

Duval County Public Schools

# Reynolds Lane Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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# Reynolds Lane Elementary School

840 REYNOLDS LN, Jacksonville, FL 32254

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

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Jennings, Kim	Principal	<p>Provides a common vision for the use of data based on decision making for classroom instruction and teacher professional development.</p> <p>Ensures the RtI team is implementing appropriate levels of support and conducts assessments of the RtI knowledge and skills of the school staff.</p> <p>Assesses teacher understanding of the benchmarks and the assessments.</p> <p>Monitors the implementation of intervention support for all students.</p> <p>Ensures adequate professional development to support instruction of the benchmarks and communicates with parents as it relates to the progress of students.</p> <p>Monitors the implementation of blending learning platforms.</p> <p>Meets weekly with the Leadership Team members to ensure instructional programs and plans are implemented in a timely fashion to met the needs of students.</p> <p>Reviews and analyzes the school's formative and summative data as it relates to standards-based instruction, School Improvement Plan progress and classroom monitoring data.</p> <p>Oversees the safety and security plans</p>
Warnock, Allison	Math Coach	<p>Provides quality professional development and best instructional practices that are standards and research based to faculty and staff.</p> <p>Facilitates teacher collaboration which focuses on common lessons and assessment development.</p> <p>Models lessons and instructional practices and strategies for teachers.</p> <p>Analyzes data with teachers and students in order to make instructional decisions that will impact student achievement.</p>
Tave, Petika	Reading Coach	<p>Provides quality professional development and best instructional practices that are standards and research based to faculty and staff.</p> <p>Facilitates teacher collaboration which focuses on common lessons and assessment development.</p> <p>Models lessons and instructional practices and strategies for teachers.</p> <p>Analyzes data with teachers and students in order to make instructional decisions that will impact student achievement.</p>

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council will have an active role in the SIP development process. This will take place during the monthly SAC meetings where the school's identification for ESSA support and improvement, the school's performance on each accountability indicator, prioritization through data analysis, and selection of interventions will be discussed.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The following monitoring tools will be used regularly to assess the effective implementation and impact on increasing student achievement:

1. Student progress monitoring data
2. Classroom walkthrough data
3. Formative and summative assessments

The Leadership Team will meet weekly to discuss the attendance, behavior and course performance of students to ensure that students are on track with meeting the State academic standards and will provide targeted feedback to teachers and students with regards to the progress and interventions that are in place, and adjust those interventions as needed.

**Demographic Data**  
Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	85%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	



**Early Warning Systems**

**Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	20	25	18	21	21	0	0	0	105
One or more suspensions	1	1	2	2	2	1	0	0	0	9
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	19	23	0	0	0	42
Level 1 on statewide Math assessment	0	0	0	0	17	17	0	0	0	34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	22	20	24	0	0	0	0	0	67

**Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	13	15	14	19	18	0	0	0	79

**Using the table above, complete the table below with the number of students identified retained:**

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

**Prior Year (2022-23) As Initially Reported (pre-populated)**

**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	10	16	16	16	14	15	0	0	0	87
One or more suspensions	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	0	10	1	0	0	2	0	0	0	13
Course failure in Math	1	1	1	0	0	2	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	2	18	11	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	3	5	12	0	0	0	20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	12	23	0	0	0	0	0	39

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	11	19	6	10	0	0	0	50

**The number of students identified retained:**

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

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	10	16	16	16	14	15	0	0	0	87
One or more suspensions	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	0	10	1	0	0	2	0	0	0	13
Course failure in Math	1	1	1	0	0	2	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	2	18	11	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	3	5	12	0	0	0	20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	12	23	0	0	0	0	0	39

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	11	19	6	10	0	0	0	50

**The number of students identified retained:**

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

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	25	48	53	28	50	56	25		
ELA Learning Gains				56			67		
ELA Lowest 25th Percentile				50					
Math Achievement*	41	58	59	47	48	50	46		
Math Learning Gains				62			64		
Math Lowest 25th Percentile				57			70		
Science Achievement*	31	52	54	26	59	59	20		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress	33	54	59	63					

*\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	159
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	8	Yes	1	1
ELL	24	Yes	1	1
AMI				
ASN				
BLK	32	Yes	4	
HSP	26	Yes	1	1
MUL				
PAC				
WHT	40	Yes	1	
FRL	33	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	46			
ELL	50			
AMI				
ASN				
BLK	39	Yes	3	
HSP	48			
MUL				
PAC				
WHT	52			
FRL	47			

**Accountability Components by Subgroup**

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	25			41			31					33
SWD	0			16							2	
ELL	0			38							3	33
AMI												
ASN												
BLK	26			41			20				4	
HSP	10			33							3	36
MUL												
PAC												
WHT	33			47							2	
FRL	27			41			37				4	

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	28	56	50	47	62	57	26					63
SWD	13	54		48	69							
ELL	21	46		64	54							63
AMI												
ASN												
BLK	25	55		40	59		14					
HSP	24	42		54	61							58
MUL												
PAC												
WHT	40			63								
FRL	25	54	58	39	60	67	23					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	25	67		46	64	70	20					
SWD	13	47		30	73		14					
ELL	19	70		48	60		27					
AMI												
ASN												
BLK	16	68		42	68		16					
HSP	37	64		56	57		21					
MUL												
PAC												
WHT	40											
FRL	23	61		39	61		16					

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	28%	47%	-19%	54%	-26%
04	2023 - Spring	23%	50%	-27%	58%	-35%
03	2023 - Spring	20%	46%	-26%	50%	-30%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	44%	59%	-15%	59%	-15%
04	2023 - Spring	43%	58%	-15%	61%	-18%
05	2023 - Spring	52%	52%	0%	55%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	31%	48%	-17%	51%	-20%

### III. Planning for Improvement

**Data Analysis/Reflection**  
 Answer the following reflection prompts after examining any/all relevant school data sources.

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

ELA proficiency is the lowest data component at Reynolds Lane Elementary School with 26% overall proficiency. While there was an overall 2% increase in proficiency in Math at 49% and a 6% increase in proficiency in Science at 36%.

One contributing factor includes the lack of background knowledge, vocabulary, fluency, active reading skills and critical thinking skills that students must need in order to comprehend grade level text.

Another contributing factor includes the lack of strategies built into the pedagogy of teachers to provide systematic and explicit instruction in the area of reading.

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

Overall ELA proficiency decreased by 2% from 28% to 26%.

3rd grade ELA proficiency decreased by 8% from 28% to 20%.

4th grade ELA proficiency decreased by 5% from 28% to 23%.

5th grade ELA proficiency decreased by 4% from 32% to 28%.

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

ELA proficiency had the greatest gap when compared to the state average. Several of the contributing factors include lack of knowledge based strategies with regards to teacher pedagogy. Another contributing factor included teacher vacancies.

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

Science showed the most improvement. Science proficiency increased from 31% to 36%.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Based on our EWS data, the two areas of concern are attendance and students meeting 2 or more EWS indicators.

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

ELA Proficiency  
Science Proficiency  
Math Proficiency  
Attendance

### **Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)



**#1. ESSA Subgroup specifically relating to Black/African-American**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our African American students are performing significantly below the state average in reading and math.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If Leveled Literacy Interventions are provided with fidelity, then the number of African American students reading on grade level will increase by 20%.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Through the use of Title 1 funds, the following will be used to provide supports to teachers and students with regards to our African American students in reading and math:

1. Full time Reading Interventionist
2. Full time Math Interventionist
3. Reflex Math
4. Student Communication Take Home Folders

Weekly grade level PLCs will take place to monitor the student data in reading and math. On-going formative and summative assessments will be monitored to adjust the instruction based on the needs of the students.

**Person responsible for monitoring outcome:**

Petika Tave (tavep@duvalschools.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence based strategies include the following direct instruction programs:

Implement UFLI in all K-2 classes

Implement UFLI with students identified with significant reading deficiencies in grades 3-5

Implement LLI for students in grades 3-5 Leveled Literacy Intervention will be implemented during small group instruction and during remediation time for our students.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

UFLI Foundations is an explicit and systematic program that teaches students the foundational skills necessary for reading proficiently.

Leveled Literacy Intervention (LLI) is a short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide teachers with training on the use of the following programs:

UFLI

Guided Reading

LLI

Provide teachers with support with the implementation of UFLI, guided reading and LLI

Provide coaching cycles for teachers around differentiated instruction in small groups

Provide teachers with materials for instruction that meet the needs of the students

**Person Responsible:** Kim Jennings (jenningsk1@duvalschools.org)

**By When:** May, 2024

## #2. Positive Culture and Environment specifically relating to Early Warning System

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on our EWS data, RLE has 79 students that are meeting 2 or more indicators as it relates to attendance, behavior and course performance on state assessments.

### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If a PBIS plan is implemented with fidelity, then the number of students meeting 2 or more indicators will decrease by 25% (20 students)

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by attendance, referral and progress monitoring data quarterly throughout the year.

### Person responsible for monitoring outcome:

Kim Jennings (jenningsk1@duvalschools.org)

### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PBIS School Wide plan that addresses attendance and behavior that provides students with tier 1 supports needed.

Those tier 1 supports include a school-wide behavior plan that addresses attendance and behavior. The tier 1 supports will include opportunities for the students to earn quarterly rewards. These rewards will be tiered for students who are known as Perfect Paws, VIP Paws and General Admission. Students earning Perfect Paws and VIP status will be provided additional privileges and rewards in addition to the general admission rewards of the quarterly party.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

School-wide PBIS is a multi-tiered framework to make schools more effective places. It establishes a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students.

### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

### Will this evidence-based intervention be funded with UniSIG?

No

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Paw Cards will be provided to all students to earn a daily and/or bonus paw for the day. 37 paws will be required for a student to be eligible to attend the quarterly paw party. Students earning 38-51 Paws will be VIP status, 52 Paws will be Perfect Paw status.

**Person Responsible:** Kim Jennings (jenningsk1@duvalschools.org)

**By When:** The number of students that are identified as meeting 2 or more of the indicators will decrease by 25% (20 students) by May, 2024.

### #3. Instructional Practice specifically relating to ELA

#### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The overall reading proficiency in grades 3-5 decreased by 2% from 28% to 26%.

#### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If teachers identify the specific reading deficiencies of their students and provide targeted interventions based on those needs, then reading proficiency in grades 3-5 will increase by 6%.

28% of our 3rd grade students will be proficient in reading

25% of our 4th grade students will be proficient in reading

27% of our 5th grade students will be proficient in reading

#### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students will take progress monitoring assessments throughout the year to monitor the progress of the students in reading. These assessments may be district provided, formative or summative based on the needs of our students.

#### Person responsible for monitoring outcome:

Petika Tave (tavep@duvalschools.org)

#### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Instructional practices are to include:

Differentiated instruction lesson planning during common planning.

Designing lessons based on students' learning styles.

Grouping students by shared interest, topic, or ability for assignments.

Assessing students' learning using formative assessment.

Managing the classroom to create a safe and supportive environment.

Continually assessing and adjusting lesson content to meet students' needs.

Evidence based interventions are to include:

1. UFLI for KG-2 students and students in grades 3-5 who have significant reading deficiencies.

2. Freckle for students in grades 3-5.

3. LLI for those students who are in need of additional comprehension and vocabulary support.

4. I-Ready for those students in 1st and 2nd grades who are in need of comprehension.

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These interventions are designed to help struggling readers achieve grade-level competency. These interventions provide explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing.

#### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

#### Will this evidence-based intervention be funded with UniSIG?

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide PD on differentiated instruction and small group planning during PLCs and common planning  
 Utilize the resources provided by the district as it relates to DI and small group instruction as it relates to instruction in reading.  
 Provide teachers with common planning to collaborate with admin, interventionists and school counselor and across grade levels  
 to analyze data as it relates to DI and small group instruction  
 Provide teachers with strategies and system of support for identifying students in need through monthly grade level meetings  
 Provide on-going feedback to teachers as it relates to DI and small group instruction by conducting weekly walkthroughs during small group and center time

**Person Responsible:** Kim Jennings (jenningsk1@duvalschools.org)

**By When:** May, 2024

**CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Reynolds Lane has been identified as needing additional targeted support and improvement with our African American students. By meeting with our stakeholders, the resources were reviewed and by providing a full time reading interventionist and full time math interventionist using Title 1 funds will provide the additional support during small group instruction for our African American students.

**Reading Achievement Initiative for Scholastic Excellence (RAISE)**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

Based on the percentage of students in grades KG through 2nd grade performing below grade level and in need of ELA interventions on the 2023 district progress monitoring assessment, the following instructional practice specifically relating to ELA and Reading will include:

1. Professional development on evidence-based strategies that are aligned with the B.E.S.T standards and UFLI Foundations.
2. Implementation of data-informed instruction through common planning, data chats and classroom walk throughs.
3. The use of high-quality instructional materials that are aligned to the B.E.S.T standards that will include whole group and small group instruction which will include UFLI Foundations.
4. Provide multi-tiered levels of support for students as it relates to attendance, behavior and course performance.

### **Grades 3-5: Instructional Practice specifically related to Reading/ELA**

Based on the percentage of students in grades 3-5 performing below grade level on the 2023 statewide, standardized ELA assessment and are in need of ELA interventions, the following instructional practice specifically relating to ELA and Reading will include:

1. Professional development on evidence-based strategies that are aligned with the B.E.S.T standards.
2. Implementation of data-informed instruction through common planning, data chats and classroom walk throughs.
3. The use of high-quality instructional materials that are aligned to the B.E.S.T standards that will include whole group and small group instruction
4. Provide multi-tiered levels of support for students as it relates to attendance, behavior and course performance.

### **Measurable Outcomes**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

### **Grades K-2 Measurable Outcomes**

According to the data of students who are in need of ELA interventions, the following students are in need of ELA interventions:

59% of our KG students are in need of ELA interventions.

49% of our 1st grade students are in need of ELA interventions.

76% of our 2nd grade students are in need of ELA interventions.

The percentage of students who are in need of ELA interventions in grades K-2 will decrease by 10% from 61% to 51%.

### **Grades 3-5 Measurable Outcomes**

According to the data of students who are in need of ELA interventions, the following students are in need of ELA interventions:

80% of our 3rd grade students are in need of ELA interventions.

77% of our 4th grade students are in need of ELA interventions.

72% of our 5th grade students are in need of ELA interventions.

The percentage of students who are in need of ELA interventions in grades 3-5 will decrease by 10% from 76% to 66%.%

## Monitoring

### Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

On-going professional development will focus on evidence-based strategies as it relates to the 5 components of reading. This professional development will provide strategies to teachers to support the students who are performing below grade level.

PLCs and common planning will provide feedback and support with the implementation of data-informed instruction. This will include data analysis, data tracking and data chats with our teachers and students.

On-going progress monitoring of our students in the areas of phonemic awareness, decoding and oral reading fluency will take place through out the year to monitor the progress of the foundational skills of our students.

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Jennings, Kim, jenningsk1@duvalschools.org

## Evidence-based Practices/Programs

### Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

UFLI Foundations is aligned with the science of reading where according to Gough and Tunmer, 1986, reading comprehension is the product of decoding and linguistic comprehension. This concept can be visualized as a mathematical formula:

$D \text{ (Decoding)} \times LC \text{ (Linguistic Comprehension)} = RC \text{ (Reading Comprehension)}$

UFLI Foundations address the "D" part of this equation: decoding. By ensuring that students can fluently decode text affords them the opportunity to apply and refine their linguistic comprehension skills, construct meaning from text and more accurately demonstrate their understandings on assessments



which aligns with the district's K-12 Comprehensive Evidence-Based Reading Plan as well as the B.E.S.T. ELA Standards.

**Rationale:**

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

According to UFLI Foundations, if either decoding or linguistic comprehension is weak, the effect of reading comprehension is multiplied. This evidence based program targets the following foundational reading skills:

- Phoneme blending and segmentation practice
- Accuracy of automaticity of grapheme-phoneme correspondences
- Decoding automaticity of words with previously learned concepts
- Explicit introduction of new concepts
- Decoding and encoding practice
- Reading and spelling irregular words
- Reading and spelling connected text

The intervention program introduces students to the foundational reading skills necessary for proficient reading.

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

The school improvement plan and progress will be shared at the beginning of the year at the Annual Meeting. The SIP and progress of the SIP will be a standing agenda item with the School Advisory Council to be discussed monthly. At that time, the SAC will provide feedback as to the implementation of the SIP.

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

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school provides multiple opportunities for parents to communicate, meet and discuss the needs of their children. These opportunities include back to school events, like the community fair at the beginning of the year, quarterly parent events that promote student successes and achievement.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))**

Strategies that will need to be implemented in order to accelerate learning are going to include:  
Master schedule which provides common planning for teachers across the grade levels.  
Planning small group instruction and remediation around the specific needs of our students as it relates to the five components of reading.  
Provide specific resources to students based on their individual needs as it relates to the five components of reading.  
Plan whole group and small group lessons that are aligned with the standards.  
Monitor the progress of all students it relates to attendance and course performance

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

Not applicable

#### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

The school provides monthly Wellness Wednesday lessons to ensure counseling, school-based mental health services to students who have been identified as needed additional supports. With the tier 1 support that are made available, district supported resources are also made available to students and families on an as needed bases.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

Not applicable

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

Using the MTSS approach to identifying solutions for students as it relates to addressing problem behaviors and early intervention services, students are provided behavior intervention plans, check-in and check-out services with additional faculty and staff to address the specific needs of the students as it relates to behavior. A full time counselor as well as 2 full time VE teachers are on campus to meet the needs of the students. A Full Service Therapist is campus 2 times a week as well as a Social Worker.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

The professional development opportunities that will be provided to support teachers and leaders will include the following:

- Differentiated Instruction
- Data Analysis and progress monitoring
- Formative and Summative assessments
- Effort based learning and trauma informed approach to teaching and learning
- Rtl; providing levels of support for Tier 2 and Tier 3 students

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

Not applicable

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
<b>Total:</b>			<b>\$0.00</b>

### Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes