Reynolds Lane Elementary School

2021-22 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: 7/27/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.](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)	**2020-21 Title I School**	**2020-21 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	86%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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	Position Title	Job Duties and Responsibilities
Adkins, Kathleen	Principal	Instructional leader, data manager, culture builder, and much more
Jenkins, Jacquelyn	Assistant Principal	Instructional leader, discipline, transportation, data manager, and much more
Martin, Deborah	Reading Coach	reading data analysis K-5; reading instruction and implementation; and more
Warnock, Allison	Math Coach	math data analysis K-5; math instruction and implementation

Demographic Information

Principal start date
Tuesday 7/27/2021, 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.*
3

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.*
14

Total number of teacher positions allocated to the school
17

Total number of students enrolled at the school

215

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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	29	38	45	38	44	0	0	0	0	0	0	0	209
Attendance below 90 percent	0	3	2	4	3	3	0	0	0	0	0	0	0	15
One or more suspensions	0	0	1	2	3	2	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	1	3	3	2	0	0	0	0	0	0	0	9
Course failure in Math	0	0	1	2	3	2	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	3	4	5	7	2	0	0	0	0	0	0	0	21

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	2	2	3	2	0	0	0	0	0	0	0	9

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	1	4	3	2	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	1	1	1	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Tuesday 7/6/2021

2020-21 - 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	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	

2020-21 - 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	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	2	2	3	2	0	0	0	0	0	0	0	9

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	1	4	3	2	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	1	1	1	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				26%	50%	57%	32%	50%	56%
ELA Learning Gains				35%	56%	58%	43%	51%	55%
ELA Lowest 25th Percentile				30%	50%	53%	28%	46%	48%
Math Achievement				43%	62%	63%	50%	61%	62%
Math Learning Gains				53%	63%	62%	60%	59%	59%
Math Lowest 25th Percentile				40%	52%	51%	33%	48%	47%
Science Achievement				32%	48%	53%	40%	55%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	23%	51%	-28%	58%	-35%
Cohort Comparison						
04	2021					
	2019	22%	52%	-30%	58%	-36%
Cohort Comparison		-23%				
05	2021					
	2019	30%	50%	-20%	56%	-26%
Cohort Comparison		-22%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	29%	61%	-32%	62%	-33%
Cohort Comparison						
04	2021					
	2019	41%	64%	-23%	64%	-23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-29%				
05	2021					
	2019	47%	57%	-10%	60%	-13%
Cohort Comparison		-41%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	29%	49%	-20%	53%	-24%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

We used Iready data for 1st and 2nd grades and PMA 1-3 for grades 3rd-5th.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	12%	24%	42%
	Economically Disadvantaged	12%	24%	42%
	Students With Disabilities	6%	9%	14%
	English Language Learners	6%	9%	14%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17%	29%	45%
	Economically Disadvantaged	17%	29%	45%
	Students With Disabilities	9%	11%	15%
	English Language Learners	9%	11%	15%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	21%	29%	32%
	Economically Disadvantaged	21%	29%	32%
	Students With Disabilities	9%	9%	11%
	English Language Learners	9%	9%	11%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28%	37%	39%
	Economically Disadvantaged	28%	37%	39%
	Students With Disabilities	11%	11%	13%
	English Language Learners	11%	11%	13%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23%	32%	34%
	Economically Disadvantaged	23%	32%	34%
	Students With Disabilities	10%	10%	10%
	English Language Learners	10%	10%	10%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	35%	46%	44%
	Economically Disadvantaged	32%	34%	41%
	Students With Disabilities	16%	18%	18%
	English Language Learners	16%	18%	18%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30%	38%	37%
	Economically Disadvantaged	35%	39%	43%
	Students With Disabilities	15%	17%	19%
	English Language Learners	15%	17%	19%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28%	26%	37%
	Economically Disadvantaged	28%	26%	37%
	Students With Disabilities	16%	17%	17%
	English Language Learners	16%	17%	17%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30%	38%	37%
	Economically Disadvantaged	30%	38%	37%
	Students With Disabilities	14%	14%	16%
	English Language Learners	14%	14%	16%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31%	39%	44%
	Economically Disadvantaged	31%	39%	44%
	Students With Disabilities	16%	18%	19%
	English Language Learners	16%	18%	19%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	42%	48%	50%
	Economically Disadvantaged	42%	48%	50%
	Students With Disabilities	12%	16%	18%
	English Language Learners	12%	16%	18%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	13	47		30	73		14				
ELL	19	70		48	60		27				
BLK	16	68		42	68		16				
HSP	37	64		56	57		21				
WHT	40										
FRL	23	61		39	61		16				

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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	292
Total Components for the Federal Index	6
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	45
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	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
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	
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	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

We are higher in math than reading with all subgroups. There is a significant gap between whites then Hispanics and Blacks. Our Students with Disabilities and ESOL students have the biggest deficits especially in Reading. 3rd grade Reading is the focus when it comes to proficiency.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Reading is the great need of improvement for all subgroups and as a whole school-wide. We had double digit drops from 2018 to 2019. Based off Progress Monitoring for this year, we had some increases (7%-9%) in certain grade levels (4th and 5th), but not enough to close gaps. Primary increases were minimal as well, which impacts the progress of 3rd-5th grade later on.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Many kids that were on Duval Homeroom and not in the building face to face majority of the year played a huge factor. The attendance of many struggling students played a huge factor as well. Changes that need to occur are to target many low performing students through small group remediation and front loading information so that they can better understand and comprehend. An attendance program is in place to reward attendance not just for kids but also parents. The more we have students face to face we can strategically work to close gaps.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math in many areas showed the most improvement. We dropped from 2018 to 2019, but Progress Monitoring this year showed significant growth in many subgroups. Students made gains from 2019

to 2021 and we are on pace to show 80% learning gains. Targeted instruction and small groups make a huge difference and help bridge those gaps.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We focused on progress monitoring data and pulled students according to needs. Additional resources outside of district curriculum were used to master the standard through center rotations.

What strategies will need to be implemented in order to accelerate learning?

Planning lessons and centers around needs and pulling additional resources to assist with pre-requisite standards or front loading information would assist with mastery of standards needed. Targeting students based on numbers needed for proficiency and learning gains.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Learning Arcs, Aligned Learning tasks, GLAD Strategies, Data Analysis and Progress Monitoring, Centers (Planning accordingly to needs), Culturally Responsive Teaching

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

RtI/MTSS training so that we can identify students that need additional services; GLAD training that will help our ESOL studentswith comprehension and will also help our struggling readers

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Our data from 2018-2019 and 2020-2021 shows that our students with disabilities are not making progress. They are stagnant and not growing from grade level to grade level. They are also working below grade level.
Measurable Outcome:	Our students with disabilities will increase proficiency by 20% in all content areas
Monitoring:	Data Chats and walkthrough of all VE teachers instruction and monitoring of schedule being followed.
Person responsible for monitoring outcome:	Kathleen Adkins (johnsonk5@duvalschools.org)
Evidence-based Strategy:	Students with disabilities will be pulled into a small group daily (3 days standard remediation, 2 days goals/fluency). Lots of thinking maps and front loading of information to build background and language.
Rationale for Evidence-based Strategy:	If students have a better understanding of content and language then reading and math proficiency will increase

Action Steps to Implement	
Create VE teacher schedule based off student needs	
Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)
VE teachers attend Common Plnning with teachers so that they are aware of what the students are learning and they can plan	
Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)
VE Teachers plan lessons to break down content and language gaps (front load info) prior to lesson occurring	
Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)
Lesson delivered and student work analyzed	
Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)
Feedback given from walkthrough	
Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

#2. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	Due to the pandemic our parent involvement was at an all-time low. We need parental support to assist us with improving student achievement. According to our 5 Essential Survey, we dropped significantly in Involved Families and also Teacher-Parent trust.
Measurable Outcome:	50% of our parents will be involved in parent events on campus
Monitoring:	We will monitor this through parent surveys and feedback we receive to make adjustments or changes
Person responsible for monitoring outcome:	Kathleen Adkins (johnsonk5@duvalschools.org)
Evidence-based Strategy:	Utilizing school-based staff, such as our Media Specialist, to plan and organize various parent events around school based themes.
Rationale for Evidence-based Strategy:	When parents are given various events (that are different from the norm) and their is a personal connection to the event, they are more likely to attend

Action Steps to Implement	
Survey parents based off of needs and how they wish to obtain information	
Person Responsible	Jacquelyn Jenkins (jenkinsj@duvalschools.org)
Create events based of parent feedback	
Person Responsible	Jacquelyn Jenkins (jenkinsj@duvalschools.org)
Events are planned by Media Specialists and Academic Team. PR is given for Social Media and DoJo	
Person Responsible	Jacquelyn Jenkins (jenkinsj@duvalschools.org)
Resources are pulled (reading, math, science, general supplies from storeroom for make and takes) to give parents information; To assist with performances from kids we will utilize posters (paper) and signage (laminated).	
Person Responsible	Jacquelyn Jenkins (jenkinsj@duvalschools.org)
Obtain feedback from parents around events- analyze to determine next event (keep or change format).	
Person Responsible	Jacquelyn Jenkins (jenkinsj@duvalschools.org)

#3. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Due to FSA data, we saw a slight increase in proficiency, learning gains, and LPQ. Through the pandemic we juggled teachers moving between virtual and face to face. Teachers that were face to face had the focus of learning content and delivering instruction efficiently. According to the 5 Essential Survey, we saw decreases in Professional Development and Collaborative Practices.
Measurable Outcome:	95% of our teachers will engage in effective standards based planning procedures and analyze progress monitoring data for continued next steps (student work, assessment data, etc)
Monitoring:	Common Planning sessions will be attended and sometimes lead by Administration weekly
Person responsible for monitoring outcome:	Kathleen Adkins (johnsonk5@duvalschools.org)
Evidence-based Strategy:	Planning lessons that are standards based with a grade level aligned task
Rationale for Evidence-based Strategy:	If students are exposed to standards based instruction and aligned task then they will be successful on the state assessment and also mastering grade level standards.

Action Steps to Implement

During Common Planning, meet with coaches to look at standard being taught and possible sub standards as well. Create a learning arc to map out teaching of the standard.

Person Responsible	Jacquelyn Jenkins (jenkinsj@duvalschools.org)

With the help of the coach, pull resources needed to plan and that are grade level aligned

Person Responsible	Jacquelyn Jenkins (jenkinsj@duvalschools.org)

Lessons are planned during common planning with the coach that are standards based and meet item specs and ALDs

Person Responsible	Jacquelyn Jenkins (jenkinsj@duvalschools.org)

Teacher delivers the created lesson- walkthrough is done to give feedback on alignment

Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

Student work is analyzed and next steps are planned

Person Responsible	Jacquelyn Jenkins (jenkinsj@duvalschools.org)

#4. Culture & Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale:	Our referral data was consistent with the 2019-2020 school year. Behaviors were maintained even during a year where many students were not on campus. According to our 5 Essential Survey, collective responsibility was one of the lowest areas. Both students and teachers need a sense of belonging and togetherness.
Measurable Outcome:	90% of students and staff will take a collective responsibility in the school and everyone that is a part of the community. Resulting in a 20% decrease in referrals.
Monitoring:	We will monitor referral data each nine weeks as well as utilize house points for positive reinforcement
Person responsible for monitoring outcome:	Kathleen Adkins (johnsonk5@duvalschools.org)
Evidence-based Strategy:	Implement a House System that all students and staff are a part of. House system will be based around 4 Houses and the Essential 55.
Rationale for Evidence-based Strategy:	If students and staff buy into the house that they are apart of then they will use that to motivate themselves and each other to be better and to create a more positive learning community.

Action Steps to Implement	

Sort all teachers and staff into one of the houses during the Summer. House Ceremony will occur at the beginning of the school year.

Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

Sort all students in grades K-5th by late August. Hype video to get buy in

Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

All houses will participate in house challenges, house meetings, service projects to earn points for their house, as well as earning points for Essential 25.

Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

Each nine weeks there will be a House Cup Leader. End of Year there will be a House Cup Champion

Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

No description entered

Person Responsible	[no one identified]

House Field Trip to Medieval Times to experience the correlation between house systems then and now

Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

#5. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:	Our small group and intervention balance must be balanced. Small group instruction must be effective and meet kids where they are and push them to the next level. We must use this time to remediate standards needed and also provide enrichment opportunities for students that have mastered the standard.
Measurable Outcome:	100% of our students will participate in small group instruction and intervention blocks. 85% of our students will make progress towards grade level standards.
Monitoring:	Data Chats monthly and also frequent walkthroughs.
Person responsible for monitoring outcome:	Kathleen Adkins (johnsonk5@duvalschools.org)
Evidence-based Strategy:	Data analysis of baseline data and intervention placement data to determine small group needs with teacher, reading coach, math interventionists, and reading interventionists schedules.
Rationale for Evidence-based Strategy:	If students are given interventions and small group standard remediation, then learning gaps will decrease and mastery will increase.

Action Steps to Implement

During common planning, baseline data and intervention data will be analyzed

Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

Intervention schedules and small group rotations will be determined by using Interventionists, Coaches, Teachers, and VE teachers to pull those small groups during rotations.

Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

Planning and pulling additional resources for small groups around standards and interventions will occur during planning with coaches and interventionists. Resources such as Florida Ready Workbooks, Everglades Math, Corrective, and Reading Mastery, and even more.

Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

Implementing centers, small groups and interventions during school day, after school tutoring, and Saturday school.

Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

Analyze student work and progress monitoring assessments for next steps

Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

Data chats with Admin

Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

#6. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on 2020-21 data, ELA was identified as a critical need. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas. o The percentage of students in grades 3-5, below Level 3 on the 2021 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 82%, 4th grade is 83%, and 5th grade is 73%. o The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is as follows: 1st - 80% and 2nd - 73%
Measurable Outcome:	K-5 data: *Increase percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points. *Increase percentage of 3 -5 grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3- 4 percentage points.
Monitoring:	Our school leadership team, district content specialist support, and Supplemental Instructional APs will review ELA data from district assessments
Person responsible for monitoring outcome:	Kathleen Adkins (johnsonk5@duvalschools.org)
Evidence-based Strategy:	Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning. Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs. Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity. Checking effectiveness from student data. Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

Rationale for Evidence-based Strategy:	Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection. https://www.ascd.org/el/articles/howto- plan-effective-lessons Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners. https://www.ascd.org/el/articles/turn-small-reading-groups-intobig- wins Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class. https://www.ascd.org/el/articles/how-student-progressmonitoring- improves-instruction Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead. https://institutionalresearch.syr.edu/what-we-do/student-ratings/creating-an-action-plan/action-plan-teachingstrategies/

Action Steps to Implement

Ensure teachers are equipped and comfortable with all four strategies listed above. Professional
Development
during Early Release Days and Common Planning will be essential for Leadership to support teachers.
Based
on observational data and teacher feedback, PD topics will be set before each Early Release and
Common
Planning.

Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and
student success will be discussed and analyzed to ensure we are monitoring progress.

Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

Give immediate feedback on any observations/walkthroughs conducted by state support, school
leadership,
district content specialists, and district leadership.

Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The school discipline data is just below the state average. We are far below the state average in SESIR infractions. We did have three areas of concern from 2019-2020. Those were Disruption on Campus, Fighting, and Threat/Intimidation. We will monitor these infractions through the use of the House System, the Attendance Program and the Good Kids Programs. These will all be in place for students to self regulate and also instill pride and belonging. This will impact discipline but also help make our culture stronger.

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.

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 are community colleges, 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration- sets the tone for school culture- leads the way (school takes on personality of admin)
teachers- implements the culture set forth by the administration and pushes that to students
Students- based off the culture of the school and the classroom, they will implement that school-wide and transfer it to home
Families- transfers it to students and the community around

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$0.00
2	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				$0.00
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$30,366.58
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7300	110-Administrators	2021 - Reynolds Lane Elementary Schl	UniSIG	0.3	$22,215.60
			Notes: "Supplemental Instructional Assistant Principal - Supplemental Instructional Assistant Principal - This is not a new position. The primary role of the supplemental instructional 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 instructional 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 The same employee from last year will continue this year. This position was approved using UniSIG funds last year. The position is shared and split funded with Ramona Blvd (50%) and Southside Middle (20%)."				
	7300	210-Retirement	2021 - Reynolds Lane Elementary Schl	UniSIG		$2,403.73
			Notes: Supplemental Instructional Assistant Principal Retirement at 10.82%				
	7300	220-Social Security	2021 - Reynolds Lane Elementary Schl	UniSIG		$1,699.49
			Notes: Supplemental Instructional Assistant Principal Social Security/Medicare at 7.65%				
	7300	231-Health and Hospitalization	2021 - Reynolds Lane Elementary Schl	UniSIG		$3,561.16
			Notes: Supplemental Instructional Assistant Principal Group Health at 16.03%				
	7300	232-Life Insurance	2021 - Reynolds Lane Elementary Schl	UniSIG		$4.44
			Notes: Supplemental Instructional Assistant Principal Group Life at 0.02%				
	7300	240-Workers Compensation	2021 - Reynolds Lane Elementary Schl	UniSIG		$366.56
			Notes: Supplemental Instructional Assistant Principal Workers Comp at 1.65%				
	7300	290-Other Employee Benefits	2021 - Reynolds Lane Elementary Schl	UniSIG		$115.60
			Notes: Supplemental Instructional Assistant Principal Flex Benefits at 0.52%				
4	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems				$1,816.23
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	5900	120-Classroom Teachers	2021 - Reynolds Lane Elementary Schl	UniSIG		$1,512.00
			Notes: Tutoring Afterschool Tutoring K-2 Reading only, 3-5 Reading and Math 2 hours per week starting October 4th - December 10th, 63 hours.			
	5900	210-Retirement	2021 - Reynolds Lane Elementary Schl	UniSIG		$163.61
			Notes: Tutoring Benefit Retirement 10.82%			
	5900	220-Social Security	2021 - Reynolds Lane Elementary Schl	UniSIG		$115.67
			Notes: Tutoring Benefit Social Security 7.65%			
	5900	240-Workers Compensation	2021 - Reynolds Lane Elementary Schl	UniSIG		$24.95
			Notes: Tutoring Benefit Workers Compensation 1.65%			
5	**III.A.**	**Areas of Focus: Instructional Practice: Small Group Instruction**				**$69,106.92**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	2021 - Reynolds Lane Elementary Schl	UniSIG	1.0	$42,128.10
			Notes: Math 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 form small group instruction. This positionâ¬â„¢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. This position will be funded by UniSIG (100%). This line item was approved using UniSIG funds last year.			
	5100	210-Retirement	2021 - Reynolds Lane Elementary Schl	UniSIG		$4,558.26
			Notes: Math Interventionist Retirement at 10.82%			
	5100	220-Social Security	2021 - Reynolds Lane Elementary Schl	UniSIG		$3,222.80
			Notes: Math Interventionist Social Security/Medicare at 7.65%			
	5100	231-Health and Hospitalization	2021 - Reynolds Lane Elementary Schl	UniSIG		$6,753.13
			Notes: Math Interventionist Group Health at 16.03%			
	5100	230-Group Insurance	2021 - Reynolds Lane Elementary Schl	UniSIG		$8.43
			Notes: Math Interventionist Group Life at 0.02%			
	5100	231-Health and Hospitalization	2021 - Reynolds Lane Elementary Schl	UniSIG		$695.11
			Notes: Math Interventionist Workers Comp at 1.65%			
	5100	232-Life Insurance	2021 - Reynolds Lane Elementary Schl	UniSIG		$219.07
			Notes: Math Interventionist Flex Benefits at 0.52%			

	5100	369-Technology-Related Rentals	2021 - Reynolds Lane Elementary Schl	UniSIG		$3,295.00
		Notes: Reflex Site License for all targeted students at a school. Priced per site. This line item also includes one webinar for up to 40 participants at no cost.				
	5100	369-Technology-Related Rentals	2021 - Reynolds Lane Elementary Schl	UniSIG		$3,250.00
		Notes: Software: BrainPOP site license Unlimited 12-month access to over one thousand standards-aligned topics to build background and deepen learning across your curriculum, SEL-themed topics, and embedded creative and computational projects on BrainPOP and BrainPOP Jr. Also includes access to BrainPOP Español and Français. This will be used for all grade levels.				
	5100	369-Technology-Related Rentals	2021 - Reynolds Lane Elementary Schl	UniSIG		$2,417.60
		Notes: Software: Renaissance Accelerated Reader Subscription and All Product Platform. This line item will be used by all grade levels.				
	5100	510-Supplies	2021 - Reynolds Lane Elementary Schl	UniSIG		$1,793.61
		Notes: Supplemental Materials: Classroom Library. This line item will support all grade levels. The school is pushing to get more text in students hands. These books will be divided by grade level to each classroom.				
	5100	519-Technology-Related Supplies	2021 - Reynolds Lane Elementary Schl	UniSIG		$765.81
		Notes: Supplies: toner,				
6	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$0.00**
					Total:	**$107,397.50**