interventions; align materials with instruction; ensure intervention activities are done with fidelity.

The district utilizes Title III funds to provide services to ELL students and families. ELL students at Kernan Trail Elementary receive daily support from an ESOL paraprofessional. The paraprofessional and classroom teachers receive support from an ELL district support specialist. The Transact program is also available for use to translate written documents for parents/guardians.

The district utilizes Title X funds which allows for transportation to our school for homeless students when needed.

The allocation of SAI funds to the school are used for after school tutoring at the school and at two community sites for those students in the bottom quartile for reading and mathematics and students with a Progress Monitoring Plan (PMP). Members of the Leadership Team meet twice each quarter with teachers to review the progress of students in the tutoring program.

The school's Foundations Team and faculty implement the C.H.A.M.P. curriculum and the Second Step anti-bullying program. The guidance counselor uses the Child Safety Matters curriculum with all classes. Character education lesson plans are shared with all teachers to support the monthly character trait.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Lindsey Armstrong	Parent
Chris Hrubiec	Parent
Barbara DeSantis	Teacher
Farhad Jabberi	Business/Community
Jeanne Ballentine	Business/Community
Susan Booth	Teacher
Lanette LeMay	Teacher
Keysha Wilcox	Parent
Amie McKagne	Parent
Chrissy Brown	Parent
Marilynn Urquieta	Business/Community
Tim Miller	Parent
Theresa Fishburne	Business/Community
Mary Mickel	Principal
Katherine Dudjak	Education Support Employee
Nancy Allen	Parent
Shonette Cumberbatch	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At the first SAC meeting of the 2014-15 school year members discussed year end data from 2013-14 and reviewed the 2013-14 SIP discussing the goals and celebrating accomplishment made. Members provided feedback as to adjustments or additions they felt needed to be made for the new SIP.

Development of this school improvement plan

The SAC received an overview of the data in regards to our school grade. Goals and strategies were shared with the members that had been developed by the school's leadership team. Open discussion was held, introducing the problem solving process and their thoughts on possible barriers. Recommendations were given and consensus gained on draft SIP.

Preparation of the school's annual budget and plan

Our SAC receives training each year of the district's budget process for schools. The SAC memberships then reviews the budget allocation provided by the district at the beginning and end of each school year to ensure that budgeted dollars are allocated appropriately.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Last year's allocation for school improvement was \$6,000.00. These school improvement funds were combined with PTA donations to purchase elmos and digital camera for classrooms without any. These tools allow teachers to engage students by displaying their work and having rich discussion with classmates. It also allows teacher to assess students' work and provide intervention if needed.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Pentz, Katherine	Instructional Coach
Melton, Erice	Teacher, K-12
Allen, Nancy	Teacher, K-12
evans, pam	Teacher, K-12
Stewart, Nicole	Teacher, K-12
Schmidt, Chrissy	Teacher, K-12
Foran, Shelly	Teacher, K-12
Jones, Jessica	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will focus on the following:

- *Arrange visits to LLT members' classrooms for colleagues to observe lessons and best practices
- *Model literacy demonstration lessons for colleagues
- *Facilitate training for the staff to include Florida State Standards and implementation of these standards, close read, text complexity and integration of reading into other subject areas
- *Contribute to RtI support
- *Work on data analysis
- *Plan and facilitate Family Academic Literacy Nights
- *Generate school wide Literacy Activities for National Literacy Month
- *Choose titles and promote the Book of the Month for the school

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Kernan Trail Elementary focuses on building a strong team. A resource schedule has been developed to allow for one hour biweekly for grade level team members to collaborate, plan lessons, review data and student work samples, and to discuss strategies for differentiating instruction. We developed a positive recognition system for teachers to commend or compliment each other. The system is called "Bucket Fillers not Bucket Dippers". A bucket hangs from a bulletin board in a significant area of the school. Each week two or three bucket fillers are pulled, placed in the Weekly Memo and the actual sheet is then placed on the bulletin board. In addition, we have plans for teachers to participate in collaborative coaching cycles and instructional rounds. Teachers will be observing each other and modeling lessons. Substitutes will be obtained in order for teachers to debrief on lessons seen. The goal is to improve teaching strategies while building and encouraging positive working relationships.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

*Administration will review of resumes and solicit recommendations from colleagues and the district's Human Resource Department.

* Administration, the Professional Development Facilitator and supervising teachers will monitor and observe potential talent of pre-interns and interns assigned to our school.

To retain teachers we provide adequate preparation, support and leadership. The following list activities and those responsible:

*Pair beginning teachers with mentor teacher: Mentor Teacher, Principal & AP, PDF

*Beginning teachers participate in the district's Mentoring and Induction for Novice Teachers (MINT): School based assigned Mentor, PDF, MINT Specialist

*Offer school-based comprehensive training during Early Dismissal days and Faculty meetings: Principal & AP, Reading Coach, Math Lead, Science Lead

*Participation in Professional Learning Communities (PLC) during weekly collaborative planning: Principal & AP, Reading Coach, Classroom Teachers

*Identify and develop instructional lead teachers to attend strategic training and present to colleagues: Principal & AP

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

We have 3 novice teachers. Each has been assigned a mentor with 10+ years of experience and has been at our school for 5+ years. The mentors are currently teaching or have taught the grade level to which the mentee is assigned. The mentors will meet weekly with the teachers to review data, plan lessons and discuss student work. The mentors will model lessons for the mentees and also observe the mentees to provide feedback and support. In addition, mentees will meet monthly with the PDF for support and the feedback. Mentees will be allowed to attend off campus trainings and observe in other classrooms with approval of the administration.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Kernan Trail Elementary uses our district's Curriculum Guides which are aligned to Florida State Standards to direct planning and lesson development. Teachers follow the LAFS and MAFS utilizing research based materials to teach this curriculum. The school reading coach along with our math lead and science lead facilitate teachers in reviewing, studying and unpacking Florida standards during weekly collaborative planning times. Support is also given to teachers by district curriculum specialist regarding instructional materials.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Faculty utilizes the problem solving process to analyze data from FCAT, district Curriculum Guide Assessments (CGA), iReady diagnostics and DAR . Based on this data, grade level teams and academic teams discuss strengths and weaknesses of the core instruction. Teachers then collaborate to develop lesson plans to enhance Tier I instruction. For students needing Tier II support, available

intervention programs are identified. Student's instructional needs are based on current diagnostic and formative assessments. Interventions are aligned with individual student needs. Differentiated lesson plans are developed to provide additional explicit instruction. Center activities are specially designed for small group and/or individualized instruction. Students performing below grade level expectations will be placed on a Progress Monitoring Plan (PMP). Progress monitoring assessments will be given at regular intervals to track progress. Those students needing more intense interventions will receive Tier II and/or Tier III under the guidance of the Rtl team and parent participation.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,640

Students performing in the bottom quartile of reading and/or math in grades 3-5 will participate in after school tutoring. Students in grades K-5 with a PMP will also participate in tutoring. Lessons will focus on remediation of benchmarks as identified in data from the CGA assessments and iReady data. Assistance and specific instruction will include, teacher led groups, homework assistance and specific center activities.

Tutoring opportunities will be made available at Kernan Trail Elementary as well as at a 2 neighborhood community centers. The neighborhood outreach is for families who do not have transportation to pick their student up from school after hours.

Strategy Rationale

This small group explicit instruction paired with specific center activities will allow teachers to provide explicit and targeted instruction for the needs of students based on data.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mickel, Mary, mickelm@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

CGA like assessments will be created by teachers to monitor progress of students on individual benchmarks. Data from the quarterly district CGA assessments as well as iReady data will be analyzed to see how students are improving and comparing to their peers. Final analysis will be determined by the Florida Standards Assessment (FSA) and end of year iReady assessment data for 2015.

Strategy: After School Program

Minutes added to school year: 21,600

Our Extended Day program provides additional support and enrichment activities. Enrichment activities will focus on S.T.E.A.M. theme and give students hands on experiences with science, technology, engineering arts and mathematics. Homework assistance is also available for students.

Strategy Rationale

Hands on activities allow for exploration and critical thinking skills to be used by students. Small group instruction and one-on-one homework assistance allows for targeted help based on student need.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lamberson, Ricky, lambersonc@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers will use exit tickets with students as well as journaling. Student growth scores from CGAs, iReady and final FSA scores will be analyzed.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

- *Local pre-schools whose students will be potential Kernan Trail Elementary students come for a school visit and tour in the spring. They spend time in kindergarten classrooms and participate in "kindergarten" activities.
- *Parent and student orientation is held in all kindergarten classes during the week of pre-planning.
- *FLKRS, baseline CGAs, iReady diagnostics and informal assessments occur at the beginning of the school year. This provides an opportunity for teachers to analyze the most current academic and social data for students which assist teachers with differentiated instruction planning.
- *Parent-teacher conferences will occur based on need for interventions (Rtl) to support student learning.
- *5th grade students leaving the school have a presentation from the school counselor about Middle School course and schedules.
- *5th grade students are encouraged to attend the district's School Expo to explore school choice options for Middle School.
- *5th grade classes take a field trip to the Middle School in our feeder pattern to tour and see a presentation from the school's staff.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The number of S.T.E.A.M. related experiences for students will increase by one event for each grade level.
- G2.** 5th grade students achieving a passing score on the Science statewide assessment will increase by 3%.
- G3.** Students in the lowest 25% making learning gains on the FSA Mathematics will increase by 3%.
- G4.** Eligible students making learning gains in mathematics on the FSA will increase by 3%.
- G5.** 75% of students will score at the proficiency level or higher on FSA Mathematics.
- G6.** Students in the lowest 25% making learning gains on the FSA reading will increase by 3%.
- G7.** Eligible students making learning gains in reading on the FSA will increase by 3%.
- G8.** 70% of students will score at the proficiency level or higher on the FSA English Language Arts.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. The number of S.T.E.A.M. related experiences for students will increase by one event for each grade level. 1a

G043107

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	77.0
FSA - Mathematics - Proficiency Rate	75.0

Resources Available to Support the Goal 2

- Marine Science Center, Community resources such as JEA, Mayport Naval Station, Art and Music Teacher, School Technology Contact

Targeted Barriers to Achieving the Goal 3

- Cost of field trips for students, cost of presenters, cost of technology equipment

Plan to Monitor Progress Toward G1. 8

Review field trip request to monitor S.T.E.A.M. experience opportunities.

Person Responsible

Marcy Dunavant

Schedule

Monthly, from 9/2/2014 to 5/15/2015

Evidence of Completion

Scheduled field trips and school programs will be assessed at completion to continue or discard for future years.

G2. 5th grade students achieving a passing score on the Science statewide assessment will increase by 3%. 1a

G043108

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	77.0

Resources Available to Support the Goal 2

- Curriculum Guides, Gizmos, District Science Specialist, Achieve 3000

Targeted Barriers to Achieving the Goal 3

- Students in grades K-4 sporadically participate in lessons requiring scientific thinking

Plan to Monitor Progress Toward G2. 8

Increase in CGA scores and statewide assessment scores in Science

Person Responsible

Mary Mickel

Schedule

Quarterly, from 10/27/2014 to 6/5/2015

Evidence of Completion

Data from CGAs and the state assessment will reflect students mastering the content.

G3. Students in the lowest 25% making learning gains on the FSA Mathematics will increase by 3%. 1a

G043111

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	73.0

Resources Available to Support the Goal 2

- iReady, Ready Common Core Lessons, Tutoring, Rtl Team, Curriculum Guides

Targeted Barriers to Achieving the Goal 3

- Limited understanding of how to interpret data and group students for Rtl.

Plan to Monitor Progress Toward G3. 8

Identified students will demonstrate improvement or be referred to MRT for additional evaluation.

Person Responsible

Katherine Dudjak

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Documentation of lessons reflecting small group and/or individual student instruction, Rtl data charting student growth or need for further evaluation.

G4. Eligible students making learning gains in mathematics on the FSA will increase by 3%. 1a

G043112

Targets Supported 1b

Indicator	Annual Target
Math Gains	75.0

Resources Available to Support the Goal 2

- iReady, Gizmos, Envisions, Ready Common Core Lessons, Curriculum Guide Resources, Region Specialist

Targeted Barriers to Achieving the Goal 3

- Basic knowledge of skills and training on how to provide strategies for struggling students as well as enrichment activities for above average students.

Plan to Monitor Progress Toward G4. 8

Differentiated and explicit lessons.

Person Responsible

Mary Mickel

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Lesson plans and Rtl documentation will outline explicit instruction and individual students utilizing resources from iReady and other supplements.

G5. 75% of students will score at the proficiency level or higher on FSA Mathematics. 1a

G043114

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	75.0

Resources Available to Support the Goal 2

- Curriculum Guides, CGAs, Region Math Specialist, Gizmos, Curriculum Guide Resources,

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of the 8 mathematical practices and understanding of the vertical correlation of Florida State Standards for math.

Plan to Monitor Progress Toward G5. 8

Growth on CGA assessments, iReady end of year scores and FSA scores.

Person Responsible

Mary Mickel

Schedule

Every 6 Weeks, from 9/10/2014 to 6/5/2015

Evidence of Completion

Summaries of student work and student demonstration of knowledge, continuous growth in data from CGA scores, iReady scores and proficient FSA scores.

G6. Students in the lowest 25% making learning gains on the FSA reading will increase by 3%. 1a

G043116

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Rtl Team, Tutoring, Tier 2 researched based interventions, Barton Reading Intervention, DAR, Achieve 3000, iReady

Targeted Barriers to Achieving the Goal 3

- The use of the Rtl model is limited and how to best use interventions along with effectively document the use of assessments for progress monitoring is limited as well.

Plan to Monitor Progress Toward G6. 8

Identified students will demonstrate improvement in achievement or be referred to MRT for additional support.

Person Responsible

Katherine Dudjak

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Documentation of lessons reflecting small group and/or individual student instruction, Rtl data charting student growth or need for further evaluation.

G7. Eligible students making learning gains in reading on the FSA will increase by 3%. 1a

G043117

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0

Resources Available to Support the Goal 2

- Tutoring, Reading Coach, Achieve 3000, iReady, Write to Learn

Targeted Barriers to Achieving the Goal 3

- Teachers most frequently have students practice skills vs teaching the use of strategies and do not provide enrichment activities for students performing above average

Plan to Monitor Progress Toward G7. 8

Differentiated and explicit lessons for struggling and high performing students

Person Responsible

Mary Mickel

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Lesson plans and Rtl documentation will outline explicit instruction and individual students utilizing resources from iReady, Achieve and other supplements.

G8. 70% of students will score at the proficiency level or higher on the FSA English Language Arts. 1a

G043119

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0

Resources Available to Support the Goal 2

- Florida State Standards, Curriculum Guides, Curriculum Guide Assessments, School Reading Coach, Region Reading Specialist, iReady, Achieve 3000, Write to Learn.

Targeted Barriers to Achieving the Goal 3

- Currently teachers demonstrate a basic understanding of Florida State Standards, item Specifications and the level of rigor involved.
- New writing standards have students integrating reading skills and comparing text.
- 5th grade has added a writing portion to the state assessment, but only has 100 minute literacy block in their daily schedule

Plan to Monitor Progress Toward G8. 8

Review of CGA data, end of year IReady, Achieve 3000 data and FSA results

Person Responsible

Mary Mickel

Schedule

Monthly, from 9/5/2014 to 6/5/2015

Evidence of Completion

Increase in scores on reading CGAs and increase of proficiency level scores on FSA English Language Arts.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.


Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy


1 = Problem Solving Step  S123456 = Quick Key

G1. The number of S.T.E.A.M. related experiences for students will increase by one event for each grade level.


1

 G043107

G1.B1 Cost of field trips for students, cost of presenters, cost of technology equipment **2**

 B105377

G1.B1.S1 Each grade level will participate in at least two S.T.E.A.M. related activities during the school year utilizing business partners, community members and volunteers. **4**

 S116682

Strategy Rationale

Use of business partners will help defray cost. Volunteers can share their experience and talents with students as they relate to S.T.E.A.M.

Action Step 1 **5**

Identify low cost field trips and in school programs for students.

Person Responsible

Marcy Dunavant

Schedule

Quarterly, from 9/2/2014 to 5/15/2015

Evidence of Completion

Maintain and regularly update list of field trips and programs aligning with state standards for appropriate grade levels, List of Business Partners, School calendar of events

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Grade level science contact will schedule field trips and or programs for school.

Person Responsible

Marcy Dunavant

Schedule

Quarterly, from 9/2/2014 to 5/15/2015

Evidence of Completion

Field trip and program requests will be reviewed by administration for alignment to standards.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor attendance at field trips and school programs

Person Responsible

Marcy Dunavant

Schedule

Quarterly, from 9/2/2014 to 5/15/2015

Evidence of Completion

Attendance logs and review of culminating classroom activities and students' finished products.

G2. 5th grade students achieving a passing score on the Science statewide assessment will increase by 3%.

1

G043108

G2.B1 Students in grades K-4 sporadically participate in lessons requiring scientific thinking 2

B105379

G2.B1.S1 Teachers in grades K-5 will incorporate leveled science readers into daily science instruction to increase regularity of exposure to scientific thinking along with conducting at least one 60 minute science lab weekly. 4

S116685

Strategy Rationale

Science instruction needs to be incorporated daily at all grade levels as state tested material comes multiply grade levels. Students make better connections with hands on activities to develop critical thinking and understanding.

Action Step 1 5

Grade level teams will review curriculum guides and state science standards to plan and deliver science exploration activities

Person Responsible

Angelia Samples

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans outlining the weekly lab and/or hands on activity for students, Collaborative planning minutes from bi-weekly meetings

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Review of lesson plans and classroom observations.

Person Responsible

Mary Mickel

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Increased use of student journals, monitor check out log of science materials, lesson plans with evidence of differentiated instruction and provide immediate observation feedback forms.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Review of science journals, grades and CGA data

Person Responsible

Marcy Dunavant

Schedule

Monthly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Regular review of science journals, quarterly review of grade books, progress reports and CGA scores demonstrating progressive improvement.

G3. Students in the lowest 25% making learning gains on the FSA Mathematics will increase by 3%. 1

 G043111

G3.B1 Limited understanding of how to interpret data and group students for Rtl. 2

 B105384

G3.B1.S1 Teachers will utilize Rtl time during center rotations to emphasize small group instruction using Tier 2 and Tier 3 interventions. 4

 S116690

Strategy Rationale

Differentiated instruction allows for more targeted and explicit teaching.

Action Step 1 5

Training for teachers on interpreting data, appropriate interventions, strategies and Rtl documentation.

Person Responsible

Marcy Dunavant

Schedule

Every 6 Weeks, from 8/18/2014 to 5/29/2015

Evidence of Completion

Monthly training agendas, collaborative planning minutes, observations/documentation of interventions being used in the classrooms for individual students and monthly Rtl meeting minutes and review.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Students in the bottom quartile will participate daily in Rtl instruction.

Person Responsible

Mary Mickel

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Rtl documentation notebooks will be kept with fidelity, lesson plans will specify differentiated instruction for Rtl groups, and graphs of student data will reflect progress.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Teachers will meet with Rtl team every four to six weeks to review student progress and documentation.

Person Responsible

Katherine Dudjak

Schedule

Every 6 Weeks, from 9/29/2014 to 6/5/2015

Evidence of Completion

Rtl meeting minutes reflecting next steps for individual students and/or referrals to the MRT team.

G4. Eligible students making learning gains in mathematics on the FSA will increase by 3%. 1

G043112

G4.B1 Basic knowledge of skills and training on how to provide strategies for struggling students as well as enrichment activities for above average students. 2

B105385

G4.B1.S1 Teachers will plan explicit instruction and differentiation for student activities on a daily basis for struggling students and enrichment activities for those performing above average. 4

S116691

Strategy Rationale

Many students not in the bottom quartile but not performing at grade level are not showing gains. In addition, students who typically are high performers on state assessment test are not always maintaining that performance.

Action Step 1 5

Collaborative planning to best utilize the Curriculum Guide resources and iReady.

Person Responsible

Ricky Lamberson

Schedule

Biweekly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Common lesson plans which specify resources being used for individual student groups, collaborative planning minutes outlining specific strategies based on data for individual students, teachers will maintain a log of common informal and formal assessments

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Review data from iReady lessons and CGA assessments.

Person Responsible

Mary Mickel

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

All student groups will show growth in data as evidenced by CGA assessments and teacher made benchmark tests.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Review of lesson plans, classroom walk-throughs, and observations

Person Responsible

Mary Mickel

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Quarterly review of lesson plans to ensure appropriate standards, Rtl groups and rigorous instruction are provided. Feedback forms from observations reflecting the 4 pillars of instruction are addressed (Student Engagement, Student Ownership, Rigorous Content and Demonstration of Knowledge).

G5. 75% of students will score at the proficiency level or higher on FSA Mathematics. 1

G043114

G5.B1 Inconsistent use of the 8 mathematical practices and understanding of the vertical correlation of Florida State Standards for math. 2

B105388

G5.B1.S1 Teachers will work in vertical team PLCs to study Florida State Standards for math (MAFS) and the 8 mathematical practices while analyzing student work and developing lessons. 4

S116694

Strategy Rationale

Teachers need a deep understanding of MAFS so that they are only teaching what is specific to their grade level as some concepts are now not covered at all in some grade levels or introduced at a different grade level. The 8 mathematical practices need to be embedded in instruction.

Action Step 1 5

Vertical team PLCs will be scheduled for some of the Early Dismissal days and collaborative planning days.

Person Responsible

Marcy Dunavant

Schedule

Quarterly, from 9/10/2014 to 5/13/2015

Evidence of Completion

Provide summarization of learning via vertical mapping of MAFS, Compare and contrast student work from each grade level that meets the standard. Professional development calendar will be adjusted based on need.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Minutes and notes from PLC will be reviewed and vertical trajectories for benchmarks will be written by teachers.

Person Responsible

Mary Mickel

Schedule

Biweekly, from 9/10/2014 to 5/13/2015

Evidence of Completion

Immediate feedback given following observations in regards to the pacing to ensure rigorous and fluid instruction is occurring.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

CGA assessment and iReady data will be analyzed in all classrooms .

Person Responsible

Marcy Dunavant


Schedule

Every 6 Weeks, from 9/10/2014 to 5/29/2015


Evidence of Completion

All student groups will demonstrate continuous growth as evidenced by data from CGA 1, CGA 2 and iReady Progress Monitoring


G6. Students in the lowest 25% making learning gains on the FSA reading will increase by 3%. 1

 G043116

G6.B1 The use of the RtI model is limited and how to best use interventions along with effectively document the use of assessments for progress monitoring is limited as well. 2

 B105391

G6.B1.S1 All teachers will receive training on RtI documentation and the types of interventions to use during RtI. 4

 S116698

Strategy Rationale

Teacher intervention needs to be focused and specific to student needs. Documentation through progress monitoring will assist with targeting these individual student needs.

Action Step 1 5

Training from RtI team on documenting and types of progress monitoring

Person Responsible

Katherine Dudjak

Schedule

Every 6 Weeks, from 9/10/2014 to 5/29/2015

Evidence of Completion

Training agendas, meeting minutes, RtI documentation logs which are included in lesson plans with specific student names and standard being addressed, regular student data charts to monitor progress and next steps for individuals,

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Students in the bottom quartile will participate daily in Rtl instruction.

Person Responsible

Mary Mickel

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Rtl documentation notebooks, lesson plans with specific student names and standards being addressed, graphs of student data from Rtl progress monitoring should reflect growth.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Teachers will bring documentation and meet with the Rtl team every six weeks to review and make adjustments as needed.

Person Responsible

Katherine Dudjak

Schedule

Every 6 Weeks, from 9/29/2014 to 6/5/2015

Evidence of Completion

Data from mini-assessments, iReady and DAR showing growth or evidence of next steps being developed.

G7. Eligible students making learning gains in reading on the FSA will increase by 3%. 1

G043117

G7.B1 Teachers most frequently have students practice skills vs teaching the use of strategies and do not provide enrichment activities for students performing above average 2

B105392

G7.B1.S1 ELA teachers will attend PLC training to obtain strategies for differentiating instruction for both struggling and high performing students. 4

S116699

Strategy Rationale

Differentiation needs to be utilized not only with struggling students but also with those high performers so that they do not fall levels on statewide assessments.

Action Step 1 5

Utilize at least two Early Dismissal training times and at least two biweekly collaborative planning time to deeply investigate resources available to differentiate instruction for all student levels. - i.e. Achieve 3000, iReady

Person Responsible

Katherine Pentz

Schedule

Biweekly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Collaborative plans and assessments developed by ELA teams following item specifications from the state, lesson plans specifying student group and interventions being used, data from Achieve 3000 and iReady will demonstrate student growth.

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Observe lessons, review lesson plans, and analyze data from CGA assessments, IReady and Achieve 3000

Person Responsible

Mary Mickel

Schedule

Biweekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Immediate feedback on lessons observed to address rigor and student engagement , utilizing vertical alignment when analyzing of student work samples, progress monitoring data will reflect student growth or identified next steps

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Analysis of student work samples, lesson observations, review of lesson plans

Person Responsible

Mary Mickel

Schedule

Weekly, from 9/2/2014 to 6/5/2015


Evidence of Completion

Review of data from teacher developed common assessments, CGA data, Achieve 3000 data, end of year iReady data, 2015 FSA data


G8. 70% of students will score at the proficiency level or higher on the FSA English Language Arts. 1

 G043119

G8.B1 Currently teachers demonstrate a basic understanding of Florida State Standards, item Specifications and the level of rigor involved. 2

 B105395

G8.B1.S1 Increase reading performance by improving reading application of complex text to include science and social studies text. 4

 S116702

Strategy Rationale

Students need more exposure to non fiction and practice comparing text.

Action Step 1 5

Professional development training to cover text complexity and development of common assessment utilizing Item Specification for FSA

Person Responsible

Katherine Pentz

Schedule

Monthly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Minutes from training and collaborative planning outlining specific training topics, lesson plans reflecting specific strategies, teacher made common assessments using state item specification for development of questions, observations of reading instruction in classrooms with immediate feedback in regards to rigor.

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Review of lesson plans and classroom observations.

Person Responsible

Mary Mickel

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Observations of reading instruction in classroom with specific feedback addressing the 4 pillars of instruction, CAST observation data with specific coaching suggestions for each teacher.

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Review of student data from multiple source to demonstrate student growth.

Person Responsible

Marcy Dunavant


Schedule

Quarterly, from 9/5/2014 to 6/5/2015


Evidence of Completion

Quarter reading grades, CGA data, iReady data, Achieve 3000 data, documentation of data review between administration and teachers with next steps for individual students.

G8.B2 New writing standards have students integrating reading skills and comparing text. 2

 B118427

G8.B2.S1 Teachers will regularly pull rigorous text for students to respond to and integrate in their writing. 4

 S130204

Strategy Rationale

The state writing assessment has changed from prompt writing to comparing two or more text, with many passages being non fiction

Action Step 1 5

Teachers will model for students using rigorous text to respond to writing prompts utilizing Write to Learn.

Person Responsible

Katherine Pentz

Schedule

Weekly, from 9/10/2014 to 6/5/2015

Evidence of Completion

Lesson plans developed by the 4th and 5th grade teachers using district resources to address standards, writing journal documenting student growth over time, teacher/student conference logs reflecting weekly individual conferences with each student.

Plan to Monitor Fidelity of Implementation of G8.B2.S1 6

Data chats regarding Write to Learn reports and student work from journals

Person Responsible

Mary Mickel

Schedule

Every 6 Weeks, from 9/29/2014 to 5/29/2015

Evidence of Completion

Student work samples reflecting growth over time, Write to Learn data which shows consistent use by all students, writing conference logs to document weekly individual conferences with all students.

Plan to Monitor Effectiveness of Implementation of G8.B2.S1 7

Student work will be monitored regularly on Write to Learn and in student writing journals

Person Responsible

Mary Mickel

Schedule

Monthly, from 9/29/2014 to 5/29/2015


Evidence of Completion

Data from Write to Learn to show growth or identify the need for additional instruction with specific student groups, student writing journals to use for development of future lessons based on student growth.

G8.B3 5th grade has added a writing portion to the state assessment, but only has 100 minute literacy block in their daily schedule 2

 B118429

G8.B3.S1 5th grade ELA teachers will provide writing opportunities during center rotations and computer lab time. 4

 S130211

Strategy Rationale

This is the first year for 5th grade students to have a writing portion on the state assessment test and it will also be computer based.

Action Step 1 5

Teachers will receive training on Write To Learn computer program and support throughout the year.

Person Responsible

Katherine Pentz

Schedule

Quarterly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Training agenda outlining components of Write to Learn and expected use of the program, reports from Write to Learn on student progress reflecting regular use by all students.

Plan to Monitor Fidelity of Implementation of G8.B3.S1 6

Write to Learn student reports and analysis of student work samples and review of lesson plans

Person Responsible

Mary Mickel

Schedule

Monthly, from 10/6/2014 to 5/15/2015

Evidence of Completion

Focus walks to observe writing lessons with specific feedback, lesson plans will be developed or revised base on analysis of students' writing journal and Write to Learn student work samples.

Plan to Monitor Effectiveness of Implementation of G8.B3.S1 7

Review of Write to Learn reports and performance on state writing assessment

Person Responsible

Mary Mickel

Schedule

Quarterly, from 10/15/2014 to 6/5/2015

Evidence of Completion

Write to Learn data will show consistent student growth in the craft of writing, additional lessons created for students need support, 2015 FSA writing scores reflecting an increase in writing proficiency

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Identify low cost field trips and in school programs for students.	Dunavant, Marcy	9/2/2014	Maintain and regularly update list of field trips and programs aligning with state standards for appropriate grade levels, List of Business Partners, School calendar of events	5/15/2015 quarterly
G2.B1.S1.A1	Grade level teams will review curriculum guides and state science standards to plan and deliver science exploration activities	Samples, Angelia	8/18/2014	Lesson plans outlining the weekly lab and/or hands on activity for students, Collaborative planning minutes from bi-weekly meetings	5/29/2015 biweekly
G3.B1.S1.A1	Training for teachers on interpreting data, appropriate interventions, strategies and RtI documentation.	Dunavant, Marcy	8/18/2014	Monthly training agendas, collaborative planning minutes, observations/ documentation of interventions being	5/29/2015 every-6-weeks

Duval - 2311 - Kernan Trail Elementary School - 2014-15 SIP
Kernan Trail Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				used in the classrooms for individual students and monthly Rtl meeting minutes and review.	
G4.B1.S1.A1	Collaborative planning to best utilize the Curriculum Guide resources and iReady.	Lamberson, Ricky	8/25/2014	Common lesson plans which specify resources being used for individual student groups, collaborative planning minutes outlining specific strategies based on data for individual students, teachers will maintain a log of common informal and formal assessments	5/22/2015 biweekly
G5.B1.S1.A1	Vertical team PLCs will be scheduled for some of the Early Dismissal days and collaborative planning days.	Dunavant, Marcy	9/10/2014	Provide summarization of learning via vertical mapping of MAFS, Compare and contrast student work from each grade level that meets the standard. Professional development calendar will be adjusted based on need.	5/13/2015 quarterly
G6.B1.S1.A1	Training from Rtl team on documenting and types of progress monitoring	Dudjak, Katherine	9/10/2014	Training agendas, meeting minutes, Rtl documentation logs which are included in lesson plans with specific student names and standard being addressed, regular student data charts to monitor progress and next steps for individuals,	5/29/2015 every-6-weeks
G7.B1.S1.A1	Utilize at least two Early Dismissal training times and at least two biweekly collaborative planning time to deeply investigate resources available to differentiate instruction for all student levels. - i.e. Achieve 3000, iReady	Pentz, Katherine	8/25/2014	Collaborative plans and assessments developed by ELA teams following item specifications from the state, lesson plans specifying student group and interventions being used, data from Achieve 3000 and iReady will demonstrate student growth.	5/22/2015 biweekly
G8.B1.S1.A1	Professional development training to cover text complexity and development of common assessment utilizing Item Specification for FSA	Pentz, Katherine	9/10/2014	Minutes from training and collaborative planning outlining specific training topics, lesson plans reflecting specific strategies, teacher made common assessments using state item specification for development of questions, observations of reading instruction in classrooms with immediate feedback in regards to rigor.	5/29/2015 monthly
G8.B2.S1.A1	Teachers will model for students using rigorous text to respond to writing prompts utilizing Write to Learn.	Pentz, Katherine	9/10/2014	Lesson plans developed by the 4th and 5th grade teachers using district resources to address standards, writing journal documenting student growth over time, teacher/student conference logs reflecting weekly individual conferences with each student.	6/5/2015 weekly
G8.B3.S1.A1	Teachers will receive training on Write To Learn computer program and support throughout the year.	Pentz, Katherine	9/10/2014	Training agenda outlining components of Write to Learn and expected use of the program, reports from Write to Learn on student progress reflecting regular use by all students.	5/29/2015 quarterly
G1.MA1	Review field trip request to monitor S.T.E.A.M. experience opportunities.	Dunavant, Marcy	9/2/2014	Scheduled field trips and school programs will be assessed at completion to continue or discard for future years.	5/15/2015 monthly
G1.B1.S1.MA1	Monitor attendance at field trips and school programs	Dunavant, Marcy	9/2/2014	Attendance logs and review of culminating classroom activities and students' finished products.	5/15/2015 quarterly
G1.B1.S1.MA1	Grade level science contact will schedule field trips and or programs for school.	Dunavant, Marcy	9/2/2014	Field trip and program requests will be reviewed by administration for alignment to standards.	5/15/2015 quarterly
G2.MA1	Increase in CGA scores and statewide assessment scores in Science	Mickel, Mary	10/27/2014	Data from CGAs and the state assessment will reflect students mastering the content.	6/5/2015 quarterly

Duval - 2311 - Kernan Trail Elementary School - 2014-15 SIP
Kernan Trail Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Review of science journals, grades and CGA data	Dunavant, Marcy	9/12/2014	Regular review of science journals, quarterly review of grade books, progress reports and CGA scores demonstrating progressive improvement.	5/29/2015 monthly
G2.B1.S1.MA1	Review of lesson plans and classroom observations.	Mickel, Mary	8/25/2014	Increased use of student journals, monitor check out log of science materials, lesson plans with evidence of differentiated instruction and provide immediate observation feedback forms.	5/29/2015 monthly
G3.MA1	Identified students will demonstrate improvement or be referred to MRT for additional evaluation.	Dudjak, Katherine	9/29/2014	Documentation of lessons reflecting small group and/or individual student instruction, Rtl data charting student growth or need for further evaluation.	5/29/2015 monthly
G3.B1.S1.MA1	Teachers will meet with Rtl team every four to six weeks to review student progress and documentation.	Dudjak, Katherine	9/29/2014	Rtl meeting minutes reflecting next steps for individual students and/or referrals to the MRT team.	6/5/2015 every-6-weeks
G3.B1.S1.MA1	Students in the bottom quartile will participate daily in Rtl instruction.	Mickel, Mary	9/2/2014	Rtl documentation notebooks will be kept with fidelity, lesson plans will specify differentiated instruction for Rtl groups, and graphs of student data will reflect progress.	5/29/2015 monthly
G4.MA1	Differentiated and explicit lessons.	Mickel, Mary	9/15/2014	Lesson plans and Rtl documentation will outline explicit instruction and individual students utilizing resources from iReady and other supplements.	6/5/2015 weekly
G4.B1.S1.MA1	Review of lesson plans, classroom walk-throughs, and observations	Mickel, Mary	9/2/2014	Quarterly review of lesson plans to ensure appropriate standards, Rtl groups and rigorous instruction are provided. Feedback forms from observations reflecting the 4 pillars of instruction are addressed (Student Engagement, Student Ownership, Rigorous Content and Demonstration of Knowledge).	6/5/2015 weekly
G4.B1.S1.MA1	Review data from iReady lessons and CGA assessments.	Mickel, Mary	9/2/2014	All student groups will show growth in data as evidenced by CGA assessments and teacher made benchmark tests.	6/5/2015 monthly
G5.MA1	Growth on CGA assessments, iReady end of year scores and FSA scores.	Mickel, Mary	9/10/2014	Summaries of student work and student demonstration of knowledge, continuous growth in data from CGA scores, iReady scores and proficient FSA scores.	6/5/2015 every-6-weeks
G5.B1.S1.MA1	CGA assessment and iReady data will be analyzed in all classrooms .	Dunavant, Marcy	9/10/2014	All student groups will demonstrate continuous growth as evidenced by data from CGA 1, CGA 2 and iReady Progress Monitoring	5/29/2015 every-6-weeks
G5.B1.S1.MA1	Minutes and notes from PLC will be reviewed and vertical trajectories for benchmarks will be written by teachers.	Mickel, Mary	9/10/2014	Immediate feedback given following observations in regards to the pacing to ensure rigorous and fluid instruction is occurring.	5/13/2015 biweekly
G6.MA1	Identified students will demonstrate improvement in achievement or be referred to MRT for additional support.	Dudjak, Katherine	9/29/2014	Documentation of lessons reflecting small group and/or individual student instruction, Rtl data charting student growth or need for further evaluation.	5/29/2015 monthly
G6.B1.S1.MA1	Teachers will bring documentation and meet with the Rtl team every six weeks to review and make adjustments as needed.	Dudjak, Katherine	9/29/2014	Data from mini-assessments, iReady and DAR showing growth or evidence of next steps being developed.	6/5/2015 every-6-weeks
G6.B1.S1.MA1	Students in the bottom quartile will participate daily in Rtl instruction.	Mickel, Mary	9/2/2014	Rtl documentation notebooks, lesson plans with specific student names and	5/29/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				standards being addressed, graphs of student data from RtI progress monitoring should reflect growth.	
G7.MA1	Differentiated and explicit lessons for struggling and high performing students	Mickel, Mary	9/15/2014	Lesson plans and RtI documentation will outline explicit instruction and individual students utilizing resources from iReady, Achieve and other supplements.	6/5/2015 weekly
G7.B1.S1.MA1	Analysis of student work samples, lesson observations, review of lesson plans	Mickel, Mary	9/2/2014	Review of data from teacher developed common assessments, CGA data, Achieve 3000 data, end of year iReady data, 2015 FSA data	6/5/2015 weekly
G7.B1.S1.MA1	Observe lessons, review lesson plans, and analyze data from CGA assessments, IReady and Achieve 3000	Mickel, Mary	9/2/2014	Immediate feedback on lessons observed to address rigor and student engagement , utilizing vertical alignment when analyzing of student work samples, progress monitoring data will reflect student growth or identified next steps	6/5/2015 biweekly
G8.MA1	Review of CGA data, end of year IReady, Achieve 3000 data and FSA results	Mickel, Mary	9/5/2014	Increase in scores on reading CGAs and increase of proficiency level scores on FSA English Language Arts.	6/5/2015 monthly
G8.B1.S1.MA1	Review of student data from multiple source to demonstrate student growth.	Dunavant, Marcy	9/5/2014	Quarter reading grades, CGA data, iReady data, Achieve 3000 data, documentation of data review between administration and teachers with next steps for individual students.	6/5/2015 quarterly
G8.B1.S1.MA1	Review of lesson plans and classroom observations.	Mickel, Mary	9/2/2014	Observations of reading instruction in classroom with specific feedback addressing the 4 pillars of instruction, CAST observation data with specific coaching suggestions for each teacher.	6/5/2015 weekly
G8.B2.S1.MA1	Student work will be monitored regularly on Write to Learn and in student writing journals	Mickel, Mary	9/29/2014	Data from Write to Learn to show growth or identify the need for additional instruction with specific student groups, student writing journals to use for development of future lessons based on student growth.	5/29/2015 monthly
G8.B2.S1.MA1	Data chats regarding Write to Learn reports and student work from journals	Mickel, Mary	9/29/2014	Student work samples reflecting growth over time, Write to Learn data which shows consistent use by all students, writing conference logs to document weekly individual conferences with all students.	5/29/2015 every-6-weeks
G8.B3.S1.MA1	Review of Write to Learn reports and performance on state writing assessment	Mickel, Mary	10/15/2014	Write to Learn data will show consistent student growth in the craft of writing, additional lessons created for students need support, 2015 FSA writing scores reflecting an increase in writing proficiency	6/5/2015 quarterly
G8.B3.S1.MA1	Write to Learn student reports and analysis of student work samples and review of lesson plans	Mickel, Mary	10/6/2014	Focus walks to observe writing lessons with specific feedback, lesson plans will be developed or revised base on analysis of students' writing journal and Write to Learn student work samples.	5/15/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. 5th grade students achieving a passing score on the Science statewide assessment will increase by 3%.

G2.B1 Students in grades K-4 sporadically participate in lessons requiring scientific thinking

G2.B1.S1 Teachers in grades K-5 will incorporate leveled science readers into daily science instruction to increase regularity of exposure to scientific thinking along with conducting at least one 60 minute science lab weekly.

PD Opportunity 1

Grade level teams will review curriculum guides and state science standards to plan and deliver science exploration activities

Facilitator

Science Lead Teacher

Participants

K-2 Teachers, 3-5 Science Teachers

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

G3. Students in the lowest 25% making learning gains on the FSA Mathematics will increase by 3%.

G3.B1 Limited understanding of how to interpret data and group students for Rtl.

G3.B1.S1 Teachers will utilize Rtl time during center rotations to emphasize small group instruction using Tier 2 and Tier 3 interventions.

PD Opportunity 1

Training for teachers on interpreting data, appropriate interventions, strategies and Rtl documentation.

Facilitator

Assistant Principal, School Counselor, Region Math Specialist, Math Lead Teacher, ESE Lead Teacher,

Participants

All math teachers and ESE teachers

Schedule

Every 6 Weeks, from 8/18/2014 to 5/29/2015

G4. Eligible students making learning gains in mathematics on the FSA will increase by 3%.

G4.B1 Basic knowledge of skills and training on how to provide strategies for struggling students as well as enrichment activities for above average students.

G4.B1.S1 Teachers will plan explicit instruction and differentiation for student activities on a daily basis for struggling students and enrichment activities for those performing above average.

PD Opportunity 1

Collaborative planning to best utilize the Curriculum Guide resources and iReady.

Facilitator

Assistant Principal, Math Lead Teacher, Region Math Specialists

Participants

K-2 Teachers and 3-5 Math Teachers

Schedule

Biweekly, from 8/25/2014 to 5/22/2015

G5. 75% of students will score at the proficiency level or higher on FSA Mathematics.

G5.B1 Inconsistent use of the 8 mathematical practices and understanding of the vertical correlation of Florida State Standards for math.

G5.B1.S1 Teachers will work in vertical team PLCs to study Florida State Standards for math (MAFS) and the 8 mathematical practices while analyzing student work and developing lessons.

PD Opportunity 1

Vertical team PLCs will be scheduled for some of the Early Dismissal days and collaborative planning days.

Facilitator

Assistant Principal, Math Lead Teacher, Region Math Specialist

Participants

Math teachers grades K-5

Schedule

Quarterly, from 9/10/2014 to 5/13/2015

G6. Students in the lowest 25% making learning gains on the FSA reading will increase by 3%.

G6.B1 The use of the Rtl model is limited and how to best use interventions along with effectively document the use of assessments for progress monitoring is limited as well.

G6.B1.S1 All teachers will receive training on Rtl documentation and the types of interventions to use during Rtl.

PD Opportunity 1

Training from Rtl team on documenting and types of progress monitoring

Facilitator

Guidance Counselor, ESE lead teacher, Assistant Principal

Participants

All classroom teachers and ESE teachers

Schedule

Every 6 Weeks, from 9/10/2014 to 5/29/2015

G7. Eligible students making learning gains in reading on the FSA will increase by 3%.

G7.B1 Teachers most frequently have students practice skills vs teaching the use of strategies and do not provide enrichment activities for students performing above average

G7.B1.S1 ELA teachers will attend PLC training to obtain strategies for differentiating instruction for both struggling and high performing students.

PD Opportunity 1

Utilize at least two Early Dismissal training times and at least two biweekly collaborative planning time to deeply investigate resources available to differentiate instruction for all student levels. - i.e. Achieve 3000, iReady

Facilitator

Reading Coach, ELA lead teachers, Region Reading Specialist

Participants

All ELA teachers grades K-5

Schedule

Biweekly, from 8/25/2014 to 5/22/2015

G8. 70% of students will score at the proficiency level or higher on the FSA English Language Arts.

G8.B1 Currently teachers demonstrate a basic understanding of Florida State Standards, item Specifications and the level of rigor involved.

G8.B1.S1 Increase reading performance by improving reading application of complex text to include science and social studies text.

PD Opportunity 1

Professional development training to cover text complexity and development of common assessment utilizing Item Specification for FSA

Facilitator

Reading Coach

Participants

ELA teachers in grades K-5, ESE teachers

Schedule

Monthly, from 9/10/2014 to 5/29/2015

G8.B2 New writing standards have students integrating reading skills and comparing text.

G8.B2.S1 Teachers will regularly pull rigorous text for students to respond to and integrate in their writing.

PD Opportunity 1

Teachers will model for students using rigorous text to respond to writing prompts utilizing Write to Learn.

Facilitator

Reading Coach

Participants

K-5 ELA teachers, ESE teachers

Schedule

Weekly, from 9/10/2014 to 6/5/2015

G8.B3 5th grade has added a writing portion to the state assessment, but only has 100 minute literacy block in their daily schedule

G8.B3.S1 5th grade ELA teachers will provide writing opportunities during center rotations and computer lab time.

PD Opportunity 1

Teachers will receive training on Write To Learn computer program and support throughout the year.

Facilitator

Reading Coach

Participants

5th grade ELA teachers

Schedule

Quarterly, from 9/10/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0