

Duval County Public Schools

Rufus E. Payne Elementary School



2020-21 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: 6/15/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 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 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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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)	2019-20 Title I School	2019-20 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	2019-20	2018-19	2017-18	2016-17
Grade	C	C	D	C

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SIP Authority

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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 that 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
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 Rtl, conducts assessment(quarterly status reports) of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl 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 Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl 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 Rtl documentation process. Natlilie 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.

Demographic Information

Principal start date

Monday 6/15/2020, Weisha Day Kilette

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

12

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 .	

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	37	40	35	48	48	50	0	0	0	0	0	0	0	258	
Attendance below 90 percent	0	0	33	34	30	26	0	0	0	0	0	0	0	123	
One or more suspensions	0	4	0	3	12	4	0	0	0	0	0	0	0	23	
Course failure in ELA	4	8	3	9	1	0	0	0	0	0	0	0	0	25	
Course failure in Math	5	11	3	1	1	0	0	0	0	0	0	0	0	21	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	13	9	0	0	0	0	0	0	0	22	
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	12	0	0	0	0	0	0	0	21	

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	2	2	5	24	24	34	37	0	0	0	0	0	0	128

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	4	2	3	2	2	0	0	0	0	0	0	0	0	13	
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3	

Date this data was collected or last updated

Monday 6/15/2020

Prior Year - As Reported**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		
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	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	

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	
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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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	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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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				
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%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
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%	0
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%	0

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 in 2019 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. Also, the teacher's difficulty in mastering both the Math and Science Pedagogy. There should be a separate teacher for both 5th-grade instructional platforms. To circumvent this trend, we want to utilize the Science Acaletics program, Study Island, and Penda with our 4th and 5th-grade students for the 2020-21 school year.

We plan on hiring a separate teacher to teach Math and another teacher to teach Science.

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

The greatest decline from 2019 data was ELA 3rd Grade. The 2019 school year ELA 3rd Grade was 43% proficiency, in 2018 the ELA 3rd grade was 40%, which is a 3% drop.

The majority of the 2019 3rd grade student population has some form of learning disability based on their Individual Exceptional Plan.

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 that year was 53% and our Science proficiency that year was an average of 24%, which is a difference of 29%. the factor that contributed to the gap is students' exposure to the science vocabulary and teacher lack of knowledge to the Science curriculum.

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 that year 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?

N/A

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

1. Bottom Quartile ELA 5th Grade
2. Bottom Quartile Math 5th Grade
3. Learning Gains ELA 5th Grade
4. Learning Gains Math 5th Grade
5. Science

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Less than 40% of the classrooms at Rufus E. Payne show consistent standard based instructional delivery and tasks that aligned to assessments. The alignment of teacher's standards-based instructional delivery practices, tasks, and assessments will be our area of focus based on the observational data.

Measurable Outcome: 70% of our core classrooms will successfully demonstrate aligning standards-based instructional practices, student's tasks, and assessments.

Person responsible for monitoring outcome: Weisha Day (dayw@duvalschools.org)

Evidence-based Strategy: Lesson alignment will ensure that students are exposed to instruction, tasks, and assessments that are aligned with the current grade-level standards. This will be measured using the administrative "Standards-Based Walkthrough Form".

Rationale for Evidence-based Strategy: As stated in the article "The Pros and Cons of Standards-based Education," published by the University of Wisconsin in July 2019: "Standards-based instruction guides planning and instruction and helps teachers keep their focus on the learning target. Teachers are aware of what materials were taught in previous years and what will be taught in years to come. They are free to concentrate on the limited number of skills and concepts included in their grade-level standards." Through standards-based instruction, we will be able to create a program of cohesiveness for students so that they are able to concentrate and master their appropriate grade level work.

Action Steps to Implement

1. Provide professional development for content area teachers with a focus on how to utilize(ALD's) Achievement Level Descriptors and Item specifications to ensure that student tasks/assessments are aligned to the FSA with grade-level rigor.
2. Administration conduct observation of instruction through the use of the SWT tool and dashboard.
3. Leadership Team will provide support to content area teachers as needed
4. Administration and Leadership Team will monitor evidence of instructional delivery and alignment of tasks/assessments to the standard.

Person Responsible Carrie Warren (warrenc@duvalschools.org)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Less than 50% of the classrooms in Rufus E. Payne implement CHAMPS to effectively maintain structure and discipline.

Measurable Outcome: 75% of our current classrooms will decrease the number of levels I and II referrals.

Person responsible for monitoring outcome: Carrie Warren (warrenc@duvalschools.org)

Evidence-based Strategy: CHAMPS ensures that students are exposed to a practical and positive approach to classroom management.

Rationale for Evidence-based Strategy: As stated in the " CHAMPS- A Proactive & Positive Approach to Classroom Management." by Rand Sprick, Ph.D. Effective instructional practices are an absolutely integral part of behavior management practices (Gettinger & Ball, 2008; Scheuermann & Hall, 2008). A teacher who implements dull instruction presents unclear tasks or assigns work that is consistently beyond the ability of some of the students is likely to have some students who appear unmotivated, disruptive, or hostile.

Action Steps to Implement

1. Be clear about what students are to learn and explain why the task or behavior will be useful to students.
2. Relate new tasks to previously learned skills.
3. Give students a vision of what they will be able to do eventually.
4. Actively involve students in lessons - provide Opportunities to respond
5. Have clear objectives and evaluate student progress.
6. Provide students with immediate performance feedback.
4. Rally the enthusiasm and energy of students, particularly when asking them to do something difficult or challenging.

Person Responsible Natalie Stadt (stadtn@duvalschools.org)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and 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.

Measurable 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.

Person responsible for monitoring outcome: Carrie Warren (warrenc@duvalschools.org)

Evidence-based Strategy: An evidence-based strategy that will be utilized 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 Steps to Implement

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 the Animal Kingdom.
6. The Reading Coach will work with teachers to expand their knowledge of Standards-Based Instruction.
7. Tutors
8. Purchase additional supplies that are needed to support student learning and increase academic proficiency.

Person Responsible Carrie Warren (warrenc@duvalschools.org)

#4. Instructional Practice specifically relating to Math

Area of Focus Description and 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

Measurable 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

Person responsible for monitoring outcome: Angela Rochay (rochaya@duvalschools.org)

Evidence-based Strategy: An evidence-based strategy that will be utilized 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 Steps to Implement

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 Angela Rochay (rochaya@duvalschools.org)

#5. Instructional Practice specifically relating to Science

Area of Focus Description and 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.
Measurable Outcome:	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:	Weisha Day (dayw@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 are 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 Steps to Implement

1. Standards-based focus lessons.
2. Implementation of standards-based focus lessons with a 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 Weisha Day (dayw@duvalschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

Parent Family and Engagement Plan (PFEP) Link

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