

Duval County Public Schools

Reynolds Lane Elementary School



2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 is pending approval by the Duval County School Board.

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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Reynolds Lane Elementary School

840 REYNOLDS LN, Jacksonville, FL 32254

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">88%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	C

School Board Approval

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
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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
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Jenkins, Jacquelyn	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
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Martin, Deborah	Instructional Coach	<p>Provide professional development and instructional support to teachers in literacy Provide standards-based reading intervention to students Assist the school administration in data analysis of literacy instruction and programs</p>
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Warnock, Allison	Instructional Coach	<p>Provide professional development and instructional support to teachers in mathematics Provide standards-based mathematics intervention to students Assist the school administration in data analysis of mathematics instruction and programs</p>
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Yon, Patricia	School Counselor	<p>Provide social and emotional counseling and support to students Serve as the liaison between the school outside counseling agencies Coordinate the school's attendance intervention program Assist the school administration on the monitoring of the MTSS program</p>
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Demographic Information

Principal start date
 Monday 6/18/2018, Kimberly Jennings

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

18

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 .	

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	15	34	46	39	48	43	0	0	0	0	0	0	0	225
Attendance below 90 percent	0	0	0	0	8	17	0	0	0	0	0	0	0	25
One or more suspensions	1	5	1	2	1	1	0	0	0	0	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7

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	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 6/25/2020

Prior Year - As Reported

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	
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

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	
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

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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				
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	
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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%	2

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%	0

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%	0

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%	0

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%	1

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%	0
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%	0
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%	0
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%	0
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%	0

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.

-

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

-

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.

-

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

-

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

-

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

1. -
- 2.
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

Based on our 2018 - 2019 School Data, ELA Proficiency showed a decrease from 32% to 26%, ELA Gains from 43% to 35%. In particular, three subgroups of students scored under the 41% threshold on the Federal Index for performance (African American students scored at 30%, students with disabilities at 20%, and economically disadvantaged students at 39%). This ELA performance has placed our school in the Lowest 300 of elementary schools in the Florida.

Measurable Outcome:

Our measurable outcome for ELA achievement will be 40% proficiency, ELA gains will be 60%, and ELA LPQ Gains will be 60%.

Person responsible for monitoring outcome:

Kenya Griffin (griffink2@duvalschools.org)

Evidence-based Strategy:

If teachers increase the use of phonics-based reading instruction that combines direct instruction across all grade levels in K-5, our ELA proficiency and all ELA gains will increase. K-2 teachers will use the SRA-McGraw Hill Reading Mastery Signature Edition and the teachers in grades 3-5 will use Corrective Reading by the same publisher.

Rationale for Evidence-based Strategy:

Research from Fisher, Frey, and Hattie (2016) states that direct instruction as instructional strategy has an effect size of 0.59 and phonics instruction has an effect size of 0.54. Both of these effects sizes are in the Zone of Desired effects as defined by these researchers.

Action Steps to Implement

All teachers and administrators supporting this strategy will be trained in their respective programs by September.

Person Responsible

Jacquelyn Jenkins (jenkinsj@duvalschools.org)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on our 2018 - 2019 School Data, ELA Proficiency showed a decrease from 32% to now 26%, ELA Gains from 43% to 35%. 40% of our teachers have 3 or less years of experience. As a result, there is a gap in teacher knowledge with making data informed decisions and adjustments to small group guided reading instruction; teacher knowledge with dis-aggregating reading data.

Measurable Outcome: ELA Proficiency will increase from 32% to 40%. ELA Gains for all students will increase from 43% to 60%.
Lowest Performing Quartile ELA Gains will increase from 28% to 60%.

Person responsible for monitoring outcome: Jacquelyn Jenkins (jenkinsj@duvalschools.org)

Evidence-based Strategy: If teachers increase the use and precision of data-driven, standards-based differentiated small group learning, then student achievement and gains will increase in Reading.

Rationale for Evidence-based Strategy: Research from Fisher, Frey, and Hattie (2016) showed that small group learning with flexible groups had an effect size of 0.49 which is within their "zone of desired effects."

Action Steps to Implement

Administration and/or instructional coaches will lead small group guided reading training and facilitate data chats to group students and modify reading instruction.

1. Provide professional development opportunities for teachers during common planning and Early Release on developing guided reading lesson plans using current data.
2. Provide teachers with professional development opportunities with gathering data from a variety of sources (ie. Unify, Baseball Card, Freckle, iReady, and district assessments, etc.) and using the data to make informed instructional decisions including small group guided reading instruction.
3. Provide iReady and Achieve training to novice teachers. Provide training on FSA Item Specs and Item Types to all intermediate teachers. Provide training on using Duval Reads, Leveled Literacy Intervention (interventionists and ESE teachers).
4. Facilitate opportunities for teachers to observe their peers' implementing small group guided reading instruction effectively.
5. Support teachers with implementing quarterly data chats with students using iReady and Achieve Diagnostic data
6. Supporting teachers with ongoing adjustments to their small groups based on current ELA data (ie. running records, module assessments, exit slips, etc.)

Person Responsible Deborah Martin (edwardsd6@duvalschools.org)

Research by Allington (2012, 2014) has shown that volume reading can be an effective strategy in promote reading fluency and comprehension. Students will participate in a volume reading program that will provide an incentive for the number of books they read on their individual reading levels.

1. Teachers will participate in professional development in September on Accelerated Reader (AR) and STAR including the use of AR reading logs and use of the online programs.
2. Students in K-5 will complete STAR reader assessments by September.
3. 50% of the school's library books will be coded with their AR information for student access by December.

4. Students will be provided with biweekly access to the media center.
5. The school reward program will be introduced to students in September that will have monthly participation goals and quarterly celebrations.

Person Responsible Deborah Martin (edwardsd6@duvalschools.org)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: If teachers increase the use of standards-based mathematics instruction and interventions, 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%.

Measurable Outcome: Our measurable outcome for math gains is that our students will achieve 50% math proficiency, 60% math gains and 60% Lowest Performing Quartile (LPQ) math gains.

Person responsible for monitoring outcome: Kenya Griffin (griffink2@duvalschools.org)

Evidence-based Strategy:
 A. Teachers in grades 3-5 will use Ready Florida Mathematics materials from Curriculum Associates in addition to the district's math curricular materials as a part of Tier I instruction.
 B. Teachers provide small group learning as a part of Tier I and Tier II for 15 minutes per day.
 C. Teachers will spaced practice in mathematics through the Acaletics Supplemental Program for 30 minutes per day..
 D. Teacher will use Reflex math to provide opportunities to gain math fact fluency for 30 minutes per week.

Rationale for Evidence-based Strategy:
 A. Ready Florida Mathematics provides math materials that is directly aligned to Florida standards. It provides scaffolded examples of math content as well as guided and independent practice opportunities.
 B. Research from Fisher, Frey, and Hattie (2016) showed that small group learning with flexible groups had an effect size of 0.49 which is within their "zone of desired effects."
 C. Acaletics contains elements of space practice as well as direct instruction. Hattie, Fisher, and Frey (2016) state that spaced practice as an effect size of 0.71 and direct instruction as an effect size of 0.59 which are both within the "Zone of Desired Progress."
 D. An analysis for our 2018-19 school data showed that our students did not develop math fact fluency. Issac and Carroll (1999) and Ball (2005) concluded that the automaticity of being able to recall math facts was a significant factor in higher levels of performance.

Action Steps to Implement

1. Math coach will provide training to teachers new to math curriculum by August 31.
2. Expected delivery of Ready Florida Mathematics will be September 1-15 dependent on UNISIG approval.
3. Teachers will begin standards-based planning with Ready Florida materials upon delivery to the school.

Person Responsible Allison Warnock (warnocka@duvalschools.org)

Administration and/or instructional coaches will lead small group math training and facilitate data chats to group students and modify reading instruction.

1. Provide professional development opportunities for teachers during common planning and Early Release on developing math lesson plans using current data.
2. Provide teachers with professional development opportunities with gathering data from a variety of sources (Unify, Baseball Card, Freckle, iReady, and district assessments, etc.) and using the data to make informed instructional decisions including small group guided reading instruction.
3. Provide iReady and Freckle training to novice teachers. Provide training on FSA Item Specs and Item Types to all intermediate teachers

4. Facilitate opportunities for teachers to observe their peers' implementing small group math instruction effectively.
5. Support teachers with implementing quarterly data chats with students using iReady and Freckle data
6. Supporting teachers with ongoing adjustments to their small groups based on current Math data (ie. district module assessments, exit tickets, etc.)

Person Responsible Allison Warnock (warnocka@duvalschools.org)

1. The math coach along with representatives of company that publishes Acaletics will provide beginning of the year training to new and veteran teachers.
2. Administration will create a master schedule that provides 30 minutes of daily Acaletics instructional time.
3. Students will participate in monthly retake of the Acaletics diagnostic test. Students who either demonstrate a 10% growth in test scores or attain the desired monthly proficiency target will participate in a monthly "Green Party" celebration.
4. Teachers will participate in monthly and quarterly data chats to review Acaletics data and make adjustments to their instruction.

Person Responsible Allison Warnock (warnocka@duvalschools.org)

1. The math coach will provide beginning of the year training to new and veteran teachers in Reflex as well as the procedures for implementation.
2. Teachers will load students' information into Reflex database upon product delivery in September pending UniSIG approval.
3. Students will participate in Reflex practice during center time and other times outlined by their individual teachers (e.g., before/after school, tutoring, . Students who either demonstrate a 10% growth in test scores or attain the desired monthly proficiency target will participate in a monthly "Green Party" celebration.
4. Teachers will participate in monthly and quarterly data chats to review Acaletics data and make adjustments to their instruction.

Person Responsible Allison Warnock (warnocka@duvalschools.org)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: If teachers increase the use of standards-based mathematics instruction and interventions, science proficiency and gains will increase. Based on our 2018 - 2019 School Data, math proficiency showed a decrease from 40% to 32%.

Measurable Outcome: Our measurable outcome for science proficiency is that our students will make 40% math proficiency.

Person responsible for monitoring outcome: Kenya Griffin (griffink2@duvalschools.org)

Evidence-based Strategy: Teachers will employ Science4Us and Gizmos in grades K-5 will work to use computer-based manipulatives to explore new science knowledge and practice apply it.

Rationale for Evidence-based Strategy: Gizmos and Sciene4Us provides students the opportunity to conduct the following: 1) representing new knowledge in graphic/nonlinguistic formats, 2) generating and testing hypotheses about new knowledge, and 3) applying it to different situations and contexts on their own. Instructional tools such as these are even more needed as a supplement in case our school is affected by distance learning.

Action Steps to Implement

Acquire Gizmos and Science4Us by September 15 pending UniSIG funds approval.

Person Responsible Kenya Griffin (griffink2@duvalschools.org)

Coordinate professional development for faculty and other instructional staff on the operation of these programs.

Person Responsible Allison Warnock (warnocka@duvalschools.org)

Intergrate both programs within K-5 learning as a part of common planning sessions on a bimonthly basis.

Person Responsible Allison Warnock (warnocka@duvalschools.org)

Provide opportunities for teachers to review usage and performance data on a quarterly basis. Develop action plans for based on the data to improve usage and performance.

Person Responsible Kenya Griffin (griffink2@duvalschools.org)

#5. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale: -

Measurable Outcome: -

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: -

Rationale for Evidence-based Strategy: -

Action Steps to Implement

No action steps were entered for this area of focus

#6. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:

For the past two years, our students have reported "Very Strong" levels (99%) of Academic Press (rigor) yet teachers report "Very Weak" levels (9%) in the Quality of Student Discussion in the 5essentials Survey. This disconnect between the student and teacher measures of Student Discussion along with our Standards Walkthrough Data from 2019-20 suggests that our lesson planning and classroom instruction does not provide the level of rigor needed for students to demonstrate knowledge of standards. In 2020-21, our scores on the Standard Walkthrough Tool indicated an average of 3.0/5.0 for Standards Focus Board, 3.5/5.0 for Instructional Delivery, and 2.3/5.0 for Assessing Student Learning.

Measurable Outcome:

Our 5essentials survey for 2020-21 will show an increase of at least 35% to the Neutral level (40-60%) or above in the Quality of Student Discussion. Our 2020-21 Standards Walkthrough Tool will yield an average of 4.0 on Instructional Delivery and 3.5 on Assessing Student Learning.

Person responsible for monitoring outcome:

Kenya Griffin (griffink2@duvalschools.org)

Evidence-based Strategy:

Research by Hattie, Fisher, and Our instructional delivery will ensure that students are exposed to standards aligned instruction, tasks, and assessments.

Rationale for Evidence-based Strategy:

As expressed in the Opportunity Myth, schools need to ensure students are getting standards-aligned instruction so they are prepared to face the assessments designed by the state, along with the following year's progression of standards.

Action Steps to Implement

Teachers will receive professional development in the creation of learning arcs by September 15 via common planning sessions and early dismissal training sessions.

Person Responsible

Kenya Griffin (griffink2@duvalschools.org)

Administrators (Principal and Asst. Principal) will complete at least two standards walkthroughs for each teacher by September 30 and average two walkthroughs each weekly.

Person Responsible

Kenya Griffin (griffink2@duvalschools.org)

Administrators will review walkthrough data on a bi-weekly basis during Administrative Meetings to determine growth of teachers and patterns in planning, instruction, and assessment.

Person Responsible

Kenya Griffin (griffink2@duvalschools.org)

Teachers will participate in focused observations once per quarter in reading and/or math using a walk-through tool co-developed with them. Teachers will participate in a debriefing after each session and create an action plan to address areas of concern with professional development, coaching support, or administration support.

Person Responsible

Jacquelyn Jenkins (jenkinsj@duvalschools.org)

The principal and assistant principal will engage a series of walkthroughs with teachers to calibrate each other's scores by September 15. Administrators will review their calibration data during the bi-weekly walk-through data meetings

Person Responsible Kenya Griffin (griffink2@duvalschools.org)

#7. Culture & Environment specifically relating to Student Attendance

Area of Focus
Description and Rationale: The overall average daily attendance (ADA) rate for Reynolds Lane Elementary for 2019-20 was 90.8%. Twenty-four percent of our students (63 students) had 19 or more days of absence (less than 90% attendance) during the 2019-20.

Measurable Outcome: For the 2020-21 school year, our goal will be to have an average daily attendance of 95%.

Person responsible for monitoring outcome: Jacquelyn Jenkins (jenkinsj@duvalschools.org)

Evidence-based Strategy: The school will collaborate with our business partner, Digital Solutions Partners, to create and implement an attendance incentive program.

Rationale for Evidence-based Strategy: Elementary students often have little control over their ability to attend school and arrive on-time. The attendance program will provide incentives to parents and guardians as well as students as a way to increase attendance. Parents and guardians who meet weekly and quarterly attendance benchmarks will be entered in weekly and quarterly drawings to win gift cards and other rewards.

Action Steps to Implement

The administration of the school will meet with the CEO of Digital Solution Partners to outline the program and discuss the partnership.

Person Responsible: Kenya Griffin (griffink2@duvalschools.org)

The administration of the school will provide training to the teachers during preplanning and begin communication to the parents to ensure they are aware of the program and its parameters. Parent communication will be a multi-platform effort using robo-calls, text messaging, email, and social media. The business partner will create a dedicated website to inform the school community of the program.

Person Responsible: Jacquelyn Jenkins (jenkinsj@duvalschools.org)

We will complete an incentive framework in five categories:

- a. Student incentives-students will earn a weekly reward by attending school everyday (e.g., food, experience, things)
- b. Guardian incentives-guardians will be entered into a weekly raffle and four quarterly raffles (at 9, 18, 27, 36 weeks) reward by having their children attendance
- c. Bonus incentives-students will receive bonus awards on selected weeks to add a dimension of surprise and additional incentive
- d. Schoolwide incentives-the entire school will earn a schoolwide incentive if the school reaches an overall ADA of 95%.

Person Responsible: Jacquelyn Jenkins (jenkinsj@duvalschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

We will complete an incentive framework in five categories:

- a. Student incentives-students will earn a weekly reward by attending school everyday (e.g., food, experience, things)**
- b. Guardian incentives-guardians will be entered into a weekly raffle and four quarterly raffles (at 9, 18, 27, 36 weeks) reward by having their children attendance**
- c. Bonus incentives-students will receive bonus awards on selected weeks to add a dimension of surprise and additional incentive**
- d. Schoolwide incentives-the entire school will earn a schoolwide incentive if the school reaches an overall ADA of 95%**

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

All stakeholders are valued at Reynolds Lane Elementary and actively participate in the development and implementation of the School Improvement Plan. Building positive school culture begins with engaging in clear, open communication with our stakeholders. This action can help avoid misunderstandings and remove feelings of mistrust that can often lessen the effectiveness of a school. The School Advisory Council contains membership of all adult stakeholders in the school including parents, employees, and community partners. We strive to provide these stakeholders with a platform for feedback on both classroom activities and school programs.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$16,372.03
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	2021 - Reynolds Lane Elementary Schl	UniSIG		\$1,740.40

			<i>Notes: Supplies, - The line item will be used to support reading, writing, and math. We will purchase markers, flip charts, paper, project boards, post it notes, composition books and other progress monitor resources and materials needed to support teachers and tutors in their efforts to enhance and support differentiated small group guided reading instruction; These supplies are necessary to support supplement intervention grouping. Please see the attached quote.</i>			
5100	510-Supplies	2021 - Reynolds Lane Elementary Schl	UniSIG			\$2,289.30
			<i>Notes: Supplies - The line item will be used to support reading, writing, and math. We will purchase Crayon, Color, (16) Glue Sticks, Paper, Copier, Pencils, 1st Grade (12), Pencils (12), Sentence Strips 100 to support teachers and tutors in their efforts to enhance and support differentiated small group guided reading instruction; These supplies are necessary to support supplement intervention grouping. Please see the attached quote.</i>			
5900	120-Classroom Teachers	2021 - Reynolds Lane Elementary Schl	UniSIG			\$7,920.00
			<i>Notes: Tutoring 330 hours @ \$24 per hour - The line item will be used to support grade levels K-5 (approx. 75 students). Certified teachers will tutor before school, after school, and Saturday school. Tutoring will support students with the achievement gaps in math, literacy, and science from 2019-2020. (Bachelor's Degree); and Tutor III \$24.00 per hour, (Bachelor's degree or higher with a valid teacher certificate). There will be two teacher per grade level (12 total) to offer tutoring to identified students.</i>			
5900	210-Retirement	2021 - Reynolds Lane Elementary Schl	UniSIG			\$792.00
			<i>Notes: Tutoring Benefits Retirement at 10.00%</i>			
5900	220-Social Security	2021 - Reynolds Lane Elementary Schl	UniSIG			\$605.88
			<i>Notes: Tutoring Benefits Social Security at 7.65%</i>			
5900	240-Workers Compensation	2021 - Reynolds Lane Elementary Schl	UniSIG			\$74.45
			<i>Notes: Tutoring Benefits Workers Competition at .94%</i>			
5100	369-Technology-Related Rentals	2021 - Reynolds Lane Elementary Schl	UniSIG			\$2,950.00
			<i>Notes: Licenses for Grade Levels K-5. This site license has over one thousand standards-aligned lessons including embedded creative and computational projects across BrainPOP and BrainPOP Jr. Includes all content and resources in BrainPOP Español and BrainPOP Français. This will be beneficial to students for both distance learning and on-site.</i>			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$65,337.94
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	2021 - Reynolds Lane Elementary Schl	UniSIG	1.0	\$43,151.00
			<i>Notes: *Reading Interventionist - This line item will be used to work with all grade levels in our school. Specifically, the Lowest Performing Quartile students each grade level. Due to home learning for 2-3 months during the 2019-2020 school year, we will need to push-in and pull-out students from small group instruction. This position's qualifications are: Education-Bachelor's degree from an accredited college or university. Experience: 3 years continuous teaching experience at the elementary level; 4 years continuous reading teaching at the secondary level. Salary is based on verified years of teaching experience. Certifications & Licenses: Florida Teaching certificate in Elementary Education K-6 (Elem. level); Florida teaching certificate in Reading OR Reading endorsement at the secondary level. The position was approved last year, however, we were not able to fill it. If approved, we do have a candidate. This position will be funded by UniSIG (100%).</i>			
	5100	210-Retirement	2021 - Reynolds Lane Elementary Schl	UniSIG		\$4,315.10
			<i>Notes: Reading Interventionist Benefits Retirement at 10.00%</i>			

	5100	220-Social Security	2021 - Reynolds Lane Elementary Schl	UniSIG		\$3,301.05
			<i>Notes: Reading Interventionist Benefits Social Security at 7.65%</i>			
	5100	231-Health and Hospitalization	2021 - Reynolds Lane Elementary Schl	UniSIG		\$7,569.69
			<i>Notes: Reading Interventionist Benefits Group Health at 17.54%</i>			
	5100	232-Life Insurance	2021 - Reynolds Lane Elementary Schl	UniSIG		\$8.63
			<i>Notes: Reading Interventionist Benefits Life Insurance at .02%</i>			
	5100	240-Workers Compensation	2021 - Reynolds Lane Elementary Schl	UniSIG		\$405.62
			<i>Notes: Reading Interventionist Benefits Workers Compensation at .94%</i>			
	5100	290-Other Employee Benefits	2021 - Reynolds Lane Elementary Schl	UniSIG		\$233.05
			<i>Notes: Reading Interventionist Benefits Benefits Flex Medical at .54%</i>			
	5100	369-Technology-Related Rentals	2021 - Reynolds Lane Elementary Schl	UniSIG		\$4,380.00
			<i>Notes: Annual All Product Renaissance Platform which includes Accelerated Reader Subscription 300 qty license Star Reading Subscription 300 qty license - These blended learning platform will be used to increase volume, fluency, and comprehension among all grade levels. The STAR component sets student reading levels and assess the students on cold reads.</i>			
	6400	310-Professional and Technical Services	2021 - Reynolds Lane Elementary Schl	UniSIG		\$600.00
			<i>Notes: Accelerated Reader & Star Reading Subscription 2 hours of coaching for software - These blended learning platform will be used to increase volume, fluency, and comprehension among all grade levels. The STAR component sets student reading levels and assess the students on cold reads.</i>			
	5100	510-Supplies	2021 - Reynolds Lane Elementary Schl	UniSIG		\$373.80
			<i>Notes: Supplies, - The line item will be used to support reading, writing, and math. We will purchase construction paper, tagboard paper to support teachers and tutors in their efforts to enhance and support differentiated small group guided reading instruction; Please see the attached store order room order.</i>			
			2021 - Reynolds Lane Elementary Schl	Other		\$1,000.00
			<i>Notes: Funding from Partnership to Advance School Success (PASS) will provide student incentives (\$50 per month; \$100 quarterly) toward food and supplies as a part of the Volume Reading Action Plan.</i>			
3	III.A.	Areas of Focus: Instructional Practice: Math				\$1,823.25
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	2021 - Reynolds Lane Elementary Schl	UniSIG		\$1,823.25
			<i>Notes: IREADY MAFS 3-5 (45 - 3rd grade books, 55 - 4th grade books, and 50 - 5th grade books) These supplemental materials will be used during small group instruction as well as tutoring. These books are aligned with the FL standards.</i>			
4	III.A.	Areas of Focus: Instructional Practice: Science				\$3,231.40
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	5100	369-Technology-Related Rentals	2021 - Reynolds Lane Elementary Schl	UniSIG		\$336.40
			Notes: Study Island Science 145 qty - These licenses are from Jan - June due to another funding source covering the license prior to Jan. Study Island will be used in grade levels 2-5. This blended learning program will support the mastery of science.			
	5100	369-Technology-Related Rentals	2021 - Reynolds Lane Elementary Schl	UniSIG		\$2,895.00
			Notes: Bundle: Charter Science Bundle Science4Us Site License for all targeted students at a school. Priced per site. Gizmos Site Licenses for Elementary School. Priced per site. Gizmos Professional Development - One (1) webinar for up to 25 participants. This line item is to support grade levels K-5. Our science scores from 18-19 show that we need to invest more resources and materials in this subject area. The webinar for teachers will support the implementation of this program with fidelity.			
5	III.A.	Areas of Focus: Leadership: Walkthroughs				\$30,623.26
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7300	110-Administrators	2021 - Reynolds Lane Elementary Schl	UniSIG	0.3	\$22,348.74
			Notes: *Supplemental Assistant Principal is not a new position in the district, but it will be a newly added layer of support for the school. The primary role of the supplemental assistant principal is to provide additional administrative instructional support to content area teachers of students who are in a state assessed grade and/or course based upon a tiered level of needed support. The supplemental AP will work in coordination with the Innovation and School Improvement Region Executive Directors and the School principal to: -Provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement and closing the achievement gap in tested grades; -The Supplemental Assistant Principal will also serve as the lead of grade level ELA, Math, and Science Professional learning communities based upon school data reviews; -To ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and -Support the effective use of benchmarks, learning, and expectations. -Provide direct feedback measures to identified instructional staff to ensure accountability for all participants engaged in the educational process. -Support and promote a positive learning culture through job-embedded, real time provide coaching of identified instructional staff in the application of best practices for increasing student achievement and standards mastery. Yes, this is the same employee that will serve during the 20-21 SY; This position was approved in the 19-20 UniSIG grant; This position is shared and split funded between Pinedale, Timucuan, and Highlands Middle.			
	7300	210-Retirement	2021 - Reynolds Lane Elementary Schl	UniSIG		\$2,234.81
			Notes: Supplemental Assistant Principal Benefits Retirement at 10.00%			
	7300	220-Social Security	2021 - Reynolds Lane Elementary Schl	UniSIG		\$1,709.63
			Notes: Supplemental Assistant Principal Benefits Social Security at 7.65%			
	7300	231-Health and Hospitalization	2021 - Reynolds Lane Elementary Schl	UniSIG		\$3,919.86
			Notes: Supplemental Assistant Principal Benefits Group Health at 17.54%			
	7300	232-Life Insurance	2021 - Reynolds Lane Elementary Schl	UniSIG		\$4.47
			Notes: Supplemental Assistant Principal Benefits Life Insurance at .02%			
	7300	240-Workers Compensation	2021 - Reynolds Lane Elementary Schl	UniSIG		\$210.07
			Notes: Supplemental Assistant Principal Benefits Workers Compensation at .94%			
	7300	290-Other Employee Benefits	2021 - Reynolds Lane Elementary Schl	UniSIG		\$120.68

			<i>Notes: Supplemental Assistant Principal Benefits Benefits Flex Medical at .54%</i>			
	7300	330-Travel	2021 - Reynolds Lane Elementary Schl	UniSIG		\$75.00
			<i>Notes: Supplemental Assistant Principal In County Travel</i>			
6	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$0.00
7	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
					Total:	\$123,288.75