

Sue Reynolds Elementary School

Vision

Our vision at Sue Reynolds is to motivate and empower all students through an equitable education that will provide them for lifelong learning.

Mission

Our mission at Sue Reynolds is to produce globally competitive students by educating the whole child and by inspiring and teaching them to take Pride in their Pursuit of Learning.

Beliefs

We believe success is attainable for all students.
 We believe education is a shared responsibility.
 We believe transparency is the foundation of trust.
 We believe all students deserve a quality educational experience.

Student Achievement

- Implement strategies in math and reading to support Tier I instruction increasing on/above level students by 10% on GMAS (3-5) 10% I-READY(K-2)

Teacher Capacity

- Provide personalized professional development opportunities with at least 80% of teachers demonstrating level 3 or above on TKES Standard 3.

Climate and Culture

- Improve faculty climate and culture by adopting strategies that support well-being and professional growth which promotes teacher retention to 90%.

- Provide targeted Professional Learning to include differentiation, small group learning, common assessments, and best practices in math and reading to aid Tier I Instruction.
- Implement a Collaborative Planning Protocol to ensure maximum use of planning time.
- Provide Schoolwide Classroom Peer Observation Opportunities

- Implement a Personalized Professional Growth Plan (PPGP) for Every Teacher
- Launch a Peer-Led Professional Learning Community (PLC) Model
- Implement Monthly vertical team planning PLCs

- Provide wellness resources and activities to improve mental health and work-life balance.
- Improve communication between staff and leadership.
- Provide school wide team building opportunities.

- Teacher Observation

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- Teacher attendance and retention rates



- Teacher Survey
- SWIVL observations
- Annotated Lesson Plan Book
- Teacher Observations



- Mid year Conference TKES
- Staff participation in decision-making processes
- Promotions among staff, Leading PLC
- Teacher Survey/Reflections on PL
- Students transitions measured by fewer acad. gaps



- Participation in wellness surveys and activities.
- Results from staff climate & communication survey
- Staff participation in decision-making processes