Rufus E. Payne Elementary School

2019-20 Schoolwide Improvement Plan

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Rufus E. Payne Elementary School

6725 HEMA RD, Jacksonville, FL 32209

http://www.duvalschools.org/rpayne

Demographics

Principal: Weisha Day Kilette

Start Date for this Principal: 7/23/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (51%) 2017-18: D (37%) 2016-17: C (49%) 2015-16: C (43%) 2014-15: F (31%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	D	C	C

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Purpose and Outline of the SIP

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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	Job Duties and Responsibilities
York, Kimberly	Instructional Coach	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
Day, Weisha	Principal	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.
Rochay, Angela	Instructional Coach	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.
Warren, Carrie	Assistant Principal	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.
Stadt, Natalie	School Counselor	Natalie Stadt, 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.
Wright, Cynthia	Teacher, ESE	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. Natilie Stadt: 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.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	43	41	48	45	59	49	0	0	0	0	0	0	0	285
Attendance below 90 percent	25	17	16	22	16	18	0	0	0	0	0	0	0	114
One or more suspensions	1	1	2	0	0	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	6	6	4	0	1	0	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	26	26	35	28	38	35	0	0	0	0	0	0	0	188

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	20	24	25	18	27	28	0	0	0	0	0	0	0	142

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	38	29	69	0	0	0	0	0	0	0	0	0	0	136
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

15

Date this data was collected or last updated

Tuesday 7/23/2019

Prior Year - As Reported

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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 with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	23	26	28	27	21	0	0	0	0	0	0	0	0	125

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	23	26	28	27	21	0	0	0	0	0	0	0	0	125

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	40%	50%	57%	36%	49%	55%
ELA Learning Gains	52%	56%	58%	46%	56%	57%
ELA Lowest 25th Percentile	65%	50%	53%	76%	54%	52%
Math Achievement	56%	62%	63%	53%	62%	61%
Math Learning Gains	59%	63%	62%	57%	63%	61%
Math Lowest 25th Percentile	61%	52%	51%	58%	54%	51%
Science Achievement	24%	48%	53%	15%	50%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	43 (0)	41 (0)	48 (0)	45 (0)	59 (0)	49 (0)	285 (0)
Attendance below 90 percent	25 (27)	17 (27)	16 (20)	22 (25)	16 (19)	18 (14)	114 (132)
One or more suspensions	1 (1)	1 (0)	2 (0)	0 (0)	0 (1)	0 (1)	4 (3)
Course failure in ELA or Math	6 (8)	6 (10)	4 (9)	0 (3)	1 (2)	0 (0)	17 (32)
Level 1 on statewide assessment	26 (20)	26 (39)	35 (29)	28 (35)	38 (34)	35 (32)	188 (189)

Grade Level Data

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

NOTE: 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
03	2019	40%	51%	-11%	58%	-18%
	2018	43%	50%	-7%	57%	-14%
Same Grade Comparison	-3%					
Cohort Comparison						
04	2019	47%	52%	-5%	58%	-11%
	2018	36%	49%	-13%	56%	-20%
Same Grade Comparison	11%					
Cohort Comparison	4%					
05	2019	33%	50%	-17%	56%	-23%
	2018	17%	51%	-34%	55%	-38%
Same Grade Comparison	16%					
Cohort Comparison	-3%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	66%	61%	5%	62%	4%
	2018	39%	59%	-20%	62%	-23%
Same Grade Comparison	27%					
Cohort Comparison						
04	2019	51%	64%	-13%	64%	-13%
	2018	46%	60%	-14%	62%	-16%
Same Grade Comparison	5%					
Cohort Comparison	12%					
05	2019	49%	57%	-8%	60%	-11%
	2018	40%	61%	-21%	61%	-21%
Same Grade Comparison	9%					
Cohort Comparison	3%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	23%	49%	-26%	53%	-30%
	2018	19%	56%	-37%	55%	-36%
Same Grade Comparison	4%					
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	40	55	42	50	50	8				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	40	53	70	58	61	67	23				
FRL	41	49	68	57	58	57	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
SWD	9	22		21	32	20					
BLK	35	38	48	43	44	35	21				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	357
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The lowest performing component was Science at 24% proficiency. The contributing factor that lead to the low performance with our students is exposure to the vocabulary terms when it pertains to the science content area. This is a trend for Rufus Payne Elementary students. To circumvent this trend, we want to utilize the Science Acaletics program and Study Island with our 4th and 5th grade students for the 2019 - 2020 school year.

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

The greatest decline from the previous year was ELA 3rd Grader. Last year ELA 3rd Grade was 43% proficiency, this year ELA 3rd grade was 40%, which is a 3% drop.

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.

The data component that had the biggest gap when compared to the state average was Science. The state average for proficiency in Science is 53% and our Science proficiency average is 24%, with a difference of 29%. The factor that contributed to the gap is students exposure to the science vocabulary.

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

The data component that showed the most improvement was Math Bottom Quartile. Math Bottom Quartile showed a growth of 28% proficiency from 38% to 66%. In order to further increase the Math Bottom Quartile growth, the continual use of the math program Acaletics was the determining factor in the Bottom Quartile students increased achievement in growth.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

N/A

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

1. Bottom Quartile ELA
2. Science
3. Bottom Quartile Math

4. Students with Disabilities
5.

Part III: Planning for Improvement

Areas of Focus:

#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 Florida State Assessment. We will also focus on student growth with all students with an emphasis on our Bottom Quartile students.
State the measurable outcome the school plans to achieve	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.
Person responsible for monitoring outcome	Carrie Warren (warrenc@duvalschools.org)
Evidence-based Strategy	An evidence-based strategy that will be utilize will be standards-based focus board as a teaching and learning tool for the students. Following up with the standards-based focus board will be standards-based lessons that will provide detailed instructions as the standards are unpacked and implemented through the Gradual Release Model.
Rationale for Evidence-based Strategy	The rationale for this strategy aligns with the FL State Standards. Using research-based resources, such as Ready FL LAFS (K - 5) will aide in the standards-based instruction. Also, the alignment of assessments, activities, materials, and instructional processes to standards is the foundation of the student success.
Action Step	
Description	1. Standards-Based Focus Board visibly located on the front board. 2. Standards-Based Lesson Plans with specific areas of focus (opening, work period, accountable talk, and guided practice). 3. Using the Ready Florida LAFS for grades K - 5. 4. Bi-weekly assessing and monitoring of students progress. 5. Students will take a Research Inquiry Based Field Trip to Animal Kingdom. 6. The Reading Coach will work with teachers to expand their knowledge of Standards-Based Instruction. 7. Tutors 8. Purchase additional supplies which are needed to support student learning and increase academic proficiency.
Person Responsible	Carrie Warren (warrenc@duvalschools.org)

#2	
Title	Math Proficiency and Student Growth
Rationale	Increase all student growth within Math by 10% with an intense focus on the Students With Disabilities SWD 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
State the measurable outcome the school plans to achieve	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
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	An evidence-based strategy that will be utilize will be standards-based focus board as a teaching and learning tool for the students. Following up with the standards-based focus board will be standards-based lessons that will provide detailed instructions as the standards are unpacked and implemented through the Gradual Release Model.
Rationale for Evidence-based Strategy	The rationale for this strategy aligns with the FL State Standards. Using research-based resources, such as Ready FL MAFS (K - 5) will aide in the standards-based instruction. Also, the alignment of assessments, activities, materials, and instructional processes to standards is the foundation of the student success.
Action Step	
Description	1. Standards-Based Focus Board visibly located on the front board. 2. Standards-Based Lesson Plans with specific areas of focus (opening, work period, accountable talk, and guided practice). 3. Using the Ready Florida MAFS for grades K - 5. 4. Bi-weekly assessing and monitoring of students progress. 5. Math Interventionist 6. Math Coach
Person Responsible	Weisha Day (dayw@duvalschools.org)

#3	
Title	Behavior
Rationale	To increase positive behaviors school wide by 15%. Increasing positive behavior will positively impact instructional practices and students self confidence.
State the measurable outcome the school plans to achieve	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.
Person responsible for monitoring outcome	Carrie Warren (warrenc@duvalschools.org)
Evidence-based Strategy	To utilize a Behavioral Interventionist to help students to be self aware and accountable of their actions. This will be attained by using the Positive Behavioral Instructional Support (PBIS) plan that was created. This will include, but not limited to specific lesson on "how to" transitions, behavior in common areas as well as behavior in classrooms.
Rationale for Evidence-based Strategy	Past behavioral trends have demonstrated that when utilizing a Behavioral Interventionist, students were able to practice the self aware strategies to help them keep calm and to focus on the positive.
Action Step	
Description	1. Behavioral Interventionist will meet regularly with identified students that are in need in self-awareness strategies. 2. Use the PBIS plan created specifically for the school. 3. Use the Dojo Store for positive incentives weekly. 4. Celebrate monthly the schools success with the PBIS plan and the decrease in behavior referrals. 5.
Person Responsible	Natalie Stadt (stadtn@duvalschools.org)

#4	
Title	Science proficiency
Rationale	Increase all student growth in Science by 10% with an intense focus on the SWD population because this makes up half of our bottom quartile students. As a trend, when the students are identified as SWD and BQ these students have difficulty showing proficiency in Science.
State the measurable outcome the school plans to achieve	The state average for proficiency in Science is 53% and our Science proficiency average is 24%, with a difference of 29%. Our goal is to increase our Science proficiency from 29% to 35% by using Science Acaletics, Study Island, and exposure to science vocabulary.
Person responsible for monitoring outcome	Carrie Warren (warrenc@duvalschools.org)
Evidence-based Strategy	An evidence-based strategy that will be used to increase science proficiency will be implementing the Science Acaletics program and conducting Quick Checks throughout the program. Along with Science Acaletics, the use of Study Island will be included as a strategy to use with the students to increase their knowledge base and proficiency with science. These strategies will be funneled through precise lesson plans that is aligned with the standards.
Rationale for Evidence-based Strategy	Research has shown that students exposed to science vocabulary consistently will be able to understand more of the science text that they will encounter. By continuous use of Science Acaletics, Study Island and focus standards-base lessons, our students should show an increase in their proficiency.
Action Step	
Description	1. Standards-based focus lessons. 2. Implementation of standards-base focus lessons with science teacher and the utilization of the science lab. 3. Use of Science Acaletics and Study Island with fidelity 4. Bi-weekly monitoring of students progress 5. Science Coach will work with Tier II and III students 6. Tutors
Person Responsible	Angela Rochay (rochaya@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

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 Schoolwide Improvement Plan 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 2019-2020 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.

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

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. The resources needed that will get the maximum student results are Acaletics Math, Acaletics Science and Study Island.

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.

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.

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

The strategies that will be use to advance college and career awareness, will be through our yearly Career Day event that all of our students are able to participate. A variety of community stakeholders will

have an opportunity to speak with our student body and discuss the merits of the different career choices.

Part V: Budget

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

1	III.A.	Areas of Focus: Reading Proficiency and Student growth				$64,876.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	1631 - Rufus E. Payne Elementary School	Title, I Part A	163.0	$60,876.00
			Notes: 5th Grade Exploration of Reading Research Trip Animal Kingdom			
	7800	360-Rentals	1631 - Rufus E. Payne Elementary School	Title, I Part A		$1,500.00
			Notes: Bus			
	5100	330-Travel	1631 - Rufus E. Payne Elementary School	Title, I Part A	163.0	$2,500.00
			Notes: Reading Coach			
2	III.A.	Areas of Focus: Math Proficiency and Student Growth				$57,126.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	1631 - Rufus E. Payne Elementary School	Title, I Part A	163.0	$42,126.00
			Notes: Math Coach			
	5100	510-Supplies	1631 - Rufus E. Payne Elementary School	Title, I Part A	163.0	$13,000.00
			Notes: Acaletics Math Supplies			
	5900	510-Supplies	1631 - Rufus E. Payne Elementary School	Title, I Part A	163.0	$2,000.00
3	III.A.	Areas of Focus: Behavior				$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	1631 - Rufus E. Payne Elementary School		163.0	$60,000.00
4	III.A.	Areas of Focus: Science proficiency				$63,556.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	1631 - Rufus E. Payne Elementary School		163.0	$60,000.00
			Notes: Science Resource Teacher			
	5100	510-Supplies	1631 - Rufus E. Payne Elementary School	Title, I Part A	163.0	$1,556.00
			Notes: Acaletics Science			

	5900	510-Supplies	1631 - Rufus E. Payne Elementary School	Title, I Part A	163.0	$2,000.00
			Notes: Science Tutoring Supplies			
					Total:	**$245,558.00**