Reynolds Lane Elementary School

2016-17 Schoolwide Improvement Plan

Reynolds Lane Elementary School

840 REYNOLDS LN, Jacksonville, FL 32254

http://www.duvalschools.org/reynoldslane

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

Year	**2015-16**	**2014-15**	**2013-14**	**2012-13**
Grade	C	D*	F	C

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 11/1/2016.

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 a monitoring status of "Former F" (see page 4). 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

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Reynolds Lane Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To provide educational excellence in every school, in every classroom, for every student, every day.

To obtain common core proficiency for all students in each subject area, and to develop strong character in all students.

b. Provide the school's vision statement.

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

2. School Environment

a. 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 relationship s with their students through engaging lessons and real-world connections.

b. 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.

c. 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 clip on the clip chart with his/her name on the clip. Each chart component represents a reward or consequence (great day, time out, teacher intervention, etc.). Students will be required to move a clip down when he/she behaves inappropriately and will receive the corresponding consequence. Students also have the ability to clip up when exhibiting appropriate behaviors. Students will begin each day with a fresh start. The colors are directly related to the daily conduct grade.

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.

Reynolds Lane has implemented a minor referral system as a preventative measure so that students(and parents) get a warning when needed. Teachers will begin a discipline folder once a student has received a major referral as a tool to track and document behaviors. The folder will be kept with the teacher as well as administration.

d. 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 and Learning for Life to teach 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. Selected students will participate in a 6 week counseling group led by daniel Kids.

3. 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).

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	16	18	9	11	9	5	0	0	0	0	0	0	0	68
One or more suspensions	3	2	0	9	2	3	0	0	0	0	0	0	0	19
Course failure in ELA or Math	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	23	17	18	0	0	0	0	0	0	0	58

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	2	0	2	7	5	0	0	0	0	0	0	0	19

c. 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. RtI 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.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

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

2. Description

The goal is to increase parent involvement by 6%. When parents are involved in the learning process of their child they progress both academically and socially.

2. 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.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Simon, Marianne	Principal
Komatina, Michael	Instructional Coach
Fraley, Kenneth	Teacher, K-12
Pitts-Wilson, Valerie	Teacher, K-12
Altom, Katherine	Instructional Coach
Gomez, Jasmin	Assistant Principal

b. Duties

1. 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.

2. 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 2016-2017 school year. Students enrolled in the after school Team Up program also receive a nutritious dinner.

2. School Advisory Council (SAC)

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

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

b. Duties

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

a. 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.

b. 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.

c. 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.

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

Professional Development books-Teach Like a Champion-$1500.00
Math manipulatives- $550.00
Student Folders- $350.00

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Komatina, Michael	Instructional Coach
Simon, Marianne	Principal
Pitts-Wilson, Valerie	Teacher, K-12
Fraley, Kenneth	Teacher, K-12
Fipps, Erica	Teacher, K-12
Maynard, Karen	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 _40_%, increase the number of students making learning gains in reading to _65_% 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.

D. 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).

1. 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.

2. 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

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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.

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Reynolds Lane Elementary has really focused on core instruction this past year as it was new for us. We need to now really focus on small group instruction so that we can move students from where they are to grade-level so that they can understand the core. Our biggest need is in Reading. Last year we only had 23% proficiency school-wide. Our math was double that number.

B. 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"Â? 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.

Root causes include limited english proficiency, multiple grade levels behind, new teachers who do not have skills needed to move low level students

C. Strategic Goals

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 school culture and student achievement will improve.

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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we increase the use of student engagement strategies, then school culture and student achievement will improve. 1a

🔍 G086429

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	5.0
FSA Mathematics Achievement	50.0
FSA ELA Achievement	40.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

• CHAMPS for behavior management

• Collaborative Strategies

• Technology to hook the students

• Hero Program

• Positive incentives

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 9/14/2016 to 6/2/2017

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

🔍 G086430

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	50.0
AMO Math - ELL	75.0
AMO Math - ED	72.0
AMO Math - Hispanic	78.0
AMO Math - SWD	59.0
Math Gains	65.0
Math Lowest 25% Gains	80.0
AMO Math - All Students	71.0
FSA ELA Achievement	40.0
AMO Reading - African American	65.0
AMO Reading - ED	69.0
AMO Reading - ELL	60.0
AMO Reading - Hispanic	68.0
AMO Reading - SWD	52.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Teacher Knowledge around data analysis

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading and Math Instructional Coach

- PLC's weekly

- Achieve 3000, iReady, FCRR, Curriculum Guides, Standards, assessments

- Reading Interventionist

Plan to Monitor Progress Toward G2. 8

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

Person Responsible
Marianne Simon

Schedule
Monthly, from 8/30/2016 to 6/2/2017

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 school culture and student achievement will improve. 1

🔍 G086429

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

🔍 B229664

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

🔍 S242317

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

Assign different strategies to grade levels from Teach Like a Champion. They will present their assigned strategies to the staff at each faculty meeting.

Person Responsible

Marianne Simon

Schedule

Monthly, from 9/14/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets for group

Action Step 2 5

Each grade level will present a strategy at the monthly faculty meeting with 8 groups presenting.

Person Responsible

Kenneth Fraley

Schedule

Monthly, from 9/14/2016 to 6/2/2017

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 9/14/2016 to 6/2/2017

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`

Each group will present once a month and deliver an information sheet to the faculty.

Person Responsible

Marianne Simon

Schedule

Monthly, from 9/14/2016 to 6/2/2017

Evidence of Completion

Meeting notes and information sheet

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 9/14/2016 to 6/2/2017

Evidence of Completion

Classroom observation forms with specific data on student engagement

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

🔑 S242318

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

Jasmin Gomez

Schedule

On 9/2/2016

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

Jasmin Gomez

Schedule

On 9/30/2016

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

Jasmin Gomez

Schedule

On 10/5/2016

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.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Hero reports will be reviewed weekly

Person Responsible

Angela Brown

Schedule

Weekly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Hero reports will be reviewed and written feedback will be given to teachers and a copy given to admin on teacher usage of Hero

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Classroom observation will be conducted to record student engagement and use of Hero in the classroom

Person Responsible

Marianne Simon

Schedule

Weekly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Observation forms will indicate the level of engagement in the classroom and the use of Hero in the classroom. Records of points earned by students will be kept as well.

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

🔑 G086430

G2.B1 Teacher Knowledge around data analysis 2

🔑 B229667

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

🔑 S242324

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 8/30/2016 to 6/2/2017

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 8/30/2016 to 6/2/2017

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 9/6/2016 to 6/2/2017

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`

🔧 S242325

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 8/30/2016 to 6/2/2017

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 8/29/2016 to 6/2/2017

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 6/2/2017

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S2.A1 🔑 A313634	Develop a Hero team	Gomez, Jasmin	8/22/2016	List of Hero team members submitted	9/2/2016 one-time
G1.B1.S2.A2 🔑 A313635	Create a Hero plan with actions, point values, and school-wide incentives	Gomez, Jasmin	9/1/2016	The Hero plan will be kept on file and revised periodically. All updates will be kept on file.	9/30/2016 one-time
G1.B1.S2.A3 🔑 A313636	Train faculty on the use of the Hero system	Gomez, Jasmin	9/14/2016	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.	10/5/2016 one-time
G1.MA1 🔑 M323823	Student engagement will be tracked in each classroom during each classroom visit	Simon, Marianne	9/14/2016	Data will be collected from each observation with a percent of students engaged.	6/2/2017 weekly
G2.MA1 🔑 M323828	Achieve 3000, iReady data, Mid and End of mudule data will all be used to review progress.	Simon, Marianne	8/30/2016	Data charts, Lesson Plans, and schedules for rotations	6/2/2017 monthly
G1.B1.S1.MA1 🔑 M323813	Observations on student engagement will be done in the classrooms using number of students engaged...	Simon, Marianne	9/14/2016	Classroom observation forms with specific data on student engagement	6/2/2017 weekly
G1.B1.S1.MA1 🔑 M323814	Each group will present once a month and deliver an information sheet to the faculty.	Simon, Marianne	9/14/2016	Meeting notes and information sheet	6/2/2017 monthly
G1.B1.S1.A1 🔑 A313631	Assign different strategies to grade levels from Teach Like a Champion. They will present their...	Simon, Marianne	9/14/2016	Sign-in sheets for group	6/2/2017 monthly
G1.B1.S1.A2 🔑 A313632	Each grade level will present a strategy at the monthly faculty meeting with 8 groups presenting.	Fraley, Kenneth	9/14/2016	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.	6/2/2017 monthly
G1.B1.S1.A3 🔑 A313633	Schedule time for teachers to observe the engagement strategies being used with students	Simon, Marianne	9/14/2016	Observation schedules, anecdotal notes from the observations, exit tickets from teachers	6/2/2017 monthly
G2.B1.S1.MA1 🔑 M323824	Mini-Assessments or exit tickets will be given every two weeks to check student progress	Simon, Marianne	9/6/2016	Agendas, data collection on exit tickets, teacher surveys	6/2/2017 biweekly
G2.B1.S1.MA1 🔑 M323825	Admin will participate in all PLC data digs with an agenda and common board configuration.	Simon, Marianne	8/30/2016	Agendas, Data chat sheets, CBC's and evidence of data-driven centers	6/2/2017 monthly
G2.B1.S1.A1 🔑 A313642	Teachers will plan for a data dig with the admin team after each grade level assessment is given....	Simon, Marianne	8/30/2016	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.	6/2/2017 monthly
G1.B1.S2.MA1 🔑 M323815	Classroom observation will be conducted to record student engagement and use of Hero in the...	Simon, Marianne	9/7/2016	Observation forms will indicate the level of engagement in the classroom and the use of Hero in the classroom. Records of points earned by students will be kept as well.	6/2/2017 weekly
G1.B1.S2.MA1 🔑 M323816	Hero reports will be reviewed weekly	Brown, Angela	9/7/2016	Hero reports will be reviewed and written feedback will be given to teachers and a copy given to admin on teacher usage of Hero	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1 🔍 M323826	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	6/2/2017 biweekly
G2.B1.S2.MA1 🔍 M323827	Weekly debriefing sessions with the principal will occur	Simon, Marianne	8/29/2016	Meeting minutes, Sample lesson plans	6/2/2017 weekly
G2.B1.S2.A1 🔍 A313643	Math and Reading coach will participate in weekly, scheduled, collaborative planning sessions with...	Altom, Katherine	8/30/2016	Minutes from meetings, collection of lessons over time to show progress	6/2/2017 weekly

V. 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 school culture and student achievement will improve.

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

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

PD Opportunity 1

Each grade level will present a strategy at the monthly faculty meeting with 8 groups presenting.

Facilitator

Kenneth Fraley, Stephanie McAdam, and Valerie Wilson

Participants

K-5 teachers

Schedule

Monthly, from 9/14/2016 to 6/2/2017

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 10/5/2016

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 Jasmin Esparza Gomez

Participants

All teachers

Schedule

Monthly, from 8/30/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	**Assign different strategies to grade levels from Teach Like a Champion. They will present their assigned strategies to the staff at each faculty meeting.**				**$200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2021 - Reynolds Lane Elementary Schl	School Improvement Funds		$200.00
				Notes: Provide a copy of the book for each teacher-10 copies		
2	G1.B1.S1.A2	**Each grade level will present a strategy at the monthly faculty meeting with 8 groups presenting.**				**$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	2016-17
			2021 - Reynolds Lane Elementary Schl	School Improvement Funds		$300.00
				Notes: Incentives/Rewards for Hero points		
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**