

Duval County Public Schools

Reynolds Lane Elementary School



2019-20 Schoolwide Improvement Plan

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Reynolds Lane Elementary School

840 REYNOLDS LN, Jacksonville, FL 32254

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

Demographics

Principal: Kimberly Jennings

Start Date for this Principal: 6/18/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (37%) 2017-18: C (41%) 2016-17: C (49%) 2015-16: C (47%) 2014-15: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	85%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	C

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Griffin, Kenya	Principal	<p>In schools with effective leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders:</p> <ul style="list-style-type: none"> • Practice shared leadership • Set high goals for quality instruction • Maintain mutually trusting and respectful relationships • Support professional advancement for faculty and staff • Manage resources for sustained program improvement
Conner, Crystal	Assistant Principal	<p>In schools with effective leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders:</p> <ul style="list-style-type: none"> • Practice shared leadership • Set high goals for quality instruction • Maintain mutually trusting and respectful relationships • Support professional advancement for faculty and staff • Manage resources for sustained program improvement
Martin, Deborah	Instructional Coach	<p>Provide professional development and instructional support to teachers in literacy</p> <p>Provide standards-based reading intervention to students</p> <p>Assist the school administration in data analysis of literacy instruction and programs</p>
Warnock, Allison	Instructional Coach	<p>Provide professional development and instructional support to teachers in mathematics</p> <p>Provide standards-based mathematics intervention to students</p> <p>Assist the school administration in data analysis of mathematics instruction and programs</p>
Yon, Patricia	School Counselor	<p>Provide social and emotional counseling and support to students</p> <p>Serve as the liaison between the school outside counseling agencies</p> <p>Coordinate the school's attendance intervention program</p> <p>Assist the school administration on the monitoring of the MTSS program</p>

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	35	56	42	52	41	42	0	0	0	0	0	0	0	268
Attendance below 90 percent	7	19	10	13	7	7	0	0	0	0	0	0	0	63
One or more suspensions	3	0	1	2	5	0	0	0	0	0	0	0	0	11
Course failure in ELA or Math	1	4	8	11	15	10	0	0	0	0	0	0	0	49
Level 1 on statewide assessment	0	0	0	7	15	24	0	0	0	0	0	0	0	46

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	0	2	1	7	0	0	0	0	0	0	0	13

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	4	8	11	15	9	0	0	0	0	0	0	0	48
Students retained two or more times	0	0	1	3	0	0	0	0	0	0	0	0	0	4

FTE units allocated to school (total number of teacher units)

14

Date this data was collected or last updated

Tuesday 8/27/2019

Prior Year - As Reported
The number of students by grade level that exhibit each early warning indicator:

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
Students with two or more indicators														

Prior Year - Updated
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	26%	50%	57%	31%	49%	55%
ELA Learning Gains	35%	56%	58%	57%	56%	57%
ELA Lowest 25th Percentile	30%	50%	53%	63%	54%	52%
Math Achievement	43%	62%	63%	47%	62%	61%
Math Learning Gains	53%	63%	62%	57%	63%	61%
Math Lowest 25th Percentile	40%	52%	51%	48%	54%	51%
Science Achievement	32%	48%	53%	42%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	35 (0)	56 (0)	42 (0)	52 (0)	41 (0)	42 (0)	268 (0)
Attendance below 90 percent	7 ()	19 ()	10 ()	13 ()	7 ()	7 ()	63 (0)
One or more suspensions	3 ()	0 (0)	1 (0)	2 (0)	5 (0)	0 (0)	11 (0)
Course failure in ELA or Math	1 ()	4 (0)	8 (0)	11 (0)	15 (0)	10 (0)	49 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	7 (0)	15 (0)	24 (0)	46 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	23%	51%	-28%	58%	-35%
	2018	26%	50%	-24%	57%	-31%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	22%	52%	-30%	58%	-36%
	2018	34%	49%	-15%	56%	-22%
Same Grade Comparison		-12%				
Cohort Comparison		-4%				
05	2019	30%	50%	-20%	56%	-26%
	2018	23%	51%	-28%	55%	-32%
Same Grade Comparison		7%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	29%	61%	-32%	62%	-33%
	2018	30%	59%	-29%	62%	-32%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	41%	64%	-23%	64%	-23%
	2018	51%	60%	-9%	62%	-11%
Same Grade Comparison		-10%				
Cohort Comparison		11%				
05	2019	47%	57%	-10%	60%	-13%
	2018	50%	61%	-11%	61%	-11%
Same Grade Comparison		-3%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	29%	49%	-20%	53%	-24%
	2018	36%	56%	-20%	55%	-19%
Same Grade Comparison		-7%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	11	16	20	23	33	30	10				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	11	50		42	58						
BLK	22	25	18	38	47	33	29				
HSP	29	57	50	48	57		36				
WHT	40	38		50	60						
FRL	26	37	27	42	57	43	33				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	28	22	22	34	25					
ELL	20	33		35	47						
BLK	25	37	29	47	62	40	33				
HSP	35	50		53	54		46				
WHT	48	53		52	60						
FRL	30	40	26	48	58	32	35				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	3	50	64	29	46						
ELL	6	33		17	47	45					
BLK	33	64	76	45	57	53	42				
HSP	23	37		42	53	40					
WHT	32	42		55	58						
FRL	30	54	61	45	53	40	47				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	307
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ELA Proficiency (26% in 2019; 32% in 2018)

1. Our reading curriculum does not adequately teach students how to decode text.
2. Lack of standards based planning for reading
3. Lack of programming to promote reading
4. Three out of the four 3rd-5th grade reading teachers had less than 2 years of experience with teaching.
5. One of the 3rd grade reading teachers went on maternity leave.

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

ELA Gains

1. Our reading curriculum does not adequately teach students how to decode text.
2. Lack of standards based planning for reading
3. Three out of the four 3rd-5th grade reading teachers had less than 2 years of experience with teaching.
4. One of the 3rd grade reading teachers went on maternity leave.

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

ELA Proficiency (26% in 2019; 32% in 2018)

1. Our reading curriculum does not adequately teach students how to decode text.
2. Lack of standards based planning for reading
3. Lack of programming to promote reading
4. Three out of the four 3rd-5th grade reading teachers had less than 2 years of experience with teaching.
5. One of the 3rd grade reading teachers went on maternity leave.

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

Math Gains Lowest 25% of students

1. The school provided targeted our LPQ of math students for targeted math interventions with our math coach.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance-There are 63 out of the 268 students (24%) who are enrolled in our school that have missed 19 or more days (at least 10%) of school during the 2019-20 school year.

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

1. ELA Gains Lowest 25%
2. ELA Gains
3. Math Gains Lowest 25%
4. Math Gains
5. Reading Proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Decoding and Phonics Instruction
Rationale	If teachers increase the use of scientifically-based reading interventions in decoding and phonics in K-5, our reading proficiency and gains will increase. Based on our 2018 - 2019 School Data, ELA Proficiency showed a decrease from 32% to now 26%, ELA Gains from 43% to 35%.
State the measurable outcome the school plans to achieve	Our measurable outcome for ELA achievement will be 40% proficiency, ELA gains will be 50%, and ELA LPQ Gains will be 50%.
Person responsible for monitoring outcome	Kenya Griffin (griffink2@duvalschools.org)
Evidence-based Strategy	Reading Intervention Groups using Corrective Reading (Grades 3-5) and Reading Mastery Signature Edition (Grades K-2)
Rationale for Evidence-based Strategy	Intervention daily in addition to teacher whole group instruction and small group remediation with an effective program will offer needed support to students struggling in Reading. Kindergarten through second grade teachers will use Reading Mastery Signature Edition materials from SRA McGraw Hill to provide reading instruction for a minimum of 45 minutes. Third through fifth grade teachers will use Corrective Reading materials from SRA McGraw Hill for 45-60 minutes. The students will participate in a baseline and end of the year placement testing as well as monthly mastery assessments.
Action Step	
Description	<ol style="list-style-type: none"> 1. All teachers and administrators supporting this strategy will be trained in their respective programs by September. 2. All students will complete their baseline assessments by August 30. 3. Students will be grouped according to their area of need by August 30. 4. Intervention groups will begin by the first week of September contingent on the receipt of materials. 5. Monthly mastery tests will be administered and analyzed by teachers and the leadership team to make adjustments in the program. 6. Acquire a reading interventionist to provide greater access to reading interventions by September 30.
Person Responsible	Crystal Conner (connerc@duvalschools.org)

#2	
Title	Mathematics Intervention
Rationale	If teachers increase the use of standards-based mathematics interventions in Grades 3-5, mathematics proficiency and gains will increase. Based on our 2018 - 2019 School Data, math proficiency showed a decrease from 50% to 43%, math gains from 60% to 53%.
State the measurable outcome the school plans to achieve	Our measurable outcome for math gains is that our students will make 60% math gains and 60% LPQ math gains.
Person responsible for monitoring outcome	Kenya Griffin (griffink2@duvalschools.org)
Evidence-based Strategy	Math Intervention Groups using the Acaletics Supplemental Math Program for Grades 2-5. Fact fluency practice for students in Grades 2-5 using
Rationale for Evidence-based Strategy	Intervention daily in addition to standards-based whole group instruction and effective program remediation program will offer needed support to students struggling in math. Second through fifth grade teachers will use Acaletics for 30 daily. The students will participate in a baseline and end of the year placement testing as well as monthly mastery assessments. Second through fifth grade students will also use the Reflex Math software to assess and practice fact fluency for a minimum of 30 minutes per week.
Action Step	
Description	<ol style="list-style-type: none"> 1. All teachers and administrators supporting this strategy will be trained in their respective programs by August. 2. All students will complete their baseline assessments by August 30. 3. Students will be grouped according to their area of need by August 30. 4. Intervention groups will begin by the first week of September contingent on the receipt of materials. 5. Monthly mastery tests will be administered and analyzed by teachers and the leadership team to make adjustments in the program. 6. Acquire Reflex math by September to provide 30 minutes per week of fact fluency practice.
Person Responsible	Kenya Griffin (griffink2@duvalschools.org)

#3	
Title	Afterschool Math and Reading Tutoring
Rationale	Our school data shows a lack of achievement and growth of our students in reading and math. More time for small group intervention is needed at our school. This afterschool tutoring program will service students in K-5 to provide intervention in reading and math.
State the measurable outcome the school plans to achieve	3rd-5th Grades: 40% Reading Achievement, 60% Reading Gains, 60% Lowest Quartile Gains. 50% Math Achievement, 60% Reading Gains, 60% Math Gains, 60% Lowest Quartile Math Gains. K-2nd Grades: All grades levels will have a minimum on-grade level of 40% for reading and 50% for math
Person responsible for monitoring outcome	Crystal Conner (connerc@duvalschools.org)
Evidence-based Strategy	The reading tutors will use the Leveled Literacy Intervention program to provide reading interventions. The math tutors will use the Florida Ready MAFS booklets.
Rationale for Evidence-based Strategy	LLI has a strong research base to support its implementation and it is a unified intervention system that covers the five components of reading. Florida Ready MAFS is a standards-based program has been used to great effect in several schools throughout the county.
Action Step	
Description	<ol style="list-style-type: none"> 1. By August 30, all students will take diagnostic reading and math assessments. 2. By September 13, each grade level will select students for tutoring. 3. Afterschool tutoring will begin on September 16 with students participating in two sessions per week until December 20. 4. MAFS books will be purchased by September 16. 5. LLI Materials will be purchased by September 16.
Person Responsible	Kenya Griffin (griffink2@duvalschools.org)

#4	
Title	In School Math and Reading Tutoring
Rationale	Our school data shows a lack of achievement and growth of our students in reading and math. More time for small group intervention is needed at our school. This afterschool tutoring program will service students in K-5 to provide intervention in reading and math.
State the measurable outcome the school plans to achieve	3rd-5th Grades: 40% Reading Achievement, 60% Reading Gains, 60% Lowest Quartile Gains. 50% Math Achievement, 60% Reading Gains, 60% Lowest Quartile Math Gains. K-2nd Grades: All grades levels will have a minimum on-grade level of 40% for reading and 50% for math
Person responsible for monitoring outcome	Kenya Griffin (griffink2@duvalschools.org)
Evidence-based Strategy	The tutors will use the Leveled Literacy Intervention program to provide reading interventions and the Florida Ready MAFS books for math interventions.
Rationale for Evidence-based Strategy	LLI has a strong research base to support its implementation and it is a unified intervention system that covers the five components of reading. Florida Ready MAFS has been used to great effect in several schools throughout the county.
Action Step	
Description	<ol style="list-style-type: none"> 1. By August 30, all students will take diagnostic reading and math assessments. 2. By September 13, each grade level will select students for intervention groups. 3. The tutoring will begin by October 1 for 156 days for four hours per day. 4. 2. 3. 4. 5.
Person Responsible	Allison Warnock (warnocka@duvalschools.org)

#5	
Title	Improving Academic Rigor with Standards Based Instruction
Rationale	The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas. Assist with teachers of students who are in a state assessed grade and/or course. Will provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement, closing the achievement gap in tested grades; Will serve Assistant Principal grade level ELA, Math, and Science Learning communities. Monitors success of all students in the learning environment, ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance, and support the effective use of benchmarks, learning and expectations, feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. Support & promote positive learning culture; provide support and framework for effective standards based instructional program delivery; coaching instructional staff in application of best practice for increasing student growth
State the measurable outcome the school plans to achieve	With specific content area support, we will see an increase in all content areas. Learning gains will increase by 5-8%.
Person responsible for monitoring outcome	Kenya Griffin (griffink2@duvalschools.org)
Evidence-based Strategy	As stated in Leadership Content Knowledge (2003), "We go on to suggest that all administrators have solid mastery of at least one subject (and the learning and teaching of it) and that they develop expertise in other subjects by "postholing," that is, conducting in-depth explorations of an important but bounded slice of the subject, how it is learned, and how it is taught. We conclude with an exploration of how content knowledge and leadership knowledge might be intertwined and suggestions for further research." https://www.jstor.org/stable/3699585?seq=1
Rationale for Evidence-based Strategy	Content specialist are non-administrative, peer to peer support staff who can provide job-embedded professional learning and coaching support. Although effective in instilling credibility with peer's groups, peer coaches cannot provide any evaluative or summative direction or feedback, therefore any necessary teacher professional growth planning and/or progressive action that requires more intensive action must be observed, documented, and supported by administrative staff only.
Action Step	
Description	<ol style="list-style-type: none"> 1. Support the school's academic leadership development and professional learning (assistant principals, coaches, interventionist, instructional leads) to ensure the success of all students in the learning environment; 2. Serves as Assistant Principal of grade level ELA, Math, and Science learning communities; 3. Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills

Person Responsible Kenya Griffin (griffink2@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

The overall average daily attendance rate for Reynolds Lane Elementary for 2018-19 was 90.8%. Twenty-four percent of our students (63 students) had 19 or more days of absence (less than 90% attendance) during the 2018-19. To address this Schoolwide Improvement Priorities, our school will use the following strategies:

1. Create a new schoolwide attendance incentive system
 - a. Start the school year with a 15 Day Challenge in which all students who have perfect attendance for the first 15 days of school will receive a special gift bag.
 - b. We will have monthly celebrations for attendance in which students who have perfect attendance will receive a special reward. Students who have earned 95% or only missed 1 or less absence per month.
2. Educate families on the importance of daily attendance by using a series of monthly announcements.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Reynolds Lane Elementary will conduct a series of eight family engagement events (two per quarter) throughout the school year. These events will focus on educating parents on school improvement plans, providing opportunities for families to learn about children's status in school, and learn about wider state and district programs such as FSA and school choice programs. The school will continue its efforts at improving participation in the School Advisory Council and Parent Teacher Association which was reactivated during the 2018-19 school year.

PFEP Link

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

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

Our school counselor, Mrs. Patricia Yon will provide small group and individualized counseling sessions to students on a variety of topics including anger management, grief counseling, and parent separation. The James Weldon Johnson Full Service School Center will provide a counseling to serve our school on a part-time basis to provide extended counseling services as well as social, medical, and behavior therapy.

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

The school administrator meets with incoming families to discover the needs of their children. At the beginning of the school year, the school provides a family orientation that address schoolwide as well as classrooms procedures. The school also offers tours to incoming families.

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

The school administration meets with a variety of stakeholders to including parents, faith-based, and community partners to during the needs of our school. The results of our schoolwide climate and culture survey are used to quantify needs. These efforts are under the direction of the principal with the support of the assistant principal.

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

Reynolds Lane Elementary has a partnership with Junior Achievement of Northeast Florida to provide career programming in the form as a career fair in May. During this event, our intermediate students learn about various careers.

Part V: Budget

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

1	III.A.	Areas of Focus: Decoding and Phonics Instruction				\$66,100.77
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	2021 - Reynolds Lane Elementary Schl	UniSIG	0.9	\$42,300.00
			<i>Notes: Reading Interventionist is needed in order to facilitate interventions for students reading far below grade levels.</i>			
	5100	210-Retirement	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$3,583.00
			<i>Notes: Reading Interventionist Benefits Retirement 8.47%</i>			
	5100	220-Social Security	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$3,236.00
			<i>Notes: Reading Interventionist Benefits Social Security 7.65%</i>			
	5100	231-Health and Hospitalization	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$7,826.00
			<i>Notes: Reading Interventionist Benefits Health and Hospitalization 18.50%</i>			
	5100	232-Life Insurance	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$13.00
			<i>Notes: Reading Interventionist Benefits Life Insurance .03%</i>			
	5100	240-Workers Compensation	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$398.00

			<i>Notes: Reading Interventionist Benefits Workers Compensation .94%</i>			
	5100	250-Unemployment Compensation	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$4.00
			<i>Notes: Reading Interventionist Benefits Unemployment Compensation .01%</i>			
	5100	290-Other Employee Benefits	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$241.00
			<i>Notes: Reading Interventionist Benefits Other Employee Benefits Flex Medical .57%</i>			
	5100	290-Other Employee Benefits	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$592.00
			<i>Notes: Reading Interventionist Benefits Other Employee Benefits Leave 1.4%</i>			
	5100	510-Supplies	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$4,000.00
			<i>Notes: Paper, Pens, Pencils, ink cartridge, folders, file folders, binders</i>			
	6400	310-Professional and Technical Services	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$2,573.50
			<i>Notes: Onsite reading professional development</i>			
	5100	510-Supplies	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$1,334.27
			<i>Notes: paper, pencils, folders, composition books, rulers, calculators, and crayons to complete some of the assignments provided by the district (both virtual and during the summer)</i>			
2	III.A.	Areas of Focus: Mathematics Intervention				\$14,400.50
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$2,500.00
			<i>Notes: Supplies, paper, pens, pencils, chart paper, binders, Ink, memo pads,</i>			
	5100	640-Furniture, Fixtures and Equipment	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$7,308.00
			<i>Notes: Technology Laptops</i>			
	5100	369-Technology-Related Rentals	2021 - Reynolds Lane Elementary Schl	UniSIG		\$1,297.50
			<i>Notes: Study Island Science 145 license</i>			
	5100	369-Technology-Related Rentals	2021 - Reynolds Lane Elementary Schl	UniSIG		\$3,295.00
			<i>Notes: Reflex site license</i>			
3	III.A.	Areas of Focus: Afterschool Math and Reading Tutoring				\$15,590.08
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	120-Classroom Teachers	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$8,064.00
			<i>Notes: Salary 12 afterschool tutoring positions; each position will serve in 1 hour sessions (2 sessions per week) for a total of 28 sessions</i>			
	5900	210-Retirement	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$682.00

			<i>Notes: Afterschool Tutoring Benefits Retirement 8.47%</i>			
	5900	220-Social Security	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$617.00
			<i>Notes: Afterschool Tutoring Benefits Social Security Regular Salaries 7.65%</i>			
	5900	240-Workers Compensation	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$76.00
			<i>Notes: Afterschool Tutoring Benefits Workers Comp .94%</i>			
	5100	510-Supplies	2021 - Reynolds Lane Elementary Schl	Title, I Part A	0.0	\$3,200.00
			<i>Notes: Curriculum Association Florida Ready MAFS</i>			
	5100	510-Supplies	2021 - Reynolds Lane Elementary Schl	Title, I Part A	0.0	\$1,640.93
			<i>Notes: Ready Math student booklets for Grades 3-5 for tutoring intervention</i>			
	5100	510-Supplies	2021 - Reynolds Lane Elementary Schl	Title, I Part A	0.0	\$659.40
			<i>Notes: Performance Coach ELA and Math student books for afterschool tutoring (60 books)</i>			
	5100	510-Supplies	2021 - Reynolds Lane Elementary Schl	Title, I Part A	0.0	\$650.75
			<i>Notes: Copy papers for in-school interventions and afterschool tutoring program</i>			
4	III.A.	Areas of Focus: In School Math and Reading Tutoring				\$40,056.22
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	120-Classroom Teachers	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$31,200.00
			<i>Notes: Two tutors at \$24 per hour for four hours per day for 156 days.</i>			
	5900	210-Retirement	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$2,643.00
			<i>Notes: Tutor Benefits Retirement 8.47%</i>			
	5900	220-Social Security	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$2,387.00
			<i>Notes: Tutor Benefits Social Security Regular Salaries 7.65%</i>			
	5900	240-Workers Compensation	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$293.00
			<i>Notes: Tutor Benefits Workers Comp 0.94%</i>			
	5100	510-Supplies	2021 - Reynolds Lane Elementary Schl	Title, I Part A	0.0	\$3,533.22
			<i>Notes: Incentive field trips for reading and math interventions across grades K-5; this incentive will also address the additional priority of improving attendance</i>			
5	III.A.	Areas of Focus: Improving Academic Rigor with Standards Based Instruction				\$29,140.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7300	110-Administrators	2021 - Reynolds Lane Elementary Schl	UniSIG	0.3	\$21,000.00

			<i>Notes: Additional Support Supplemental Assistant Principal. The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas.</i>			
	7300	210-Retirement	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$1,779.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Retirement 8.47%</i>			
	7300	220-Social Security	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$1,607.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Social Security 7.65%</i>			
	7300	231-Health and Hospitalization	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$3,885.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Health and Hospitalization 18.50%</i>			
	7300	232-Life Insurance	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$6.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Life Insurance .03%</i>			
	7300	240-Workers Compensation	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$197.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Workers Compensation .94%</i>			
	7300	250-Unemployment Compensation	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$2.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Unemployment Compensation .01%</i>			
	7300	290-Other Employee Benefits	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$120.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Flex Medical .57%</i>			
	7300	290-Other Employee Benefits	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$294.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Leave 1.4%</i>			
	7300	330-Travel	2021 - Reynolds Lane Elementary Schl	UniSIG	0.0	\$250.00
Total:						\$173,488.30