Rufus E. Payne Elementary School

2016-17 Schoolwide Improvement Plan

Rufus E. Payne Elementary School

6725 HEMA RD, Jacksonville, FL 32209

http://www.duvalschools.org/rpayne

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-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	99%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	F*	D	D

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Duval County School Board on 11/1/2016.

SIP Authority and Template

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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Rufus E. Payne Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

It is our mission to establish an environment that addresses and promotes the needs of the total child. This environment will provide exciting opportunities for all students, staff members, parents and community members to experience success. Our students will know the importance of working together to solve problems and reach common goals. Through a hands-on, inquiry-based instructional approach, our students will become motivated to learn. They will come to see themselves as worthwhile, capable individuals with unlimited potential. It is through our efforts as educators that we will provide a meaningful, comprehensive educational program. it is through their efforts as students of Rufus E. Payne Elementary, that they will learn, grow, and ultimately come to discover the special talents they each possess.

b. Provide the school's vision statement.

It is our mission to establish an environment that addresses and promotes the needs of the total child. This environment will provide exciting opportunities for all students, staff members, parents and community members to experience success. Our students will know the importance of working together to solve problems and reach common goals. Through a hands-on, inquiry-based instructional approach, our students will become motivated to learn. They will come to see themselves as worthwhile, capable individuals with unlimited potential. It is through our efforts as educators that we will provide a meaningful, comprehensive educational program. it is through their efforts as students of Rufus E. Payne Elementary, that they will learn, grow, and ultimately come to discover the special talents they each possess.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

We build relationships through understanding and acceptance of all cultures through character building. We also teach students to respect each other through our IB program, which emphasizes being Respectful, Responsible, Peaceful, and Proud. On going student teacher conferencing is a continuous process to gain knowledge of all student needs.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The safety and security of our students is our paramount duty. We communicate with parents continuously throughout the school year. We provide a positive, safe and nurturing environment that is conducive to learning; where individuals are valued, respected and treated with dignity to endure their cultural and intellectual needs at all times.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

It is imperative that teachers maintain discipline in their classroom. Every teacher must contribute to the overall school atmosphere by taking action in situation that require disciplinary measures.

Teachers should keep in mind that classroom management begins the first day of school. Being proactive is more effective than being reactive. It has been proven that classroom management and professionalism reflect directly on student success. Our main behavioral model that is use throughout the entire school is CHAMPS. Every classroom, cafeteria, and hallway reflects a visual representation of the CHAMPS model and reflects the instructional activity that is taken place during that specific time.

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

The school ensures the social-emotional needs of all students by individual counseling, group counseling, classroom guidance, mentoring and mental health counseling services. These services are providing based on individualized needs of our students.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Early warning indicators consist of the following:

Attendance: any students who miss 5 or more days in a month and/or 10 days in a 90 day period or students who miss consecutively without notification from parents/guardians

Students with chronic disciplinary problems

Course failure in Reading or Math

Level 1 and level 2 students and students who are 2 or more years overage

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	11	6	8	2	11	0	0	0	0	0	0	0	39
One or more suspensions	1	3	2	3	1	3	0	0	0	0	0	0	0	13
Course failure in ELA or Math	6	5	7	7	3	3	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Progress Monitoring System: meet with teachers after mid and unit assessments/modules have been given to discuss students who have deficiencies in reading and math, as well as to determine behavioral interventions.

RTI Tiering System

Weekly PLC's to identify needs of both teachers and students, as well as focus on progress based on an exit ticket per skill/standard being addressed.

45 Day Plan: to assist teachers making sure they have what is needed to be effective teachers

Student accountability and reflection

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Rufus E. Payne believes that all parents should play an integral role in assisting in their child's education. Rufus E. Payne Elementary is dedicated to the beliefs that learning should take place in a safe nurturing environment that is conducive to learning; where individuals are valued, respected and treated with dignity to endure their cultural and intellectual needs. In order for individuals to succeed there must be a partnership between home, school and the community. We have the responsibility to prepare individuals for the future as productive citizens ready to compete in a global society.Rufus E. Payne will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of the Title I Programs by holding regularly scheduled monthly SAC meetings. It is our belief that all parents will be invited to attend the meetings through the school's newsletter, marquee, and automated contact through school messenger. The principal and the SAC chair will develop a schedule of monthly meetings for the year and make that schedule assessable to all parents via the above named resources. The meetings will be held the third Thursday of each month and all parents are required to sign an attendance sheet. Parents are given the opportunity to review the plan and offer their input prior to approval. Also, all parents are given surveys at the end of the school year seeking their input on activities, training, and materials they needed to help their child. Results of parent surveys are reviewed during SAC meetings. Members decide with input from parents on how parental involvement funds will be used.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Through monthly School Advisory Council meetings and Parent Teacher Association meetings we invite parents and business partners out to the school to solicit feedback on how we can better increase our parental involvement and business partner support. This year we hope to incorporate student performances along with our PTA meetings to increase the level of parental support. The school will

continue to offer parental informational sessions during the day as well as training sessions in the evening.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

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

Name	Title
Day, Weisha	Principal
Brown, Angela	Assistant Principal
Doss, Angela	School Counselor
Rochay, Angela	Instructional Coach
York, Kimberly	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Weisha Day-Killette, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment(quarterly status reports) of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding
school-based RtI plans and activities.

Angela Brown, Assistant Principal: Provides a common vision for the use of data-based decision-making,
ensures that the school-based team, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Anglea Doss, School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; links community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.

Tammy Anderson, Varying Exceptionalities (ESE) Teacher/Lead: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Guides teachers through the RtI documentation process.

Angela Doss/ Linda Copeland, Foundations Leads: Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to

implement behavioral interventions

Angela Rochay, Math Coach: Provides math instructional support to all teachers, as well as conducts PLC's based on both teacher and student need. Supports teachers by assisting with analyzation of data, model lessons and coaching cycles.

Kimberly York, Reading Coach: Provides Reading/Writing instructional support to all teachers, as well as, conducts PLC's based on both teacher and student need. Suppoorts teachers by assisting with analyzation of data, model lessons, and coaching cycles.

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

Rufus E. Payne Elementary RtI Team will utilize the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas to create a draft of the 2014 School Improvement Plan. The RtI Leadership Team will present a draft of the SIP to the School Advisory Council for review, recommendations, and approval. Payne's RtI Leadership Team finalizes the plan. The School Improvement Plan becomes the guiding document for the work of the school. Payne's RTI Team Leadership Team will revise and update the plan as the needs of students change throughout the year.

The school-based RtI Team will focus meeting around the following academic and behavioral questions:
1. What do we expect the students to learn?
2. How do we know they have or have not mastered the grade level standards?
3. What will we do when they have or have not met proficiency?
4. What evidence do we have to support our responses to these questions?

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team. The school-based RtI Team will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

Title I, Part A
Varied instructional support is provided to ensure remediation to the low quartile students such as Interventionists, scheduled Response to Intervention time, and Team-Up. These programs offer additional instruction based on data in both reading and math. The Math and Reading Interventionist re-mediate through small group sessions. Scheduled RtI time is utilized to ensure that each teacher has the allotted time for implementation. In addition, the school works closely with the after school Team-Up program to provide free tutoring to low performing students.

Title I, Part C- Migrant
District Social Worker provides resources and support to migrant students and parents.
Title I, Part D
Title II
N/A
Title II
Throughout the 2013-2014 school year there were no ELL students enrolled in Rufus E. Payne
Elementary School. However, services are provided through the district for education materials and
ELL district support services to improve the education of immigrant and English Language Learners.
Extended Learning Hour: Reinforce reading deficiencies based on data

Title X- Homeless
Rufus E. Payne's full-time guidance counselor will contact the district Homeless Social Worker. If
needed, resources such as clothing and school supplies will be provided. Social Service referrals are
given to students identified as homeless to eliminate possible barriers.
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
In support of the Superintendents Goal to establish Safe and Secure schools, the district provides
Foundations and Champs training to our schools Foundation team. Through this training, Rufus E.
Payne Elementary has established core beliefs and systems that has reduced and eliminated school
violence.
Nutrition Programs
100% of students receive Free or Reduced breakfast and Lunch through the contracted Chartwell
Company.
Housing Programs
N/A
Head Start
Payne holds at least four tours per year for the East Springfield Head Start to acclimate their pre-k
students to the elementary setting.
Adult Education
N/A
Career and Technical Education
N/A
Job Training
N/A

Other
N/A

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Mrs. Lisa Gadson	Education Support Employee
Mrs. Hartman	Teacher
Mrs. Allen	Parent
Mrs. Weisha Day-Killette	Principal
Ms. Smith	Business/Community
Mrs. Baker	Parent
Mrs. Brown	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

SAC was excited about the increase of parental involvement. The committee was pleased with our 2014-2015 SIP. They agreed with the importance of the Progress Monitoring Plan, which assisted teachers with a quarterly review on student progress. Also, the addition of student accountability was noted as being a crucial impact on student progress.

b. Development of this school improvement plan

Rufus Payne's School Advisory Council met on September 17, 2015 after thoroughly reviewing the Blended Learning trend data they made recommendations to improve student achievement.

Rufus Payne's School Advisory Council met on TBA to review the final School Improvement Plan. During that meeting, the SAC voted to move forward with the School Improvement Plan.

c. Preparation of the school's annual budget and plan

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The use of funds that has been allocated to our School Advisory Council (SAC), has been determined that the funds will be used towards educational purposes that will enhance student achievement.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Day, Weisha	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

We will meet once a week to review district curriculum modules, mid and unit assessments. We will focus on weak areas to guide instruction and increase the rigor throughout all areas. Teachers will unpack the standards addressed for each nine weeks to ensure all standards are addressed in an effective manner. We will also use data tracking tools to ensure students are reaching their targeted goals. LLT will go into the classrooms to model and introduce reading strategies that can be used across the curriculum. District reading coach and the school reading coach will work with support 3 teachers with the coaching cycle in infuse best practices. We will assist teachers in creating individualized center instruction, as well as creating baseline and post assessments by using the LAFS to guide instruction. Most importantly have professional development focusing on the use and implementation of the Revised Curriculum.

Create center implementation plans to increase assessment scores across the curriculum. Implementing reading strategies across the curriculum. To focus on informational text and vocabulary across the curriculum everyday through small group instruction, I-Ready K-2, and ACHIEVE 3000 for grades 3-5. Using the GRRM to focus on learning targets that will increase comprehension, as well as the Close Reading model. Coaches and teachers will focus on individualized differentiated instruction to increase student proficiency in all subject areas. Also, we will increase the use and focus towards non-fiction reading resources.

We will also incorporate "Books of the Month" to engaged student literacy. A Literacy Night will encompass the participation of our community, parents and students to positively promote the importance of reading. We will celebrate 25 book requirement each nine weeks for all students who are consistently reaching the districts goal of reading 25 books.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

School strategies to encouraging positive working relationships consist of team building activities during faculty meetings and collaborative planning. The coaches meet with teachers as needed to assist and support collaborative planning and instruction to increase a positive instructional environment.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Partnering new teachers with veteran staff. Principal ,Professional Development Facilitator, and Assistant Principal
2. Monthly professional development with Payne's on-site instructional coaches.
Math Coach, Reading Coach and District Specialist
3. Instructional coaches model instructional strategies for first year teachers or teachers in need of extra instructional support due to low classroom performance.
Math Coach, Reading Coach, and District Specialist
4. Review resumes, referrals, and data of teachers with classroom experience and proven classroom performance. Principal

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Rufus Payne's teacher mentoring program is created by the school Professional Development Facilitator (PDF). The PDF will pair beginning teachers with seasoned teachers who had Clinical Educator Training (CET) to help mentor them through their first two years. Teacher Mentors are chosen based on, the number of years of experience, the personality of the teachers and their subject content area knowledge.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Teachers meet with school and district coaches during PLC's to ensure that best practices are being implemented within the classroom. Teachers use the District Curriculum and by unpacking each standard, teachers are able to comprehend the standard being taught. Also, teachers are following the state blueprint and test specs to ensure all standards are being met. Continuous Professional Development will occur throughout the year to address any misconceptions teachers may have regarding the implementation of instructional materials. The Leadership team will meet on a weekly basis with teachers to ensure the instructional needs of the teachers are being met. The coaches will assist and support to make sure teachers have what they need through coaching cycle and lesson studies. The use of the Gradual Release Model and Close Reading Model the rigor is able to be meant by transferring the accountability of learning to the student.

The main strategy our school will implement to advance college and career awareness is using the new Florida Standards for all academic areas. Unpacking each standard will reinforce comprehension of the standard for a higher quality of learning and achievement. Our school will educate all involved parties through PTA, SAC, and Parental Involvement activities. Literacy Night, Math Night, Open House, and other functions our just a few examples or strategies of how our school will provide professional development needed for our students to succeed and be college and career ready.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Our school uses data to help drive instruction and prioritize the curriculum. Teachers design centers based on the data by differentiated the needs of each student. Each student is given a "script" of the areas of need. Teachers track all data throughout the year through Performance Matters site and conference with students after each assessment so students can create their own goals and expectations. By students reflecting on their data, they are being held accountable for their educational growth. Teachers are continuously monitoring their students progress through Quarterly Status Reports with the Principal and a Progress Monitor System created by the Principal to ensure that the differentiated needs of ALL students are being challenged and met. Teachers are using technology resources as an additional resource during centers and the 1 hour after school reading block. Teachers use the data from I-Ready and Achieve 3000 to assist with students proficiency growth. Teachers will also focus on individualized instruction based on data to ensure student proficiency.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 21,600

TEAM UP After School Program: Students are chosen to participate in TEAM UP based on assessment levels of achievement, with levels 1 & 2 given priority. Students worked on targeted academic areas based on assessed weaknesses i.e. CGA assessments, module mid and unit assessments, exit tickets, etc.....

Strategy Rationale

To assist students with educational deficiencies based on data

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Day, Weisha, dayw@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected through Performance Matters to create groups for center, differentiated, and RTI instruction.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Rufus Payne offers early childhood pre-kindergarten education for 18 four year olds. The objectives for the program are Comprehensive, and provide a solid foundation for entry into basic kindergarten. Students experience hands on literacy activities that build pre-reading, oral expression and phonemic awareness skills. Math skills are enhanced through daily living activities that involve matching, sorting and counting. Within the first 45 days of transitioning into kindergarten, the students are given two assessments; the Florida Kindergarten Readiness Screening (FLKRS), CGA Baseline, DAR and Iowa Test. These results are used to group students for differentiated instruction and provide strategies for Response To Interventions (RTI) student groups.

b. College and Career Readiness

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

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Strengths: Utilizing data to identify student's weaknesses and prepare plans that allow us to effectively move our low quartile students both reading and math.
Areas of need in Math: Trend data indicates that we are weak in measurement/data and geometry strands.
Areas of need in Reading: Trend data indicates that we are weak in phonics, vocabulary, comprehension of informational text.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Math: In reflecting on all data one of our reading weaknesses is in vocabulary and measure/data and geometry strands rely heavily on academic vocabulary.
Reading: In reflecting on last year's center instructional plans, we realized that our focus was more on comprehension of the standards, rather than the underlyng issue of students weak foundational skills.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

1 = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If the Positive Behavior Intervention Support plan is implemented with fidelity, then the number of out-of-school suspensions will decrease.

G2.   If teachers increase their knowledge of the achievement levels within the standards and implementing this knowledge throughout their lessons and centers using rigorous and engaging instruction then student proficiency and growth will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If the Positive Behavior Intervention Support plan is implemented with fidelity, then the number of out-of-school suspensions will decrease. 1a

🔍 G086972

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	75.0

Targeted Barriers to Achieving the Goal 3

- The teachers inability to appropriately monitor behaviors that are inappropriate and develop strategies that reward positive behaviors using the HERO Program.

Resources Available to Help Reduce or Eliminate the Barriers 2

- HERO Program

- Eagle Bucks Store

Plan to Monitor Progress Toward G1. 8

Positive disciple data from the HERO program will be monitored bi-weekly by the Foundations Team and Administrative Team.

Person Responsible
Weisha Day

Schedule
Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion
The data presentations and agenda minutes

G2. If teachers increase their knowledge of the achievement levels within the standards and implementing this knowledge throughout their lessons and centers using rigorous and engaging instruction then student proficiency and growth will increase. 1a

🔑 G086973

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	50.0
FSA ELA Achievement	35.0
FCAT 2.0 Science Proficiency	45.0
Math Lowest 25% Gains	67.0
ELA/Reading Lowest 25% Gains	44.0
Math Gains	56.0
ELA/Reading Gains	45.0

Targeted Barriers to Achieving the Goal 3

- The need for teachers to individualize their instruction by increasing their depth of knowledge with the achievement level descriptions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Lesson Study through Common Planning

- Analyze Data (I-Ready, Achieve3000, mid and end of unit assessments, exit tickets, etc...)

- Coaching Cycles

- Florida Standards Assessments Achievement Level Descriptions

Plan to Monitor Progress Toward G2. 8

Administration will collect lesson plans and common planning minutes on a weekly basis.

Person Responsible
Weisha Day

Schedule
Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion
Lesson Plans and Common Planning minutes

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal	**B =** Barrier	**S** = Strategy

`1` = Problem Solving Step   `S123456` = Quick Key

G1. If the Positive Behavior Intervention Support plan is implemented with fidelity, then the number of out-of-school suspensions will decrease. `1`

🔑 G086972

G1.B1 The teachers inability to appropriately monitor behaviors that are inappropriate and develop strategies that reward positive behaviors using the HERO Program. `2`

🔑 B231198

G1.B1.S1 Teachers will equip students with strategies that foster positive behaviors and track positive outcomes using the HERO Program. `4`

🔑 S243914

Strategy Rationale

Discipline referrals will decrease as students are highlighted for displaying positive behavior.

Action Step 1 `5`

Teachers will utilize the online HERO Program with their students everyday to award points for positive behavior.

Person Responsible

Weisha Day

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Evidential artifacts will include monthly reports from the Behavioral Interventionist, HERO Behavioral Tracking Reports and Program Reports.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Positive Behavior Support

Person Responsible

Weisha Day

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Evidential artifacts will include: Behavioral Interventionist reports, Positive Behavior Awards, and Discipline Reports.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Positive Behavior Support

Person Responsible

Weisha Day

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Behavior Interventions documentation, Positive Behavior Awards, and Discipline Reports.

G1.B1.S2 Analyze student discipline data for infractions to identify individuals needs for interventions and provide next steps. 4

🔑 S243915

Strategy Rationale

Provide the needed support for individual students with reoccurring discipline needs.

Action Step 1 5

Review discipline data for infractions to identify individual discipline needs and provide next steps.

Person Responsible

Carrie Warren

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Meeting agendas and minutes.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The data from the online HERO Program will be reviewed every two weeks with the faculty during early release training.

Person Responsible

Carrie Warren

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Presentation notes and agenda from training

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Students numbers will be scanned into the HERO program as positive behaviors are being displayed.

Person Responsible

Carrie Warren

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

The data from the online HERO Program

G2. If teachers increase their knowledge of the achievement levels within the standards and implementing this knowledge throughout their lessons and centers using rigorous and engaging instruction then student proficiency and growth will increase. `1`

🔍 G086973

G2.B1 The need for teachers to individualize their instruction by increasing their depth of knowledge with the achievement level descriptions. `2`

🔍 B231199

G2.B1.S1 Teachers will create instructional plans that will address the students strengths and weaknesses through small group center rotations. `4`

🔍 S243916

Strategy Rationale

Individualized instruction will promote student growth through remediation or enrichment based on student data.

Action Step 1 `5`

Coaches and teachers will plan on a weekly basis to ensure proper planning of instructional centers and lessons based on student data.

Person Responsible

Carrie Warren

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Common Planning Agenda/Minutes

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Admin will monitor lesson plans and instructional delivery on a weekly basis.

Person Responsible

Weisha Day

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Admin will review lesson plans and delivery of lessons on a weekly basis.

Person Responsible

Weisha Day

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Plans

G2.B1.S2 Analyze and align to the achievement level descriptors as well as, for misconceptions to effectively identify individual needs and provide next steps. 4

🔑 S243917

Strategy Rationale

Students will be able to receive instruction based on their individual need, which will result in an increase in their current achievement level.

Action Step 1 5

Coaches and teachers will plan on a weekly basis to ensure proper planning of instructional lessons.

Person Responsible

Weisha Day

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Agenda minutes and data chats

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Coaches and teachers will plan on a weekly basis to ensure proper planning of instructional lessons.

Person Responsible

Weisha Day

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data Chats and Agenda Minutes

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Coaches and teachers will plan on a weekly basis to ensure proper planning of instructional lessons.

Person Responsible

Weisha Day

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data Chats and Agendas

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M327379	Positive disciple data from the HERO program will be monitored bi-weekly by the Foundations Team...	Day, Weisha	8/15/2016	The data presentations and agenda minutes	6/2/2017 daily
G2.MA1 M327384	Administration will collect lesson plans and common planning minutes on a weekly basis.	Day, Weisha	8/15/2016	Lesson Plans and Common Planning minutes	6/2/2017 weekly
G1.B1.S1.MA1 M327375	Positive Behavior Support	Day, Weisha	8/15/2016	Behavior Interventions documentation, Positive Behavior Awards, and Discipline Reports.	6/2/2017 daily
G1.B1.S1.MA1 M327376	Positive Behavior Support	Day, Weisha	8/15/2016	Evidential artifacts will include: Behavioral Interventionist reports, Positive Behavior Awards, and Discipline Reports.	6/2/2017 daily
G1.B1.S1.A1 A315648	Teachers will utilize the online HERO Program with their students everyday to award points for...	Day, Weisha	8/15/2016	Evidential artifacts will include monthly reports from the Behavioral Interventionist, HERO Behavioral Tracking Reports and Program Reports.	6/2/2017 daily
G2.B1.S1.MA1 M327380	Admin will review lesson plans and delivery of lessons on a weekly basis.	Day, Weisha	8/15/2016	Lesson Plans	6/2/2017 weekly
G2.B1.S1.MA1 M327381	Admin will monitor lesson plans and instructional delivery on a weekly basis.	Day, Weisha	8/15/2016	Lesson Plans	6/2/2017 weekly
G2.B1.S1.A1 A315650	Coaches and teachers will plan on a weekly basis to ensure proper planning of instructional centers...	Warren, Carrie	8/15/2016	Lesson Plans, Common Planning Agenda/Minutes	6/2/2017 weekly
G1.B1.S2.MA1 M327377	Students numbers will be scanned into the HERO program as positive behaviors are being displayed.	Warren, Carrie	8/15/2016	The data from the online HERO Program	6/2/2017 daily
G1.B1.S2.MA1 M327378	The data from the online HERO Program will be reviewed every two weeks with the faculty during...	Warren, Carrie	8/15/2016	Presentation notes and agenda from training	6/2/2017 biweekly
G1.B1.S2.A1 A315649	Review discipline data for infractions to identify individual discipline needs and provide next...	Warren, Carrie	8/15/2016	Meeting agendas and minutes.	6/2/2017 biweekly
G2.B1.S2.MA1 M327382	Coaches and teachers will plan on a weekly basis to ensure proper planning of instructional lessons.	Day, Weisha	8/15/2016	Data Chats and Agendas	6/2/2017 weekly
G2.B1.S2.MA1 M327383	Coaches and teachers will plan on a weekly basis to ensure proper planning of instructional lessons.	Day, Weisha	8/15/2016	Data Chats and Agenda Minutes	6/2/2017 weekly
G2.B1.S2.A1 A315651	Coaches and teachers will plan on a weekly basis to ensure proper planning of instructional lessons.	Day, Weisha	8/15/2016	Agenda minutes and data chats	6/2/2017 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. If teachers increase their knowledge of the achievement levels within the standards and implementing this knowledge throughout their lessons and centers using rigorous and engaging instruction then student proficiency and growth will increase.

G2.B1 The need for teachers to individualize their instruction by increasing their depth of knowledge with the achievement level descriptions.

G2.B1.S1 Teachers will create instructional plans that will address the students strengths and weaknesses through small group center rotations.

PD Opportunity 1

Coaches and teachers will plan on a weekly basis to ensure proper planning of instructional centers and lessons based on student data.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Weekly, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.