

# Kings Trail Elementary School



2014-15 School Improvement Plan

## Kings Trail Elementary School

7401 OLD KINGS RD S, Jacksonville, FL 32217

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

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

69%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

78%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	B	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>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>19</b>
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	25
<b>Appendix 1: Implementation Timeline</b>	<b>40</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>43</b>
Professional Development Opportunities	44
Technical Assistance Items	47
<b>Appendix 3: Budget to Support Goals</b>	<b>48</b>

## 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	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Kings Trail Elementary is a dedicated learning community. 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 Elementary is a dedicated learning community. Our mission is to challenge our learners to reach global standards through engaging experiences, and motivating opportunities.

#### School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

History of Africans and African Americans

Hispanic Contributions

Women's Contributions

We ensure that relationship-building is a clear priority by Identify and engage school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). We have on-campus support staff to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice. Throughout the school we have implemented the FISH! Philosophy to maintain a positive school atmosphere. We have a school wide methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students. We will partner with ESOL district specialist to provide and demonstrate to faculty members simple strategies for gaining information about students' cultures.

We will assure that all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations to all stakeholders. To further this, Kings Trail will embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts). In partnership with the CDC, we will invite our families to participate in the multicultural on campus fair provide professional development to staff on increasing positive interactions with students.

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

At Kings Trail Elementary we are dedicated to create and environment where our students feel safe our teachers will participate in professional development on social-emotional learning by creating a positive, caring and supportive school community. This will include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports. We will also Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental supports based on identified student need, and intensive supports students to school-based and community resources.

We will ensure that adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment.

We will provide professional development in methods of respectfully and effectively addressing



disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and throughout our campus. We will also survey our students and parent to ensure that they feel safe and respected everyday. We will create an environment where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

**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**

Universal Guidelines and behavior expectations (Code of Conduct) taught twice a year to ensure students are aware of school expectations. We will also ensure teachers are trained in Classroom management strategies (CHAMPS, etc.) Our positive behavior team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions to ensure students remain engaged during instructional time. By Ensuring that differentiation of instruction is taking place to meet the needs of all students teachers will convey and review expectations for each learning activities. Students have daily opportunities to participate in our school-wide recognition system and Mrs. Clark's High Flyers.

**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**

We have an school based team that meets weekly to discuss students with barriers to academic and social success. We have assigned mentors to students identified with academic or behavioral concerns and offer Check-in/Check-out system. Our staff has will engage in core, supplemental, and intensive support to accommodate the needs of all students. We will also utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

**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**

n/a

**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
	K	1	2	3	4	5	
Attendance below 90 percent	16	14	10	12	2	4	58
One or more suspensions	4	2	4	2	10	8	30
Course failure in ELA or Math	3	2	0	2	0	0	7
Level 1 on statewide assessment	0	0	0	44	34	48	126

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	3	3	4	5	1	18

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

We will utilize data systems to identify students who have attendance, behavioral or academic concerns that impact student achievement. We will also create data decision rules for number of absences or OSS to eliminate possible barriers. Our teachers are aware of decision rules and procedures for notification after students are identified and create a progress monitoring plan. We will monitor Best Practices with RTI to ensure students are being serviced in a timely manner.

**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?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/53258>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**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**

We will provide engaging and comprehensive quality programs done in partnership with families and community members. These programs are designed to help students catch up. Many children need more individualized learning time beyond the school day and year, and they need help completing their homework. To engage students in learning at higher levels, we will provide an accelerated set of learning opportunities to help students enhance their learning opportunities. Another approach is to encourage greater family connections and involvement. By giving families opportunities to boost their own education levels, we believe the education level of parents is strongly correlated with children's readiness for school and the likelihood they will complete high school and go on to college.

**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
Clark, Diane	Principal
Jones, Georgette	Assistant Principal
Curran, Robert	Instructional Coach
Struska, Paul	Instructional Coach
Reis, Luisa	Administrative Support

### Duties

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

Diane Clark (Principal)

The Principal will provide leadership and administration which will motivate instructional and support personnel to strive for superior performance so as to provide the best possible opportunities for student growth and development, both educationally and personally.

The principal will maintain an environment that is safe and facilitates rituals and routines. Evaluations of staff and faculty are done by her to provide improvement to their professional practices. She will provide a behavioral system that is fair and promotes restorative justice. Mrs. Clark evaluates the social, emotional health and educational needs of the students in the building based on current demographical data.

She will help implement the Florida Standards which are to strategically point a student to being College and Career ready. Students are challenged by her to achieve academic achievement at its highest.

Mrs. Clark is involved in professional development of our staff and faculty. This professional development includes but not limited to better instructional practices in the classroom, district initiatives, our FISH Philosophy which is a school based initiative to change and promote a healthy and safe learning culture.

She also provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, ensures implementation of intervention support and documentation ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities. Develops, articulate, and use a shared vision of instructional excellence to guide and define decisions.

Georgette Jones (Assistant Principal) Georgette Jones will assist in providing leadership and administration which will motivate instructional and support personnel to strive for superior performance so as to provide the best possible opportunities for student growth and development, both educationally and personally. She will assist in maintain a culture of safety and respect. Ms. Jones will assist in evaluations of staff and faculty to provide improvement to their professional practices. She will assist in implementing the school behavioral system. She will assist principal (Assistant Principal) assists the principal by monitoring the school-based Rtl team, conducts assessment of Rtl skills of school staff, and monitoring the implementation of intervention support and documentation. Supports the Principal to ensure all decision-making is centered around student learning. Supports school wide goals by sustaining a culture that promotes high instructional and professional expectations for all members.

Christy Sotolongo (Guidance Counselor)

She provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school guidance counselor continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. The school counselor also assists in supporting teachers with the Rtl process by meeting with teachers weekly to provide

support for intervention fidelity, documentation, curriculum selection and more. As school counselor she also, helps to monitor or students with IEP's to make sure they are receiving services that are allocated through their plan. She will ensure Cumulative folders are maintained and contain recent information on students with disabilities.

Tiffani McClain (Reading Coach) supports all staff in the implementation of the site reading plan and program. She will work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. She will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. She will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.

Barbara Williams (Math Coach) supports the professional growth of school mathematics teachers by strengthening classroom teachers' understanding of math content. She promotes and enhances mathematics instruction and student learning by helping teachers develop more effective mathematics teaching practices that allow all students to reach high standards as well as sharing research addressing how students learn mathematics.

Dennis Breden (Reading Interventionist) collaborates with the leadership team and general education teachers regarding interventions, accommodations, and modifications for Tier 2 and Tier 3 students in reading . Dennis assesses student data and works with the classroom teacher to develop a Rtl plan that supports the student's needs. Various interventions are used including but not limited to Barton Reading and Spelling System, Comprehension Tool Kit, and Soar to Success. Students are pulled for interventions that addresses learning priorities to help remediate academic deficiencies.

Chen Xia (SLP) District assigned Speech Language Pathologist participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; intervention planning, and program evaluation; facilitates data-based decision making activities.

Andrew Jenks (School Psychologist) District assigned School Psychologist participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; intervention planning, and program evaluation; facilitates data-based decision making activities.

***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 School Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The School Leadership Team finalizes the plan.

The School Improvement Plan is the guiding document for the work of Kings Trail Elementary. The School Leadership Team will regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used MTSS/Rtl to inform instruction and made mid-course adjustments as data are analyzed.

Title I, Part A

Title I monies fund teachers, paraprofessionals, math instructional coach. These services are provided to ensure that students receive targeted instruction in order to close the achievement gap between high- and low-performing children at Kings Trail Elementary. Our goal is to distribute and target resources, improve and strengthen accountability, ensure students have access to effective, scientifically based instructional strategies and challenging academic content. The principal, Assistant Principal, reading instructional coach, math instructional, and leadership team will help teachers analyze assessments, monitor student achievement, and prepare teachers with training on curriculum

and instructional materials.

Title III

Services funded for the Cultural Learning Center provide support for our English Language Learners (ELL) students and their families.

Supplemental Academic Instruction (SAI)

SAI funds will be added to already existing funds to support remediation of students in grades 3rd-5th for tutoring.

Nutrition Programs

The school participates in the Breakfast in the Classroom (BIC) program which provides a nutritious breakfast for all students.

Violence Prevention Programs

Foundations, Second Step Bullying, FISH! Philosophy, and CHAMPS Programs

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Linda Dacks	Education Support Employee
Diane Clark	Principal
Georgette Jones	Education Support Employee
Tracy Crowe	Business/Community
Dennis Breden	Parent
Sydni Breden	Student
Lynn Phelps	Education Support Employee

#### 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*

*Development of this school improvement plan*

School Advisory Council has it's meeting during lunch on the last Tuesday of the month. SAC advises budget decisions, oversees the development of the School Improvement Plans, looks at FCAT data to assist with setting school goals.

*Preparation of the school's annual budget and plan*

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

School Improvement funds will be used for purchasing school wide access to Accelerated Reading. Professional development of Common Core and Math materials for reteaching and assessment and to assist with Home learning

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

No

*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
Clark, Diane	Principal
Jones, Georgette	Assistant Principal
Curran, Robert	Instructional Coach

### Duties

#### ***Describe how the LLT promotes literacy within the school***

The literacy leadership team will focus on the implementation of the reading strategies from Gretchen Owocki's The Common Core Lesson Book K-5 during ELA block, and the Lucy Calkins writing lessons during Writer's Workshop. These initiatives will focus on daily writing sessions and independent reading at both school and home. The team will focus on strategies that can positively affect the achievement of students. The Common Core and the study of Text Complexity will be supported by the team. In addition, the team will develop an implementation calendar and plan to ensure volume reading to all students so that 100% of Kings Trail students' meet their quarterly reading goals. At Kings Trail, Reading Literature and Reading Information Standards will be addressed using attributes charts and the Text Talk program for K-2 . Grades 3-5 will use novel studies to address vocabulary acquisition and comprehension . Students are required to read during all campus transitions.

## 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**

At Kings Trail Elementary we believe that positive working relationships are important in collaborative schools. Positive working relationships exist when teachers discuss problems and difficulties, share ideas and knowledge, exchange techniques and approaches, observe one another's work, and collaborate on instructional projects. In schools where a positive working environment is the norm, these professional, interactive, supportive relationships are accepted, enhanced, and socially encouraged. Such relationships have a key impact on our school and provide the opportunity for teachers to work together on improvement activities. The leadership team has given each grade level a schedule to allow for collaborative planning. They have also provided the teachers collaborative planning forms and strategies. During our early release meetings we are using the FISH philosophy training to build positive relationships.

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

Kings Trail Elementary School has a partnership with the University of North Florida and serves as a professional development school that accepts student interns and Pre-Interns throughout the school year. Linda Dacks is housed at Kings Trail and serves as a full-time Resident Clinical Faculty. Dr. Stacy Boote Professor in Residence from the University of North Florida provides resources and assistance to teachers in the area of mathematics. Novice teachers are partnered with veterans teachers. Teachers



receive Bi-weekly professional development during Early Dismissal Day and bi-weekly data analysis meetings alternating Primary and Intermediate teachers. Dennis Breden, Professional Development Facilitator (PDF) works with the new teachers to provide in-depth, one-on-one professional development and support in the implementation of appropriate instructional strategies in the classroom. Teachers have the opportunity to meet 4 times a week during Common Planning Session with grade level to plan instruction and analyze student work.

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

Kings Trail mentoring program selects highly skilled classroom teacher that exhibit high expectations for their students. Students have to show growth in school, district and state data. The mentor is willing to be a part of the professional development of a new teacher, committing both time and energy in working with the new teacher.

The mentors and novice teachers meet weekly throughout the year. The mentor observes the new teacher using the Collaborative Assessment System for Teachers (C.A.S.T.) instrument within the designated timeline of the prescribed program. This way they are able to provide feedback, encouragement, and support. The mentor works with the novice teacher with respect to the opening of school, open house, parent conferences, school policies and procedures, assists in the set up and management of the classroom, and plans for instruction and assessment. In addition, novice teachers are required to attend a monthly meeting at the school base level. The mentor provides assistance and maintain a log of all meetings with the novice teacher.

The mentor advises the principal and assistant principal on the teacher's progress and assist in implementing the principal's requests.

## **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***

Kings Trail will use the instructional programs and materials that are adopted and supported by the District. We offer supplemental programs that are tied to specific standards to help students who may experience difficulties with core instruction and materials. Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

#### **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***

Kings Trail Elementary will use tiered instruction as required in the Rtl process. We will also ensure data-based center activities to help students gain more skills to address an deficits. .

The school ensures every teacher contributes to literacy improvement of every student by:  
Holding meetings on a regular basis to make decisions about literacy instruction in the school.  
Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

Utilizing a balanced literacy approach that includes whole group, small group and one-on-one

instruction based on student needs  
Creating a schedule with an uninterrupted 90 minute reading block  
Creating a schedule with a 90 minute math block  
Creating a schedule with 240 minutes per week of science block  
Providing differentiated instruction based on student needs  
Providing instruction aligned with the Language Arts Florida Standards for their grade level  
Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)  
Administering assessments which measure instructed standards  
Review item specifications and unpack the standards  
Monitoring progress at the class and grade level during Learning Team Meetings  
Conducting data chats with students  
Creating units of study based on current data  
Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)  
Students self-selecting texts based on levels  
Students receiving push-in/pull out services for ESE  
Providing Process and Strategy/Anchor charts / for reminders of teaching

***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:** 180

Academic assistance through:  
Pals Bank Of America, UNF Interns (Scott McCrae), and YMCA Reads.  
Enrichment and Remediation  
Band Cathedral Arts

***Strategy Rationale***

Enrichment  
Teacher Collaboration, Planning, and Professional Development

***Strategy Purpose(s)***

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Reis, Luisa, reisl@duvalschools.org

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

iReady data comparison from Extended Day vs. Non Extended Day



**Strategy:** Before School Program

**Minutes added to school year:** 100

UNF Interns

**Strategy Rationale**

Provide remediation to improve student achievement

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Jones, Georgette, jonesg1@duvalschools.org

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

iReady data comparison from students to monitor their overall success

**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**

In order to better prepare students for Kindergarten, all parents are given Pre-K flash cards of the Fry words, letter cards, and number flash cards to practice with their child before the start of school. During pre-planning, Kindergarten families are invited to an informal "Meet and Greet" orientation session. This provides families and kindergarten students with a non-threatening opportunity to visit the school and develop initial relationships with the teachers. Families will also be provided with a list of appropriate questions to ask their children when they greet them after school to encourage discussion about their daily activities.

In partnership with The YMCA, kindergarten students are invited to participate in The YMCA Reads Literacy Program. Parents are invited to attend the Ready to Learn Program that is implemented at Kings Trail Elementary. Staff is trained on implementing Soar To Success to provide needed assistance for students needing extra support.

Within the first 30 days of enrollment, kindergarten students are given the Florida Kindergarten Readiness Screener (FLKRS), the first two measures of the Florida Assessment in Reading (FAIR) for kindergarten (Letter Naming Fluency and Initial Sound Fluency) and ECHOS to gather information on a child's development in emergent literacy. In addition, students are assessed on their abilities in reading, mathematics, and science using the Baseline Curriculum Guide Assessment. The results of these assessments are used to group students for differentiated instruction and provide immediate intensive intervention.

**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**

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

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

**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**

## 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.** Our goal is to provide a safe, civil, organize and productive learning environment for students and faculty and decrease the number of student accidents.
- G2.** We will increase our writing proficiency in 4th grade from 58% to 63% in the state writing assessment.
- G3.** The percentage of students scoring at a proficient level will increase from 57% to 62% on Science State Assessment.
- G4.** The percentage of students being proficient in math according to state standards will go from 52% to 57%.
- G5.** The percentage of students proficient in reading will go from 46% to 51%.

## 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.** Our goal is to provide a safe, civil, organize and productive learning environment for students and faculty and decrease the number of student accidents. 1a

G045685

**Targets Supported** 1b

Indicator	Annual Target
2+ Behavior Referrals	2.0

**Resources Available to Support the Goal** 2

- Implemented MAC (CHAMPS) training. There are two faculty members trained as Trainers for CHAMPS. We use morning announcements to model expected behaviors. Every teacher was given a parent teacher log that provides teachers steps to put in place before writing referrals.

**Targeted Barriers to Achieving the Goal** 3

- Students not following rules.

**Plan to Monitor Progress Toward G1.** 8

Monitor the number of referrals.

**Person Responsible**

**Schedule**

Every 6 Weeks, from 9/22/2014 to 6/1/2015

**Evidence of Completion**

Genesis referrals

**G2.** We will increase our writing proficiency in 4th grade from 58% to 63% in the state writing assessment.

1a

G045686

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	63.0

**Resources Available to Support the Goal** 2

- District Reading Specialist School Based Literacy Coach Reading Interventionist

**Targeted Barriers to Achieving the Goal** 3

- Teachers limited Knowledge and understanding of how to score a piece of writing at the level and rigor of the state as defined on the Florida Writing 2.0 rubric.
- Students lack the understanding of how to produce a piece of writing that meets the standard.
- Teachers insufficient coordination of reading to connect reading and writing and limit knowledge Common Core Standards.

**Plan to Monitor Progress Toward G2.** 8

Collection of student data.

**Person Responsible**

Georgette Jones

**Schedule**

On 6/26/2015

**Evidence of Completion**

Student Writing samples

**G3.** The percentage of students scoring at a proficient level will increase from 57% to 62% on Science State Assessment. 1a

G045687

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	62.0

**Resources Available to Support the Goal** 2

- Science Lab Gizmos District Science Specialist

**Targeted Barriers to Achieving the Goal** 3

- Limited vertical knowledge of the standards and the content tested on the FCAT in all grade levels.”
- Students lack background knowledge in Science and limited science vocabulary

**Plan to Monitor Progress Toward G3.** 8

Monitor science curriculum guide administration and assessments

**Person Responsible**

Georgette Jones

**Schedule**

Every 6 Weeks, from 9/22/2014 to 5/29/2015

**Evidence of Completion**

Increase in FCAT Science proficiency levels

**G4.** The percentage of students being proficient in math according to state standards will go from 52% to 57%. **1a**

G045689

**Targets Supported** **1b**

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	57.0

**Resources Available to Support the Goal** **2**

- School Based Math Coach
- District Math Specialist
- I-Ready
- LEGO Robotics
- Stock Market Game

**Targeted Barriers to Achieving the Goal** **3**

- Differentiating instruction to meet the needs of all students.
- Lack of time in providing differentiated activities to meet the needs of all the various subgroups.

**Plan to Monitor Progress Toward G4.** **8**

Teachers will use Performance Matters to monitor student data. This data is collected through district mandated assessments.

**Person Responsible**

Diane Clark

**Schedule**

Monthly, from 9/22/2014 to 6/1/2015

**Evidence of Completion**

Increase math CGA data and Math state assessment proficiency levels and scale scores.

**Plan to Monitor Progress Toward G4.** **8**

Teachers will give weekly assessments to make periodic checks of lessons being taught.

**Person Responsible**

Georgette Jones

**Schedule**

Every 6 Weeks, from 9/19/2014 to 6/1/2015

**Evidence of Completion**

Data collected from weekly assessments.

**G5.** The percentage of students proficient in reading will go from 46% to 51%. 1a

G045693

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	51.0

**Resources Available to Support the Goal** 2

- School-based Literacy Coach
- District based Literacy Coach
- Accelerated Reader
- Level Text
- Reading Interventionist

**Targeted Barriers to Achieving the Goal** 3

- Opportunities to engage in differentiated instruction, activities and strategies during the literacy block.
- There is a lack of background knowledge in content vocabulary.
- Students lack reading and test taking stamina.
- The need of professional development in the area of high level questioning and writing text based questions.

**Plan to Monitor Progress Toward G5.** 8

Teacher will use Performance Matters to assess data generated from CGAs, I-Ready, and other district assessments.

**Person Responsible**

Diane Clark

**Schedule**

Every 2 Months, from 9/22/2014 to 6/1/2015

**Evidence of Completion**

Student scores will increase in vocabulary analysis.

**Plan to Monitor Progress Toward G5.** 8

Teacher will monitor students progress through teacher created weekly assessments .

**Person Responsible**

Diane Clark

**Schedule**

Every 2 Months, from 9/8/2014 to 6/1/2015

**Evidence of Completion**

Data collected through weekly assessments and informal observation.



## 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.** Our goal is to provide a safe, civil, organize and productive learning environment for students and faculty and decrease the number of student accidents. **1**

 G045685

**G1.B2** Students not following rules. **2**

 B114804

**G1.B2.S1** Teachers will be given a copy of the Positive Behavior plan and then teachers will communicate the expectations, rewards and consequences to their students. **4**

 S126325

### Strategy Rationale

Students lack knowledge of expectations of our school and district.

### Action Step 1 **5**

Providing teachers with the Positive Behavior Plan.

#### Person Responsible

Diane Clark

#### Schedule

On 6/1/2015

#### Evidence of Completion

Rules and Expectations are seen in the classroom using materials provided during training.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Informal and Formal observations by the administration.

**Person Responsible**

Diane Clark

**Schedule**

Every 6 Weeks, from 9/22/2014 to 6/8/2015

***Evidence of Completion***

MAC and CHAMP flip charts are viewable in the classroom. Also the leader meter is viewable and used in the classroom.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Informal and Formal observations

**Person Responsible**

Diane Clark

**Schedule**

On 6/1/2015

***Evidence of Completion***

Genesis reports on the number of referrals written this year compared to last years. Then we will monitor the number of High Flyers sent to the office each month.

**G2.** We will increase our writing proficiency in 4th grade from 58% to 63% in the state writing assessment. 1

G045686

**G2.B1** Teachers limited Knowledge and understanding of how to score a piece of writing at the level and rigor of the state as defined on the Florida Writing 2.0 rubric. 2

B112804

**G2.B1.S1** Teachers will participate in Professional development with grade level to Create common rubrics for students writing pieces. 4

S124159

### Strategy Rationale

#### Action Step 1 5

Teachers will participate in Professional development with partner teacher to Calibrate Anchor Papers teach.

#### Person Responsible

Robert Curran

#### Schedule

On 6/1/2015

#### Evidence of Completion

Student writing pieces

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

Calibration of Students writing pieces will be collected and scored by teacher and partner teacher

#### Person Responsible

#### Schedule

Monthly, from 9/22/2014 to 6/1/2015

#### Evidence of Completion

Student writing pieces

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

Teachers will have opportunities to meet during common planning to look at exemplar writing pieces.

**Person Responsible**

Diane Clark


**Schedule**

Quarterly, from 9/19/2014 to 6/1/2015


**Evidence of Completion**

Observation, student writing samples, lesson plans

**G2.B2** Students lack the understanding of how to produce a piece of writing that meets the standard. 2

 B112805

**G2.B2.S1** Purchasing Write to Score to be used in 3rd-5th grades. 4

 S126085

**Strategy Rationale**

Teachers often struggle with scoring the student prompts, this allows a standardized norm in scoring prompts.

**Action Step 1** 5

We have a created a computer lab schedule that allows each student to have time on the computer. Also, each student has time allotted during the Literacy Rotations.

**Person Responsible**

Diane Clark

**Schedule**

Monthly, from 9/15/2014 to 5/22/2015

**Evidence of Completion**

Student data

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Administrations will monitor data in bi-weekly data chats.

**Person Responsible**

Georgette Jones

**Schedule**

Monthly, from 9/22/2014 to 6/26/2015

***Evidence of Completion***


**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

**Person Responsible**


**Schedule**

***Evidence of Completion***

**G2.B3** Teachers insufficient coordination of reading to connect reading and writing and limit knowledge Common Core Standards. **2**

 B112806

**G2.B3.S1** Using achieve 3000. **4**

 S126328

**Strategy Rationale**

New resource is provided by district.

**Action Step 1** **5**

Provide professional learning for teachers to assess data and set up prompts for students.

**Person Responsible**

Robert Curran

**Schedule**

Monthly, from 9/22/2014 to 5/29/2015

**Evidence of Completion**

Data from Write to Learn

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** **6**

Administration will check rotation schedules and lesson plans to see that students are given time to use the program.

**Person Responsible**

Georgette Jones

**Schedule**

On 6/1/2015

**Evidence of Completion**

Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

Write to Learn data.

**Person Responsible**

Georgette Jones

**Schedule**

Every 6 Weeks, from 9/1/2014 to 6/1/2015

**Evidence of Completion**


Student Data

**G3.** The percentage of students scoring at a proficient level will increase from 57% to 62% on Science State Assessment. 1


 G045687

**G3.B1** Limited vertical knowledge of the standards and the content tested on the FCAT in all grade levels.”

2

 B112807

**G3.B1.S1** Vertical Learning Communities 4

 S126512

**Strategy Rationale**

To start discussion amongst grade levels about similarities and differences in the content.

**Action Step 1 5**

Have each grade level select an individual to attend VLC meetings monthly.

**Person Responsible**

Georgette Jones

**Schedule**

On 6/1/2015

**Evidence of Completion**

VLC Minutes

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

Make sure that a schedule is provided for teachers to attend VLC, provide sign in sheets.

**Person Responsible**

Diane Clark

**Schedule**

Biweekly, from 9/22/2014 to 5/29/2015

***Evidence of Completion***

Attendance Sheets

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

Look at the content of the minutes.

**Person Responsible**

Diane Clark

**Schedule**

On 6/1/2015

***Evidence of Completion***


minutes



**G3.B2** Students lack background knowledge in Science and limited science vocabulary **2**

 B112810

**G3.B2.S1** Identify students with limited Tier 3 vocabulary in the core curriculum needing interventions .  
Students will be provided with small group instruction. **4**

 S124160

**Strategy Rationale**

Students have a limited vocabulary in core curriculum.

**Action Step 1** **5**

Review student grouping charts frequently and ensure groups are redesigned to target the need of the students based on the assessments

**Person Responsible**

Diane Clark

**Schedule**

Monthly, from 9/22/2014 to 5/29/2015

**Evidence of Completion**

small group documentation, CGA data, weekly quizzes

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** **6**

Focus classroom visits will be conducted to identify areas of strengths and weakness

**Person Responsible**

Georgette Jones

**Schedule**

Monthly, from 9/22/2014 to 5/30/2015

**Evidence of Completion**

Focused Look for sheet/check list

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

Student assessments (pre and post)

**Person Responsible**

Diane Clark

**Schedule**

Quarterly, from 9/22/2014 to 6/1/2015

**Evidence of Completion**

Student Assessment data

**G4.** The percentage of students being proficient in math according to state standards will go from 52% to 57%.


1

 G045689

**G4.B1** Differentiating instruction to meet the needs of all students. 2

 B112815

**G4.B1.S1** Math center rotations will provide differentiated activities and resources to be used in addressing specific student needs as identified through various assessments. 4

 S126251

**Strategy Rationale**

To assure all students have the opportunity to meet success at their level.

**Action Step 1 5**

Teachers are provided a rotation schedule, resources and tools to be used in each of the centers.

**Person Responsible**

Paul Struska

**Schedule**

Every 6 Weeks, from 9/29/2014 to 6/1/2015


**Evidence of Completion**

Small Group documentation

**G4.B2** Lack of time in providing differentiated activities to meet the needs of all the various subgroups. 2

 B112816

**G4.B2.S1** Develop and implement learning opportunities that provide various levels of practice within a specific differentiated activity. 4

 S124162

### Strategy Rationale

#### Action Step 1 5

Provide small group and individualized instruction for specific student needs, to provide rigorous instruction through the CBC Format and to provide higher level problem solving

#### Person Responsible

#### Schedule

Every 6 Weeks, from 9/1/2014 to 6/1/2015

#### Evidence of Completion

Observation, Lesson Plans

#### Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Review student grouping within the instruction, student practice and Math Center Rotations. Review Lesson Plans to insure that groups are being provided in all targeted areas to meet specific student needs and skills.

#### Person Responsible

#### Schedule

On 6/1/2015

#### Evidence of Completion

Observations Lesson Plans Common Planning

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7**

Student's progress will be monitored using Common Curriculum and benchmark assessments

**Person Responsible**

Georgette Jones

**Schedule**

On 6/5/2015

**Evidence of Completion**

Common Benchmark Assessments Increased proficiency on Math FCAT and scale scores

**G5. The percentage of students proficient in reading will go from 46% to 51%. 1**

 G045693

**G5.B1 Opportunities to engage in differentiated instruction, activities and strategies during the literacy block. 2**

 B112826

**G5.B1.S1 Teachers will receive professional development to effectively analyze data and implement differentiated instruction (e.g., learning centers, small group, and guided reading) to address individual student needs during the literacy block. 4**

 S124166

**Strategy Rationale**

Teachers PDF surveys

**Action Step 1 5**

School based literacy coach provide teacher support in creating developmentally appropriate literacy centers, model guided reading and teacher led small group using complex text.

**Person Responsible**

**Schedule**

Every 6 Weeks, from 9/22/2014 to 6/1/2015

**Evidence of Completion**

Coaching logs and reflections

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

Review Coaching logs, observe teachers, conduct focus walk, lesson plans

**Person Responsible**

Diane Clark

**Schedule**

Quarterly, from 9/22/2014 to 6/1/2015

***Evidence of Completion***

Looking at student work, teacher-admin data chats

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

Student work, Interactive Student journals

**Person Responsible**

Diane Clark

**Schedule**

Every 6 Weeks, from 9/22/2014 to 6/1/2015

***Evidence of Completion***

Curriculum Guide Assessments, Selected assessed Texts

**G5.B3** Students lack reading and test taking stamina. 2

B114735

**G5.B3.S1** Students will be given time to work on stamina and we will administer stamina test periodically. 4

S126599

**Strategy Rationale**

During practice testing students were showing fatigue and an inability to focus.

**Action Step 1** 5

Using The Daily 5 strategies for stamina we will provide teachers with the training and tools necessary for building student stamina in their classrooms

**Person Responsible**

Diane Clark

**Schedule**

On 6/1/2015

**Evidence of Completion**

Stamina charts, anchor charts

**Plan to Monitor Fidelity of Implementation of G5.B3.S1** 6

Data Chats

**Person Responsible**

Diane Clark

**Schedule**

Quarterly, from 9/29/2014 to 6/1/2015

**Evidence of Completion**

Stamina Charts

**Plan to Monitor Effectiveness of Implementation of G5.B3.S1** 7

Quarterly assessments

**Person Responsible**

Georgette Jones


**Schedule**

On 5/29/2015


**Evidence of Completion**

Stamina Charts

**G5.B4** The need of professional development in the area of high level questioning and writing text based questions. 2

 B114736

**G5.B4.S1** Provide school based professional development opportunities. 4

 S126617

**Strategy Rationale**

Teachers have indicated they would like professional development in this area.

**Action Step 1** 5

Have two teachers that have demonstrated the ability to write text based question collaborate with the coaches to develop training for the faculty.

**Person Responsible**

Luisa Reis

**Schedule**

On 6/1/2015

**Evidence of Completion**

Minutes from meetings

**Action Step 2** 5

Offer Professional development class

**Person Responsible**

Luisa Reis

**Schedule**

On 6/1/2015

**Evidence of Completion**

Training date set and offered to faculty

**Plan to Monitor Fidelity of Implementation of G5.B4.S1** 6

Check assessments and lesson plans.

**Person Responsible**

Diane Clark

**Schedule**

Monthly, from 11/3/2014 to 6/1/2015

**Evidence of Completion**

Lesson plans and copies of teacher written assessments.

**Plan to Monitor Effectiveness of Implementation of G5.B4.S1** 7

Formal and informal observations

**Person Responsible**

Diane Clark

**Schedule**

Every 6 Weeks, from 9/29/2014 to 6/1/2015

**Evidence of Completion**

Lesson observation tools, assessments, and lesson plans.

**Appendix 1: Implementation Timeline**

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



**Duval - 2031 - Kings Trail Elementary School - 2014-15 SIP**  
*Kings 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.A1	Teachers will participate in Professional development with partner teacher to Calibrate Anchor Papers teach.	Curran, Robert	9/29/2014	Student writing pieces	6/1/2015 one-time
G3.B2.S1.A1	Review student grouping charts frequently and ensure groups are redesigned to target the need of the students based on the assessments	Clark, Diane	9/22/2014	small group documentation, CGA data, weekly quizzes	5/29/2015 monthly
G4.B2.S1.A1	Provide small group and individualized instruction for specific student needs, to provide rigorous instruction through the CBC Format and to provide higher level problem solving		9/1/2014	Observation, Lesson Plans	6/1/2015 every-6-weeks
G5.B1.S1.A1	School based literacy coach provide teacher support in creating developmentally appropriate literacy centers, model guided reading and teacher led small group using complex text.		9/22/2014	Coaching logs and reflections	6/1/2015 every-6-weeks
G2.B2.S1.A1	We have a created a computer lab schedule that allows each student to have time on the computer. Also, each student has time allotted during the Literacy Rotations.	Clark, Diane	9/15/2014	Student data	5/22/2015 monthly
G1.B2.S1.A1	Providing teachers with the Positive Behavior Plan.	Clark, Diane	9/1/2014	Rules and Expectations are seen in the classroom using materials provided during training.	6/1/2015 one-time
G2.B3.S1.A1	Provide professional learning for teachers to assess data and set up prompts for students.	Curran, Robert	9/22/2014	Data from Write to Learn	5/29/2015 monthly
G3.B1.S1.A1	Have each grade level select an individual to attend VLC meetings monthly.	Jones, Georgette	9/19/2014	VLC Minutes	6/1/2015 one-time
G4.B1.S1.A1	Teachers are provided a rotation schedule, resources and tools to be used in each of the centers.	Struska, Paul	9/29/2014	Small Group documentation	6/1/2015 every-6-weeks
G5.B3.S1.A1	Using The Daily 5 strategies for stamina we will provide teachers with the training and tools necessary for building student stamina in their classrooms	Clark, Diane	10/6/2014	Stamina charts, anchor charts	6/1/2015 one-time
G5.B4.S1.A1	Have two teachers that have demonstrated the ability to write text based question collaborate with the coaches to develop training for the faculty.	Reis, Luisa	9/22/2014	Minutes from meetings	6/1/2015 one-time
G5.B4.S1.A2	Offer Professional development class	Reis, Luisa	9/15/2014	Training date set and offered to faculty	6/1/2015 one-time
G1.MA1	Monitor the number of referrals.		9/22/2014	Genesis referrals	6/1/2015 every-6-weeks
G1.B2.S1.MA1	Informal and Formal observations	Clark, Diane	9/19/2014	Genesis reports on the number of referrals written this year compared to last years. Then we will monitor the number of High Flyers sent to the office each month.	6/1/2015 one-time
G1.B2.S1.MA1	Informal and Formal observations by the administration.	Clark, Diane	9/22/2014	MAC and CHAMP flip charts are viewable in the classroom. Also the leader meter is viewable and used in the classroom.	6/8/2015 every-6-weeks
G2.MA1	Collection of student data.	Jones, Georgette	10/1/2014	Student Writing samples	6/26/2015 one-time

**Duval - 2031 - Kings Trail Elementary School - 2014-15 SIP**  
Kings 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	Teachers will have opportunities to meet during common planning to look at exemplar writing pieces.	Clark, Diane	9/19/2014	Observation, student writing samples, lesson plans	6/1/2015 quarterly
G2.B1.S1.MA1	Calibration of Students writing pieces will be collected and scored by teacher and partner teacher		9/22/2014	Student writing pieces	6/1/2015 monthly
G2.B2.S1.MA1	[no content entered]			one-time	
G2.B2.S1.MA1	Administrations will monitor data in bi-weekly data chats.	Jones, Georgette	9/22/2014		6/26/2015 monthly
G2.B3.S1.MA1	Write to Learn data.	Jones, Georgette	9/1/2014	Student Data	6/1/2015 every-6-weeks
G2.B3.S1.MA1	Administration will check rotation schedules and lesson plans to see that students are given time to use the program.	Jones, Georgette	9/22/2014	Lesson Plans	6/1/2015 one-time
G3.MA1	Monitor science curriculum guide administration and assessments	Jones, Georgette	9/22/2014	Increase in FCAT Science proficiency levels	5/29/2015 every-6-weeks
G3.B2.S1.MA1	Student assessments (pre and post)	Clark, Diane	9/22/2014	Student Assessment data	6/1/2015 quarterly
G3.B2.S1.MA1	Focus classroom visits will be conducted to identify areas of strengths and weakness	Jones, Georgette	9/22/2014	Focused Look for sheet/check list	5/30/2015 monthly
G3.B1.S1.MA1	Look at the content of the minutes.	Clark, Diane	9/22/2014	minutes	6/1/2015 one-time
G3.B1.S1.MA1	Make sure that a schedule is provided for teachers to attend VLC, provide sign in sheets.	Clark, Diane	9/22/2014	Attendance Sheets	5/29/2015 biweekly
G4.MA1	Teachers will use Performance Matters to monitor student data. This data is collected through district mandated assessments.	Clark, Diane	9/22/2014	Increase math CGA data and Math state assessment proficiency levels and scale scores.	6/1/2015 monthly
G4.MA2	Teachers will give weekly assessments to make periodic checks of lessons being taught.	Jones, Georgette	9/19/2014	Data collected from weekly assessments.	6/1/2015 every-6-weeks
G4.B2.S1.MA1	Student's progress will be monitored using Common Curriculum and benchmark assessments	Jones, Georgette	9/19/2014	Common Benchmark Assessments Increased proficiency on Math FCAT and scale scores	6/5/2015 one-time
G4.B2.S1.MA1	Review student grouping within the instruction, student practice and Math Center Rotations. Review Lesson Plans to insure that groups are being provided in all targeted areas to meet specific student needs and skills.		9/19/2014	Observations Lesson Plans Common Planning	6/1/2015 one-time
G5.MA1	Teacher will use Performance Matters to assess data generated from CGAs, I-Ready, and other district assessments.	Clark, Diane	9/22/2014	Student scores will increase in vocabulary analysis.	6/1/2015 every-2-months
G5.MA2	Teacher will monitor students progress through teacher created weekly assessments .	Clark, Diane	9/8/2014	Data collected through weekly assessments and informal observation.	6/1/2015 every-2-months
G5.B1.S1.MA1	Student work, Interactive Student journals	Clark, Diane	9/22/2014	Curriculum Guide Assessments, Selected assessed Texts	6/1/2015 every-6-weeks
G5.B1.S1.MA1	Review Coaching logs, observe teachers, conduct focus walk, lesson plans	Clark, Diane	9/22/2014	Looking at student work, teacher-admin data chats	6/1/2015 quarterly
G5.B3.S1.MA1	Quarterly assessments	Jones, Georgette	9/15/2014	Stamina Charts	5/29/2015 one-time
G5.B3.S1.MA1	Data Chats	Clark, Diane	9/29/2014	Stamina Charts	6/1/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B4.S1.MA1	Formal and informal observations	Clark, Diane	9/29/2014	Lesson observation tools, assessments, and lesson plans.	6/1/2015 every-6-weeks
G5.B4.S1.MA1	Check assessments and lesson plans.	Clark, Diane	11/3/2014	Lesson plans and copies of teacher written assessments.	6/1/2015 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.*

**G1.** Our goal is to provide a safe, civil, organize and productive learning environment for students and faculty and decrease the number of student accidents.

**G1.B2** Students not following rules.

**G1.B2.S1** Teachers will be given a copy of the Positive Behavior plan and then teachers will communicate the expectations, rewards and consequences to their students.

### **PD Opportunity 1**

Providing teachers with the Positive Behavior Plan.

#### **Facilitator**

Dennis Breden

#### **Participants**

All Faculty

#### **Schedule**

On 6/1/2015

**G2.** We will increase our writing proficiency in 4th grade from 58% to 63% in the state writing assessment.

**G2.B1** Teachers limited Knowledge and understanding of how to score a piece of writing at the level and rigor of the state as defined on the Florida Writing 2.0 rubric.

**G2.B1.S1** Teachers will participate in Professional development with grade level to Create common rubrics for students writing pieces.

### **PD Opportunity 1**

Teachers will participate in Professional development with partner teacher to Calibrate Anchor Papers teach.

#### **Facilitator**

Literacy Coach

#### **Participants**

ELA Teachers

#### **Schedule**

On 6/1/2015

**G2.B2** Students lack the understanding of how to produce a piece of writing that meets the standard.

**G2.B2.S1** Purchasing Write to Score to be used in 3rd-5th grades.

**PD Opportunity 1**

We have a created a computer lab schedule that allows each student to have time on the computer. Also, each student has time allotted during the Literacy Rotations.

**Facilitator**

Tiffanie McClain and Dennis Breden

**Participants**

ELA Teachers in grades 3-5

**Schedule**

Monthly, from 9/15/2014 to 5/22/2015

**G5.** The percentage of students proficient in reading will go from 46% to 51%.

**G5.B1** Opportunities to engage in differentiated instruction, activities and strategies during the literacy block.

**G5.B1.S1** Teachers will receive professional development to effectively analyze data and implement differentiated instruction (e.g., learning centers, small group, and guided reading) to address individual student needs during the literacy block.

**PD Opportunity 1**

School based literacy coach provide teacher support in creating developmentally appropriate literacy centers, model guided reading and teacher led small group using complex text.

**Facilitator**

Tiffanie McClain

**Participants**

All K-5 ELA teachers

**Schedule**

Every 6 Weeks, from 9/22/2014 to 6/1/2015

**G5.B4** The need of professional development in the area of high level questioning and writing text based questions.

**G5.B4.S1** Provide school based professional development opportunities.

**PD Opportunity 1**

Have two teachers that have demonstrated the ability to write text based question collaborate with the coaches to develop training for the faculty.

**Facilitator**

Dennis Breden, Tiffanie McClain

**Participants**

All Faculty

**Schedule**

On 6/1/2015

**PD Opportunity 2**

Offer Professional development class

**Facilitator**

Leadership Team

**Participants**

All Faculty

**Schedule**

On 6/1/2015

## 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