Rufus E. Payne Elementary School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 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	98%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	C	F*

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at Rufus E. Payne is to establish and promote an environment that caters to the total needs of the child, our parents and the community. This environment will stimulate and motivate learning through a positive behavior system which promotes student achievement and instills restorative justice. It is through these efforts that our students foster a strong desire to unearth their greatest potentials in life.

Provide the school's vision statement.

It is our vision as educators that we will provide a meaningful, comprehensive educational program. Through prescriptive and cooperative learning, hands on, and inquiry based instruction, the students of Rufus E. Payne Elementary will grow and ultimately come to discover the special talents they each possess to become global learners.

School Leadership Team

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

Name	Title
York, Kimberly	Instructional Coach
Day, Weisha	Principal
Rochay, Angela	Instructional Coach
Doss, Angela	School Counselor
Warren, Carrie	Assistant Principal
	Teacher, ESE
Wright, Cynthia	Teacher, ESE

Duties

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.

Carrie Warren, Assistant Principal: Provides a common vision for the use of data-based decisionmaking, ensures that the school-based team conducts an 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.

Angela 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.

Cynthia Wright, 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 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. Supports 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

Early Warning Systems

Year 2017-18

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	27	27	20	25	19	14	0	0	0	0	0	0	0	132
One or more suspensions	1	0	0	0	1	1	0	0	0	0	0	0	0	3
Course failure in ELA or Math	8	10	9	3	2	0	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	20	39	29	35	34	32	0	0	0	0	0	0	0	189

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	23	26	28	27	21	0	0	0	0	0	0	0	0	125

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Monday 7/16/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Year 2016-17 - Updated

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

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest performing component was Science at 20% proficiency. This is a trend for Rufus Payne.

Which data component showed the greatest decline from prior year?

The greatest decline from the previous year was ELA Bottom Quartile. Last year ELA Bottom Quartile was 76% growth, this year Bottom Quartile was 45%, which is a 31% drop.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap when compared to the state average was Science. The state average for proficiency in Science is 55% and our Science proficiency average is 20%, with a difference of 35%.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was Science. Science showed a growth of 5% proficiency from 15% to 20%.

Describe the actions or changes that led to the improvement in this area.

The District Science Coordinator came in to work with the Science teacher in April to implement Science with fidelity.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	34%	50%	56%	27%	46%	52%
ELA Learning Gains	38%	51%	55%	38%	49%	52%
ELA Lowest 25th Percentile	50%	46%	48%	37%	45%	46%
Math Achievement	42%	61%	62%	44%	57%	58%
Math Learning Gains	42%	59%	59%	51%	60%	58%
Math Lowest 25th Percentile	33%	48%	47%	63%	49%	46%
Science Achievement	20%	55%	55%	39%	49%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	27 ()	27 ()	20 ()	25 ()	19 ()	14 ()	132 (0)
One or more suspensions	1 ()	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)	3 (0)
Course failure in ELA or Math	8 ()	10 (0)	9 (0)	3 (0)	2 (0)	0 (0)	32 (0)
Level 1 on statewide assessment	20 ()	39 (0)	29 (0)	35 (0)	34 (0)	32 (0)	189 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	43%	50%	-7%	57%	-14%
	2017	49%	51%	-2%	58%	-9%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	36%	49%	-13%	56%	-20%
	2017	34%	52%	-18%	56%	-22%
Same Grade Comparison		2%				
Cohort Comparison		-13%				
05	2018	17%	51%	-34%	55%	-38%
	2017	20%	48%	-28%	53%	-33%
Same Grade Comparison		-3%				
Cohort Comparison		-17%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	39%	59%	-20%	62%	-23%
	2017	73%	62%	11%	62%	11%
Same Grade Comparison		-34%				
Cohort Comparison						
04	2018	46%	60%	-14%	62%	-16%
	2017	56%	64%	-8%	64%	-8%
Same Grade Comparison		-10%				
Cohort Comparison		-27%				
05	2018	40%	61%	-21%	61%	-21%
	2017	29%	57%	-28%	57%	-28%
Same Grade Comparison		11%				
Cohort Comparison		-16%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	19%	56%	-37%	55%	-36%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	22		21	32	20					
BLK	35	38	48	43	44	35	21				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
FRL	33	36	50	43	41	35	18				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	39	40		48	53						
BLK	35	46	76	52	58	58	13				
FRL	34	47	76	53	56	58	13				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Reading proficiency and student growth
Rationale	Reading will increase proficiency by 10% specifically targeting our bubble students. The targeted students are those who were 10% below Level 3 proficiency rate and 10% above Level 2 on the FSA. We will also focus on student growth with all students with an emphasis on our BQ students.
Intended Outcome	The intended outcome is to increase reading by 10% overall in proficiency and increase student growth by 11%. Reading strategies will be integrated across all curriculum.
Point Person	Kimberly York (yorkk@duvalschools.org)

Action Step	
Description	• Teachers will prioritize the curriculum by unpacking each standard and aligning their delivery of instruction and student task to the standard being addressed. Teachers and coaches will create Florida State Assessment style exit tickets and check for understandings aligned to the standards. • Focus lessons based on the standards will be implemented with fidelity based on student needs. • Weekly common planning with administrators and coaches • Analyze Data Weekly (I-Ready, Achieve3000, mid and end of unit assessments, exit tickets, etc.) to create instructional next steps. • Coaching Cycles will be utilized to support beginning and struggling teachers. • The Reading Interventionist will target the Bottom Quartile students utilizing the LAFS I-Ready Books. • General Education Teachers, Exceptional Education Teachers, and Reading Interventionist will provide prescriptive learning for targeted small groups utilizing the Level Literacy Intervention by implementing a strategic plan throughout the year. • Students will utilize the software program Treasure Island to increase Reading Comprehension Skills. • Tutors will support teachers and work with a specified small group on a daily basis using standards and skill-based instruction. • SAXON will be taught to all K-2 grade students with fidelity. • Educational Field Trip that will provide extended learning and give the students the background knowledge needed to explore the standard. * The Corrective Reading program is a direct instructional approach delivery model used to increase student's fluency, vocabulary, phonics, spelling, comprehension foundational skills. We will be utilizing the B1, B2 and C levels of the corrective reading program. Students will utilize the STAR reading program from Renaissance Learning, which will encompass the Accelerated Reading program.
Person Responsible	Kimberly York (yorkk@duvalschools.org)

Plan to Monitor Effectiveness	
Description	Progress Monitoring: • Analyze Data Weekly (I-Ready, Achieve3000, mid and end of unit assessments, exit tickets, etc....) with teachers to help determine next steps. • Saxon and FCIM will be monitored through observations, as well as, data analysis. • Lesson Plans, PLC agendas, completion of activities, and continued professional development to prioritize the curriculum and create FSA styles assessments and exit tickets. • Implement frequent data chats with students and teachers • Analyze student work
Person Responsible	Carrie Warren (warrenc@duvalschools.org)

Activity #2	
Title	Math Proficiency and Student Growth
Rationale	Increase all student growth within Math by 10% with an intense focus on the ESE population because this makes up half of our bottom quartile students. As a trend, when the students are identified as ESE and BQ these students have difficulty showing growth.
Intended Outcome	To increase the proficiency and growth by 10% with our overall student population. Focusing on the ESE and BQ students, should give us a foundation for increasing proficiency and growth.
Point Person	Angela Rochay (rochaya@duvalschools.org)

Action Step	
Description	• Teachers will hone the lesson and create FSA style exit tickets and assessments. • Weekly Common planning with Administrators and Coaches • Analyze Data Weekly (I-Ready, Acaletics, mid and end of unit assessments, exit tickets, etc....) to create instructional next steps. • Coaching Cycles for beginning and struggling teachers. • The Math Interventionist will target the BQ students utilizing the MAFS I-Ready Books. • Teachers will also provide additional small group instructional time by implementing a strategic plan throughout the year. The groups will focus on students immediate needs. • Tutors will support teachers and work with a targeted small group (Bubble, BQ, and ESE) utilizing results from the STAR math curriculum from Renaissance Learning. • Students will utilize the software program Math Reflex to increase Math Fluency. . Teachers will utilize Acaletics to provide students with mathematical practice daily to increase student growth and proficiency for grades 2 - 5.
Person Responsible	Angela Rochay (rochaya@duvalschools.org)

Plan to Monitor Effectiveness	
Description	Progress Monitoring: • Lesson Plans, PLC agendas, and completion of activities, and continued professional development to hone lessons with a focus on our strategic plan, data tracking tools and frequent data chats with students. • Analyze Data Weekly (I-Ready, Acaletics, mid and end of unit assessments, exit tickets, etc.) with teachers to help determine next steps. • Lesson Plans, PLC agendas, completion of activities, and continued professional development to prioritize the curriculum and create FSA styles assessments and exit tickets. • Implement frequent data chats with students and teachers • Analyze student work
Person Responsible	Weisha Day (dayw@duvalschools.org)

Activity #3	
Title	Behavior
Rationale	To increase positive behaviors school wide by 15%. Increasing positive behavior will positively impact instructional practices and students self confidence.
Intended Outcome	The intended outcome is to decrease the number of level I, II, and III referral infractions by 50%. In doing so, this will remediate the high percentage of in school and out of school suspensions thus contributing to an overall decrease in the number of students that miss 20 days or more of classroom instruction and intervention.
Point Person	Carrie Warren (warrenc@duvalschools.org)
Action Step	
Description	Teachers will follow the designated school-wide discipline plan and the behavior interventionist or Assistant Principal will create and facilitate purposeful interventions identified as beneficial to our population of students. The Assistant Principal will guide and promote the implementation of Sanford-Harmony which is a social-emotional teaching program which fosters a healthy classroom culture. It also focuses on enhancing how students communicate, cooperate, connect, embrace diversity, and resolve conflict. The behavior interventionist or Assistant Principal will also facilitate restorative justice practices and supports with students and teachers. In addition to the curriculum and restorative justice, they will also establish an incentive plan promoting in-class participation that will decrease the number of infractions committed by students throughout the school year.
Person Responsible	Carrie Warren (warrenc@duvalschools.org)
Plan to Monitor Effectiveness	
Description	Progress Monitoring: • Assistant Principal will Analyze data weekly • Present data to the instructional and behavioral support team weekly • Present data to the staff at P.B.I.S and Faculty meetings Monthly • Create attainable goals based on the discipline data • Modify goals and targets based on data analysis as needed • Decide next steps based on the data in order to support areas of growth There will be area observations done by the Assistant Principal and the PBIS team monthly on the CHAMPS lesson Plans.
Person Responsible	Carrie Warren (warrenc@duvalschools.org)

Activity #4	
Title	Developing Teachers and Instructional Support Staff
Rationale	Through a shared school approach, defined by school population, size, and content data needs analysis, hire an additional assistant principal with a primary focus on providing additional coaching support to content area teachers of students who are in a state assessed grade and/or course.
Intended Outcome	Supporting and helping to develop highly effective teachers that will invest in increased student achievement in all subject areas and the school improving.
Point Person	Weisha Day (dayw@duvalschools.org)

Action Step	
Description	o Provide additional/supplemental leadership Instructional support focused on increasing student achievement and closing the achievement gap in tested grades; o Serves as Assistant Principal of grade level ELA, Math, and Science learning communities; o Monitor the success of all students in the learning environment; ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and support the effective use of benchmarks, learning, and expectations feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. o Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills.
Person Responsible	Weisha Day (dayw@duvalschools.org)

Plan to Monitor Effectiveness	
Description	*Frequently following up after each coaching cycle with the teachers and the students. *Increased student achievement and student performance *Observational data: positive learning culture, standard based instruction
Person Responsible	Weisha Day (dayw@duvalschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

During the 2018-2019 school year, Rufus Payne will ensure that all parents can participate by offering activities at various times and days. For example, we might have one event in the morning at the beginning of the week, and then do the next event in the evening at the end of the week. We will make sure events are advertised using a variety of communication methods (flyers, marquee, phone blast,

school website). We will also ensure this communication is advertised at least 2 weeks prior to the event so that working parents can request time off if needed. As part of our advertising, we will ensure that parents know bus passes are available upon request. If translators are needed, we will be sure to contact the ESOL office for translators

PFEP Link

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

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 social-emotional needs of all students are being met through a team which consists of a guidance counselor, full-service therapist, Varying Exceptionalities staff and the Districts MRT team.

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

Middle School Transition - Parents will learn about the options for middle school and the magnet process. This will open doors for students to go into programs of their interest which will increase achievement.
PreK Transition - Parents will learn about the expectations of students in Kindergarten. They will create make and takes that will help them develop their academic skills over the summer. Parents will also be informed about the kindergarten registration.

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.

School leadership identifies and aligns the resources needed for the upcoming year by first examining the student's data to determine the instructional and behavioral needs and resources needed to get the maximum student results.

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

The school utilizes our career day to make students college and career ready through businesses, colleges, and trades presentations. We utilize our business partners, community organizations and leaders to provide the resources to students.

Part V: Budget

Total:	$147,558.75