

Reynolds Lane Elementary School

840 REYNOLDS LN, Jacksonville, FL 32254

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	74%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	80%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 school, in every classroom, for every student, every day.

Provide the school's vision statement

Every student is inspired and prepared for success in college or a career, and life.

School Environment

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

Each teacher is assigned to be a mentor for one of our bottom 25% readers. They will meet weekly with the student to get to know them and help them in any way. The school participates in an international celebration day where we learn about and honor the various cultures at Reynolds Lane. Teachers build relationships with their students through engaging lessons and real-world connections.

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

Foundations and CHAMPS are used school-wide to build systems for students to feel safe at school. Common areas are observed, data collected, and changes made as needed to ensure smooth routines. Teachers are assigned duty from the moment students arrive to when they leave and are available for students to talk to. This year we will be implementing HERO. A positive behavior system that awards points to students for good behaviors. The school has determine set goals and rewards for those students who reach their goals.

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

In order to accomplish the goal of managing student behavior at Reynolds Lane Elementary, Foundations, Line Position and CHAMPS school wide discipline plan will be implemented for the 2015-2016 school year.

Foundations is a school-wide discipline plan that will create a safe and civil school environment that will promote student achievement. All common areas including the playground, cafeteria, hallway, restrooms, and the arrival and dismissal areas will have a developed plan of student expectations. In all common areas, students must walk in line position. Line position can be displayed by students facing forward; single file, their arms folded, and their voices at level 0.

In all classrooms, Pre-K through 5, CHAMPS will be utilized as the standardized behavior management plan. The acronym for CHAMPS is as follows:

- C – Conversation
- H – Help
- A – Activity
- M – Movement
- P – Participation

S - Success

This classroom management plan will develop a classroom of students who are responsible, motivated and highly engaged in meaningful tasks. The teachers and students will develop a plan for the CHAMPs acronym for each activity. This plan will give the students their expectations for the activity they are participating in. They will create visual displays of the acronyms for each activity while modeling and role-playing each lesson for the students. The students will practice the expectations and the teacher will verify their understanding prior to each activity.

Some teachers will be using a behavior chart system in the classroom. Each student will have a pocket on the chart with his/her name holding five cards. Each card represents a reward or consequence (great day, time out, teacher intervention, etc.). Students will be required to flip a card when he/she behaves inappropriately and will receive the corresponding consequence. Students will begin each day "fresh" on a white card. The following color card system will be utilized in those classrooms. White A 4 points Excellent Yellow B 3 points Good Green C 2 points Average Blue D 1 point Needs Improvement Pink F 0 points Unacceptable

Teachers do have the flexibility to use an alternative method for classroom management in their classroom. If they choose to do so, they will inform parents of their system. If classrooms are departmentalized, they must use similar systems.

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

Teachers use Second Step to each lessons whole-group concerning social skills. The guidance counselor provides whole group guidance lessons, small group, and individual counseling as needed. Full Service School is utilized through referrals from the school for those students who need additional support.

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

At Reynolds Lane, we collect data on all students in the areas of attendance, behavioral referrals, retentions, class grades, and state assessment data. All of this information is collected in our data room and reviewed throughout the school year, with discussions around interventions needed, progress of interventions currently in progress, and next steps.

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	22	25	8	12	11	9	87
One or more suspensions	6	0	0	0	11	3	20
Course failure in ELA or Math	1	0	0	0	0	1	2
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level			Total
	K	4	5	
Students exhibiting two or more indicators	2	4	3	9

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

Students who fall into any of the categories above are assigned an adult mentor at the school. This mentor checks in with them regarding their attendance, behavioral referrals, and current academic grades. Meetings are held with the parents of these students so that everyone is on the same page with providing the support. Rtl meetings are held monthly and many of these students are on the agenda. At this meeting, we discuss current strategies being used in the classroom and the progress of the students. We discuss next steps and debrief with parents.

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/50961>.

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

Reynolds Lane reaches out to local businesses for support. We invite them to the orientation at the beginning of the year, SAC meetings throughout the year, and school events. We collaborate with Full Service Schools to engage local agencies that can assist our parents and students.. Community in Schools is a great partner that works closely with us to identify areas of need and provide support.

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:

Name	Title
Simon, Marianne	Principal
Komatina, Michael	Instructional Coach
LeBoeuf, Katie	Teacher, K-12
Fraley, Kenneth	Teacher, K-12
Pitts-Wilson, Valerie	Teacher, K-12
Brown, Angela	Assistant Principal
Altom, Katherine	Instructional Coach

Duties

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

All members of the Leadership Team will be trained in the MTSS process and must participate on the MTSS Leadership team. The SIP is developed using the RTI process of problem solving. Data analysis and goal setting are followed by the identification of possible barriers to reaching the goals. Resources and strategies are identified to address the barriers and then the monitoring, responsible persons and evaluation tools are identified. Some members of the MTSS Leadership Team members meet with departmental groups to refine the SIP and build consensus. As the year progresses, teachers will work within departments to address Tier 1 interventions and across teams for Tier 2 and 3 interventions. The MTSS Leadership Team representative will meet with the School Advisory Council (SAC) and principal to present the SIP and receive input and feedback. The team follows the problem solving protocols to address data and barriers to successful achievement of goals.

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 MTSS leadership team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation within the building. The team meets once a month to engage in the following activities: Review universal screening data, make instructional decisions, and review progress monitoring data at the grade level and classroom level to identify students who are at moderate risk or at high risk for not meeting grade level standards. Based on the above information, the team will also identify professional development and resources needed by teachers. The members of the MTSS team will share the RTI paradigm and implementation via weekly team and departmental meetings as they collaborate, problem solve, share effective practices, make intervention decisions, and practice new processes and skills. Problems are analyzed through the four ICEL domains: instruction, curriculum, environment, and learner. The content and grade level diversity of the MTSS team will help to penetrate the learning communities at the school and thereby facilitate the RTI problem solving process. The RTI team works with other teams such as Foundations to problem solve behavioral challenges.

Title I funds supplement the basic education program, allowing the school to purchase classroom materials, books for students, field trips, and a full-time para-professional.

Title III funds ensure that English Language Learners (ELL) meet the academic content and English proficiency standards.

CHAMPs is implemented in every classroom at Reynolds Lane. We also implement the Second Step Program in grades K-5 once a week for thirty minutes.

The Community Eligibility Option (CEO) program offers free breakfast and lunch daily to every child

enrolled for the 2015-2016 school year. Students enrolled in the after school Team Up program also receive a nutritious dinner.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Sheila McNair	Business/Community
Mary Clyde	Parent
Marianne Simon	Principal
Michelle Farah	Teacher
Lucia Galarza	Education Support Employee
Jackson Brown	Parent
Claris St. Fleur	Parent
Tina Hall	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

The School Advisory Council discusses a portion of the SIP at each of the meetings. Revisions are suggested and implemented into the new plan.

Development of this school improvement plan

The School Advisory Council discussed School Accountability data and identify trends, areas of strength and areas in need of improvement. SAC recommended strategies to improve student performance and motivate students and also ways to include community resources and the after school program to increase student achievement. SAC will periodically review the SIP goals and interim data to determine effectiveness of strategies.

Preparation of the school's annual budget and plan

SAC is presented with the current allocation model for budget. They get a description of the current allocation and have a discussion around needs related to the budget.

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

- Classroom library books-\$1500.00
- Math manipulatives- \$550.00
- Student Folders- \$350.00

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:

Name	Title
Komatina, Michael	Instructional Coach
Simon, Marianne	Principal
LeBoeuf, Katie	Teacher, K-12
Pitts-Wilson, Valerie	Teacher, K-12
Fraley, Kenneth	Teacher, K-12
Peel, Taylor	Teacher, K-12
Fipps, Erica	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT is to increase literacy across content areas by utilizing best practices for reading instruction, introducing the appropriate application of reading strategies, while expanding student academic vocabulary through vocabulary acquisition. The school reading targets are to increase the number of students meeting High Standards in Reading to 50%, increase the number of students making learning gains in reading to 80% and increase the number of lowest 25% making learning gains in reading to 80%. The LLT course of action is to promote literacy through various activities such as: Million Word Challenge and School-wide Reading/Instructional Strategies. The School-wide Literacy Campaign will jump start the initiatives of the LLT. The Million Word Challenge will be promoted across content areas and grade levels to increase student participation in reading a million words as well as increasing the amount of reading outside of school this year.

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

Teacher resource times have been scheduled at the same time per grade level to help give the time necessary to collaborate. The admin staff will facilitate one data-driven PLC a week to model how the collaborative meetings should look. The academic coaches will meet with teachers during one of the other common planning sessions to model lesson planning and facilitate discussions. Admin and coaches will assist with the implementation of district-wide initiatives.

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

Reynolds Lane is part of the Quality Education for All initiative, which has a built-in system for recruiting and retaining highly qualified teachers. There is a monetary bonus available to recruit and retain top individuals. The following strategies will also be used:

Recruit via Interview process/ referrals

Retain via Mentoring and Induction for Novice Teachers Program Professional Development

Retain via Mentoring/ Coaching

Provide on-going PD via weekly training sessions

Build a positive school culture

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

Monthly MINT meetings with PDF, Mentors and Mentees are scheduled to provide small group professional development aligned with the special needs of novice teachers. These meeting also provide a venue to monitor progress toward completion of MINT requirements, such as the drafting and monitoring of the New Teacher

Individual Professional Development Plan. Mentors meet one on one with mentees weekly/biweekly to address needs, provide feedback, and next steps. Mentees also participate in weekly departmental professional learning communities and grade level team small learning communities. New teachers will participate in mentor observation cycles in which they will receive formative feedback and targeted coaching. New teachers will observe model teachers with a focus on identified challenges and Educator Accomplished Practices. The pairings were designed to ensure that reading teachers were paired with reading teachers and math teachers with math teachers.

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

The instructional programs and materials are selected by the school district. Teachers receive a curriculum guide that is aligned with Florida's standards. Teachers use this guide to plan their lessons and select their materials for teaching. Admin monitors the use of these materials to ensure alignment. To ensure that teacher's are meeting the rigor of the lessons, we will be utilizing a student-work protocol to assess alignment to 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

Teachers have a variety of data sources to draw upon to differentiate their instruction for students. After an assessment is given, teachers meet in PLC's and discuss results, plan for remediation, and plan for enrichment. Teacher schedules are organized in a way that provides time for small group instruction during the reading block and math block. Teachers are using a 10 day cycle of teaching, assessing, and regrouping based on student needs. Teachers have been provided a list of available resources to use during these small group times.

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: 10,800

The first hour of our Team-Up program is used for academics. The first 30 minutes is spend on math fluency and/or reading skills instruction. The last 30 minutes is spent on homework with specific instruction on the HW topic.

Strategy Rationale

Many students are performing below grade level at our school and need the extra time in order to close the achievement gap.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Simon, Marianne, simonm@duvalschools.org

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

iReady data, Achieve 3000, and teacher-made assessments will be used to pre-test and post-test to determine effectiveness of program.

Strategy: Weekend Program

Minutes added to school year: 720

Saturday School-6 Saturdays in January and February to prepare for FSA

Strategy Rationale

Many of our students are below grade level in math and this will help close the achievement gap.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Simon, Marianne, simonm@duvalschools.org

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

iReady data, CGA, and teacher made assessments will be used to pre-test and post-test to determine effectiveness of program.

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

Reynolds Lane currently offers one Title I Pre-K Program. A structured curriculum is implemented with fidelity. Within the first 45 days of enrollment in Kindergarten, students are given various assessments such as FLKRS to determine kindergarten readiness, letter naming and other emergent literacy skills. As a result, students receive multilevel tiered support as needed.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** If we increase the use of student engagement strategies, then we expect to see an improved school culture and improvement in achievement.

- G2.** If teachers increase the use and precision of data-driven, standards-based differentiated center rotations, then there will be an increase in student achievement.

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. If we increase the use of student engagement strategies, then we expect to see an improved school culture and improvement in achievement. 1a

G071710

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	5.0
AMO Math - All Students	
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- CHAMPS for behavior management
- Collaborative Strategies
- Technology to hook the students
- Hero Program
- Positive incentives

Targeted Barriers to Achieving the Goal 3

- Students are off-task and causing disruptions during instructional times

Plan to Monitor Progress Toward G1. 8

Student engagement will be tracked in each classroom during each classroom visit

Person Responsible

Marianne Simon

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data will be collected from each observation with a percent of students engaged.

G2. If teachers increase the use and precision of data-driven, standards-based differentiated center rotations, then there will be an increase in student achievement. 1a

G071711

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	62.0
AMO Math - ELL	71.0
AMO Math - ED	67.0
AMO Math - Hispanic	74.0
AMO Math - SWD	52.0
Math Gains	75.0
Math Lowest 25% Gains	75.0
AMO Math - All Students	66.0
AMO Reading - All Students	63.0
AMO Reading - African American	59.0
AMO Reading - ED	63.0
AMO Reading - ELL	53.0
AMO Reading - Hispanic	63.0
AMO Reading - SWD	44.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	80.0

Resources Available to Support the Goal 2

- Reading and Math Instructional Coach
- PLC's weekly
- Achieve 3000, iReady, FCRR, Curriculum Guides, Standards, assessments
- Reading Interventionist

Targeted Barriers to Achieving the Goal 3

- Teacher Knowledge around data analysis

Plan to Monitor Progress Toward G2. 8

Achieve 3000, iReady data, Mid and End of module data will all be used to review progress.

Person Responsible

Marianne Simon

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data charts, Lesson Plans, and schedules for rotations

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. If we increase the use of student engagement strategies, then we expect to see an improved school culture and improvement in achievement. **1**

 G071710

G1.B1 Students are off-task and causing disruptions during instructional times **2**

 B186951

G1.B1.S1 Use the book Teach Like a Pirate to train teachers on the use of engagement strategies. **4**

 S198369

Strategy Rationale

Educators must understand the importance of student engagement in the learning process, as well as the conditions that promote or discourage its development. Teachers also must be provided with the tools to engage students.

Action Step 1 **5**

Create a Book Study group for Teach Like a Pirate that meets monthly

Person Responsible

Kenneth Fraley

Schedule

Monthly, from 10/26/2015 to 5/27/2016

Evidence of Completion

Sign-in sheets for group

Action Step 2 5

Present a chapter summary and modeling of 5 engagement strategies at each faculty meeting

Person Responsible

Kenneth Fraley

Schedule

Monthly, from 11/4/2015 to 5/18/2016

Evidence of Completion

Agenda, chapter summary, exit slips from teachers-Teachers will use the learned strategies in 3 out of 5 lessons as observed by admin. Students' engagement level in classrooms will be at 90% in 3 out of 5 lessons as observed by admin.

Action Step 3 5

Schedule time for teachers to observe the engagement strategies being used with students

Person Responsible

Marianne Simon

Schedule

Monthly, from 11/2/2015 to 6/3/2016

Evidence of Completion

Observation schedules, anecdotal notes from the observations, exit tickets from teachers

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

The book study group will meet with the principal once a month to discuss implementation and show artifacts.

Person Responsible

Marianne Simon

Schedule

Monthly, from 11/2/2015 to 6/3/2016

Evidence of Completion

Meeting notes

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

Observations on student engagement will be done in the classrooms using number of students engaged at different times of the lessons

Person Responsible

Marianne Simon

Schedule

Weekly, from 11/2/2015 to 6/3/2016

Evidence of Completion

Classroom observation forms with specific data on student engagement

G1.B1.S2 Implement the Hero program to help motivate students 4

 S198370

Strategy Rationale

Students who have are rewarded with positive reinforcements throughout the day are more inclined to be fully engaged in their lessons.

Action Step 1 5

Develop a Hero team

Person Responsible

Angela Brown

Schedule

On 8/28/2015

Evidence of Completion

List of Hero team members submitted

Action Step 2 5

Create a Hero plan with actions, point values, and school-wide incentives

Person Responsible

Angela Brown

Schedule

On 9/30/2015

Evidence of Completion

The Hero plan will be kept on file and revised periodically. All updates will be kept on file.

Action Step 3 5

Train faculty on the use of the Hero system

Person Responsible

Angela Brown

Schedule

On 10/30/2015

Evidence of Completion

Agenda, sign-in sheets, Hero reports on teacher usage-Teachers will give out at least 50 hero points a week as documented by the teacher usage report in HERO.

G2. If teachers increase the use and precision of data-driven, standards-based differentiated center rotations, then there will be an increase in student achievement. 1

G071711

G2.B1 Teacher Knowledge around data analysis 2

B186954

G2.B1.S1 Data digs will be conducted after each time an assessment is given as a grade level. 4

S198376

Strategy Rationale

Working collaboratively will make teachers feel more comfortable in how to look at the data and they will be able to see peers model the conversations.

Action Step 1 5

Teachers will plan for a data dig with the admin team after each grade level assessment is given. Admin team will guide the questions and conversations in a gradual release model.

Person Responsible

Marianne Simon

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Teachers will complete the data chat sheets 100% of the time after an assessment is given, next steps for students and teachers will be recorded, and follow-up will be conducted by admin through walk-throughs.

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

Admin will participate in all PLC data digs with an agenda and common board configuration.

Person Responsible

Marianne Simon

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Agendas, Data chat sheets, CBC's and evidence of data-driven centers

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

Mini-Assessments or exit tickets will be given every two weeks to check student progress

Person Responsible

Marianne Simon

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Agendas, data collection on exit tickets, teacher surveys

G2.B1.S2 Instructional coaches will meet with each team weekly during the collaborative planning time to help plan rotations and the assessments used to track progress. 4

 S198377

Strategy Rationale

Coaches will actively participate in the lesson planning process with teachers to increase effective data-driven lesson plans.

Action Step 1 5

Math and Reading coach will participate in weekly, scheduled, collaborative planning sessions with every grade level to help with effective lesson planning, with a focus on small group instruction, both teacher-led and center rotations.

Person Responsible

Katherine Altom

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Minutes from meetings, collection of lessons over time to show progress

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Weekly debriefing sessions with the principal will occur

Person Responsible

Marianne Simon

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Meeting minutes, Sample lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Classroom visits during the rotation time will occur and data will be analyzed every two weeks

Person Responsible

Marianne Simon

Schedule

Biweekly, from 8/24/2016 to 8/24/2016

Evidence of Completion

Data collection, observation notes, feedback and next steps, Students accountability sheets for rotations will be reviewed

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	Create a Book Study group for Teach Like a Pirate that meets monthly	Fraley, Kenneth	10/26/2015	Sign-in sheets for group	5/27/2016 monthly
G1.B1.S2.A1	Develop a Hero team	Brown, Angela	8/17/2015	List of Hero team members submitted	8/28/2015 one-time
G2.B1.S1.A1	Teachers will plan for a data dig with the admin team after each grade level assessment is given. Admin team will guide the questions and conversations in a gradual release model.	Simon, Marianne	8/24/2015	Teachers will complete the data chat sheets 100% of the time after an assessment is given, next steps for students and teachers will be recorded, and follow-up will be conducted by admin through walk-throughs.	6/3/2016 monthly
G2.B1.S2.A1	Math and Reading coach will participate in weekly, scheduled, collaborative planning sessions with every grade level to help with effective lesson planning, with a focus on small group	Altom, Katherine	8/24/2015	Minutes from meetings, collection of lessons over time to show progress	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	instruction, both teacher-led and center rotations.				
G1.B1.S1.A2	Present a chapter summary and modeling of 5 engagement strategies at each faculty meeting	Fraley, Kenneth	11/4/2015	Agenda, chapter summary, exit slips from teachers-Teachers will use the learned strategies in 3 out of 5 lessons as observed by admin. Students' engagement level in classrooms will be at 90% in 3 out of 5 lessons as observed by admin.	5/18/2016 monthly
G1.B1.S2.A2	Create a Hero plan with actions, point values, and school-wide incentives	Brown, Angela	9/2/2015	The Hero plan will be kept on file and revised periodically. All updates will be kept on file.	9/30/2015 one-time
G1.B1.S1.A3	Schedule time for teachers to observe the engagement strategies being used with students	Simon, Marianne	11/2/2015	Observation schedules, anecdotal notes from the observations, exit tickets from teachers	6/3/2016 monthly
G1.B1.S2.A3	Train faculty on the use of the Hero system	Brown, Angela	10/1/2015	Agenda, sign-in sheets, Hero reports on teacher usage-Teachers will give out at least 50 hero points a week as documented by the teacher usage report in HERO.	10/30/2015 one-time
G1.MA1	Student engagement will be tracked in each classroom during each classroom visit	Simon, Marianne	8/24/2015	Data will be collected from each observation with a percent of students engaged.	6/3/2016 weekly
G1.B1.S1.MA1	Observations on student engagement will be done in the classrooms using number of students engaged at different times of the lessons	Simon, Marianne	11/2/2015	Classroom observation forms with specific data on student engagement	6/3/2016 weekly
G1.B1.S1.MA1	The book study group will meet with the principal once a month to discuss implementation and show artifacts.	Simon, Marianne	11/2/2015	Meeting notes	6/3/2016 monthly
G2.MA1	Achieve 3000, iReady data, Mid and End of module data will all be used to review progress.	Simon, Marianne	8/24/2015	Data charts, Lesson Plans, and schedules for rotations	6/3/2016 monthly
G2.B1.S1.MA1	Mini-Assessments or exit tickets will be given every two weeks to check student progress	Simon, Marianne	8/24/2015	Agendas, data collection on exit tickets, teacher surveys	6/3/2016 biweekly
G2.B1.S1.MA1	Admin will participate in all PLC data digs with an agenda and common board configuration.	Simon, Marianne	8/24/2015	Agendas, Data chat sheets, CBC's and evidence of data-driven centers	6/3/2016 monthly
G2.B1.S2.MA1	Classroom visits during the rotation time will occur and data will be analyzed every two weeks	Simon, Marianne	8/24/2016	Data collection, observation notes, feedback and next steps, Students accountability sheets for rotations will be reviewed	8/24/2016 biweekly
G2.B1.S2.MA1	Weekly debriefing sessions with the principal will occur	Simon, Marianne	8/24/2015	Meeting minutes, Sample lesson plans	6/3/2016 weekly

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. If we increase the use of student engagement strategies, then we expect to see an improved school culture and improvement in achievement.

G1.B1 Students are off-task and causing disruptions during instructional times

G1.B1.S1 Use the book Teach Like a Pirate to train teachers on the use of engagement strategies.

PD Opportunity 1

Present a chapter summary and modeling of 5 engagement strategies at each faculty meeting

Facilitator

Kenneth Fraley, Stephanie McAdam, and Valerie Wilson

Participants

K-5 teachers

Schedule

Monthly, from 11/4/2015 to 5/18/2016

G1.B1.S2 Implement the Hero program to help motivate students

PD Opportunity 1

Train faculty on the use of the Hero system

Facilitator

Katie Aderholt, Caitlyn Stetson, and Stephanie McAdam

Participants

Pk-5 teachers and resource teachers

Schedule

On 10/30/2015

G2. If teachers increase the use and precision of data-driven, standards-based differentiated center rotations, then there will be an increase in student achievement.

G2.B1 Teacher Knowledge around data analysis

G2.B1.S1 Data digs will be conducted after each time an assessment is given as a grade level.

PD Opportunity 1

Teachers will plan for a data dig with the admin team after each grade level assessment is given. Admin team will guide the questions and conversations in a gradual release model.

Facilitator

Michael Komatina Katie Aderholt Marianne Simon Angela Brown

Participants

All teachers

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data						
1	G1.B1.S1.A1	Create a Book Study group for Teach Like a Pirate that meets monthly				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2021 - Reynolds Lane Elementary Schl	School Improvement Funds		\$200.00
<i>Notes: Provide a copy of the book for each teacher-10 copies</i>						
2	G1.B1.S1.A2	Present a chapter summary and modeling of 5 engagement strategies at each faculty meeting				\$0.00
3	G1.B1.S1.A3	Schedule time for teachers to observe the engagement strategies being used with students				\$0.00
4	G1.B1.S2.A1	Develop a Hero team				\$0.00
5	G1.B1.S2.A2	Create a Hero plan with actions, point values, and school-wide incentives				\$0.00
6	G1.B1.S2.A3	Train faculty on the use of the Hero system				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2021 - Reynolds Lane Elementary Schl	School Improvement Funds		\$300.00
<i>Notes: Incentives/Rewards for Hero points</i>						
7	G2.B1.S1.A1	Teachers will plan for a data dig with the admin team after each grade level assessment is given. Admin team will guide the questions and conversations in a gradual release model.				\$0.00
8	G2.B1.S2.A1	Math and Reading coach will participate in weekly, scheduled, collaborative planning sessions with every grade level to help with effective lesson planning, with a focus on small group instruction, both teacher-led and center rotations.				\$0.00
					Total:	\$500.00