FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Rufus E. Payne Elementary School

6725 HEMA RD
Jacksonville, FL 32209
904-924-3020
http://www.duvalschools.org/rpayne

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	81%

Alternative/ESE Center	Charter School	Minority Rate
No	No	99%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
D	D	C	B	C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. 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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Rufus E. Payne Elementary School

Principal
Weisha Day-Killette

School Advisory Council chair
Lisa Gadson

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Weisha Day Killette	Principal
Carrie Warren	Assistant Principal
Kimberly York	Reading Coach
Angela Rochay	Math Coach
Kristi Simpson	Guidance
Erika Jones	Kindergarten Teacher
Lakeshia Frazier	1st Grade Teacher
Marquia Lockett	2nd Grade Teacher
Erika Alexander	3rd Grade Teacher
Lutricia Howard	4th Grade Teacher
Morenike Mincey	5th Grade Teacher

District-Level Information

District
Duval

Superintendent
Dr. Nikolai P Vitti

Date of school board approval of SIP
1/7/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

Rufus Payne's School Advisory Council met on August 29, 2013 after thoroughly reviewing the FCAT trend data and made recommendations to improve student achievement.
Rufus Payne's School Advisory Council met on September 19, 2013 to review the final School Improvement Plan. During that meeting, the SAC voted to move forward with the School Improvement Plan.

Activities of the SAC for the upcoming school year

Activities for the SAC will be to continue to meet once a month, to provide support to the Parental Involvement Liaison and to provide support to the various parental workshops/trainings that will be held at the school.

Projected use of school improvement funds, including the amount allocated to 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.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Weisha Day-Killette		
Principal	Years as Administrator: 7	Years at Current School: 1

Credentials	M.Ed. Education Leadership B.S. Business Administration
Performance Record	2013 Grade D High Standards in Reading 42% HIgh Standards in Math 46% Lowest 25% Gains Reading 78% Lowest 25% Gains Math 46% Mayport Middle 2012 Grade B 2011 Grade C High Standards Reading 67% High Standards Math 55% Lowest 25% Gains Reading 58% Lowest 25% Gains Math 50% 2010 Grade C 2009 Grade C 2008 Grade: B

Carrie Warren		
Asst Principal	Years as Administrator: 1	Years at Current School: 6

Credentials	Educational Leadership, Jacksonville University State of Florida Professional Educators Certification in Educational Leadership, Elementary Education 1-6, Gifted Endorsed.
Performance Record	2013 Grade D High Standards in Reading 42% HIgh Standards in Math 46% Lowest 25% Gains Reading 78% Lowest 25% Gains Math 46% 2011 – 2012 Grade C Grade C Reading Mastery 40% , Math Mastery 44% Writing Mastery 96% and Science Mastery 30% 2010-2011 Instructional Coach of Rufus E. Payne Elementary Grade B, Reading Mastery 53%, Math Mastery 70%, Writing Mastery 94%, and Science Mastery 31%. Did not meet AYP 2009-2010 Curriculum Specialist at Rufus E. Payne Elementary Grade C, Reading Mastery 58%, Math Mastery 64%, Writing 89%, and Science Mastery 48%. Did not meet AYP 2008-2009: Gifted Resource/Curriculum Integration Specialist at Rufus E. Payne Elementary; Grade A, Reading Mastery 53%, Math Mastery 73%, and Science Mastery 46% and Writing Mastery 98%.

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kimberly York		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy
Credentials	M.Ed Elementary Ed Reading K-12 English 6-12 Dance K-12 ESOL K-12 State of Florida Professional Teaching Certificate
Performance Record	Rufus Payne 2013 Grade D High Standards in Reading 42% HIgh Standards in Math 46% Lowest 25% Gains Reading 78% Lowest 25% Gains Math 46% Mayport Middle 2012 Grade B 2011 Grade C High Standards Reading 67% High Standards Math 55% Lowest 25% Gains Reading 58% Lowest 25% Gains Math 50% 2010 Grade C 2009 Grade C 2008 Grade: B

Angela Rochay		
Full-time / School-based	Years as Coach: 6	Years at Current School: 3

Areas	Mathematics
Credentials	Bachelor of Arts in Elementary Education, University of North Florida State of Florida Professional Educators Certification in , Elementary Ed 1-6
Performance Record	Rufus Payne 2013 Grade D High Standards in Reading 42% HIgh Standards in Math 46% Lowest 25% Gains Reading 78% Lowest 25% Gains Math 46% 2011-2012 Math Coach Grade D Reading Mastery 40% , Math Mastery 44% Writing Mastery 96%(3.0) and Science Mastery 30% 2010-2011 Math Coach Grade B Reading Mastery 53%, Math Master 70%, Writing Mastery 94% and Science Mastery 31% Met Math AYP Safe Harbor

Classroom Teachers

# of classroom teachers
23

 # receiving effective rating or higher
20, 87%

 # Highly Qualified Teachers
100%

 # certified in-field
22, 96%

 # ESOL endorsed
7, 30%

 # reading endorsed
0, 0%

 # with advanced degrees
1, 4%

 # National Board Certified
0, 0%

 # first-year teachers
3, 13%

 # with 1-5 years of experience
8, 35%

 # with 6-14 years of experience
8, 35%

 # with 15 or more years of experience
1, 4%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
100, 2500%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 2013 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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 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.

Kristi Simpson, Guidance 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.

Linda Copeland, Varying Exceptionalities (ESE) Teacher: 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.

Kristi Simpson/ 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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school-based RtI Facilitator will provide in-service to the faculty during teachers' weekly 2.5 hours of common professional development time. Also, on designated professional development days (i.e. pre-planning, early dismissal, planning days, and faculty meetings).

In-service opportunities will include, but are not limited to, the following:

Problem Solving Model

Positive Behavioral Intervention and Support

Data-based decision-making to drive instruction

Progress monitoring

Selection and availability of research-based interventions

Tools utilized to identify specific discrepancies in reading, math and/or behavior.

Professional Learning Communities

Classroom Observations

Collaborative Planning

Analysis of Student Work

Individual professional development will be provided to classroom teachers, as needed.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data:

Florida Comprehensive Assessment Test (FCAT 2.0)

Curriculum Based Baseline Assessments in Math & Reading

CGA Baseline Assessments

CGA Quarterly Assessments

Duval County Timed Writing Assessments

DAR

Office Discipline Referrals

Previous Year Retention DATA

Previous Year Absentee DATA

Common Core Math (K-2)

Midyear data:

Duval County Math/Science Formatives/Summatives
Common Core Math (K-2)
End of year data:
Florida Comprehensive Assessment Test (FCAT 2.0)
Frequency of required Data Analysis and Action Planning Days:
School Instructional Support Team analyze classroom student data once a month.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional Development will be utilized throughout the year with the faculty and staff. Professional Development Trainings will be conducted as needed through Early Release Days, Common Planning Time, and Professional Learning Communities; which will be provided by the school based instructional coaches and district specialist.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or 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 FCAT levels of achievement, with levels 1 & 2 given priority. Students worked on targeted academic areas based on assessed weaknesses i.e. CGA assessments, unit baseline and post assessments, exit tickets, etc.....

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected through Pearson Insight/Inform to create groups for center, differentiated, and RTI instruction.

Who is responsible for monitoring implementation of this strategy?

Team Up Lead and Team Up Director

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Kimberly York	Reading Coach
Rotunda Shellman	Professional Development Facilitator

Name	Title
Erika Alexander	Third Grade Chair
Carrie Warren	Assistant Principal
Erica Jones	Kindergarten Chair
Lakeisha Frazier	First Grade Chair
Marquia Lockett	Second Grade Chair
Lutricia Howard	Fourth Grade Chair
Morenike Mincey	Fifth Grade Chair

How the school-based LLT functions

We will meet once a week to review CGA's, unit baseline and post assessments. We will focus on weak areas to guide instruction and create baseline and post assessments, which will help teachers to prioritize their curriculum i.e. Learning Schedule. 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 coaching cycle to infuse best practices. We will assist teachers in prioritizing their curriculum, as well as creating baseline and post assessments by using the Common Core Standards to guide instruction. We will assist in setting monthly goals for individual students to increase student literacy growth.

Major initiatives of the LLT

Prioritizing the instruction to increase assessment scores across the curriculum. Implementing reading strategies across the curriculum.

Using the GRRM to focus on learning targets that will increase comprehension.

To focus on informational text and vocabulary across the curriculum everyday

Most importantly have professional development focusing on the use and implementation of the Common Core Standards.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers will monitor their students throughout the year using a data tracking tool. This tool will track each unit baseline and post test, CGA's, Iowa, and DAR information. Teachers will use this data to prioritize the curriculum to guide instruction, create small groups, and RTI interventions. Teachers will also take part in a quarterly status report with the Principal do discuss each and every student. Teachers will closely monitor their students through data chats with their students and assisting them in creating goals and tracking their own individual data. Teachers will take part in professional development to increase student reading growth: QAR Training, text dependent question writing, and teacher made assessments. Coaches use the coaching cycle where needed, and begin lesson studies during common planning to make sure standards are being taught. Since informational text and vocabulary are our schools weakest area, we are implementing these skills across the curriculum. ELA will have a center each day that focuses on informational text and vocabulary.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	42%	No	53%
American Indian				
Asian				
Black/African American	48%	41%	No	53%
Hispanic				
White				
English language learners				
Students with disabilities	34%	7%	No	41%
Economically disadvantaged	44%	38%	No	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	25%	30%
Students scoring at or above Achievement Level 4	27	16%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	112	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	23	78%	83%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	26	54%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	46%	No	63%
American Indian				
Asian				
Black/African American	58%	47%	No	62%
Hispanic				
White				
English language learners				
Students with disabilities	41%	14%	No	47%
Economically disadvantaged	58%	45%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	32%	35%
Students scoring at or above Achievement Level 4	23	14%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	73	43%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	13	46%	60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	21%	26%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		14%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	63	18%	13%
Students retained, pursuant to s. 1008.25, F.S.	24	7%	3%
Students who are not proficient in reading by third grade	11	15%	10%
Students who receive two or more behavior referrals	7	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	25	7%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Assessments/ FCAT Parent Night	8	3%	25%
Science/Math Night	150	47%	60%
Literacy Night	80	25%	50%
Annual Title 1 Meeting	42	13%	20%
Spring Titile 1 Meeting	10	3%	25%

Goals Summary

G1. Goal 1 to support target(s): Goal is to increase the proficiency (level 3 or above) on the 2014 Spring FCAT 2.0 by 10% or higher in grades 3 – 5.

G2. Goal 2 to support target(s): Increase the percentage of proficiency (level 3 or above) on the 2014 Spring FCAT 2.0 by 10% or higher in grades 3-5.

G3. Increase the percentage of proficiency (level 3.5 or above) on the 2014 FCAT Writes by 5% of higher.

G4. Increase the percentage of proficiency (level 3 or above) on the 2014 Spring FCAT 2.0 Science Test by 5% or higher.

Goals Detail

G1. Goal 1 to support target(s): Goal is to increase the proficiency (level 3 or above) on the 2014 Spring FCAT 2.0 by 10% or higher in grades 3 – 5.

Targets Supported

Resources Available to Support the Goal

- Coaches Academy
- New District Curriculum Guides
- Coach to support teachers with modeling of lessons through GRRM and coaching cycle
- Common planning between teachers and coach to analyze data
- Weekly PLC's with coaches and grade level articulation
- Teachers to incorporate informational text and vocabulary across the curriculum
- Teacher's Academy
- DAR and Success Maker

Targeted Barriers to Achieving the Goal

- Teachers do not know how to integrate informational text and vocabulary across the curriculum

Plan to Monitor Progress Toward the Goal

Monitor DAR administration and data collection FCAT 2.0 Data

Person or Persons Responsible
Specialists, School based Coach

Target Dates or Schedule:
Fall, Winter, Spring Spring 2014

Evidence of Completion:
Students increase in reading level, and data

G2. Goal 2 to support target(s): Increase the percentage of proficiency (level 3 or above) on the 2014 Spring FCAT 2.0 by 10% or higher in grades 3-5.

Targets Supported

Resources Available to Support the Goal

- Curriculum Guides
- FCAT Specifications
- Professional Read: Better Learning Through Structured Teaching: A Framework for the Gradual Rele
- Coaches Academy
- Teachers Academy
- Calendar Math
- I Ready
- Success Maker
- Math Coach support through the Coaching Cycle

Targeted Barriers to Achieving the Goal

- Teachers lack of knowledge when meeting the needs of at risk and/or accelerated students.

Plan to Monitor Progress Toward the Goal

Analyze data from CGAs and 2014FCAT Math 2.0 to determine growth and if the goals were met.

Person or Persons Responsible
Specialists Administration School Based Coaches Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Students increase in Math levels. Increase of 10% in proficiency for 3rd – 5th Math grade students.

G3. Increase the percentage of proficiency (level 3.5 or above) on the 2014 FCAT Writes by 5% of higher.

Targets Supported
- Writing

Resources Available to Support the Goal
- Teachers Academy

- PD on using interactive journals

- Teachers will integrate writing in all subject areas

- The writing and reading lessons will connect

- Anchor Papers and Rubrics will be used to score student papers

- Teachers will collaborate with the Reading coach on effective writing practices through the coaching cycle

- Teachers will collaborate with the Reading coach on effective writing practices through the coaching cycle

Targeted Barriers to Achieving the Goal
- Teachers lack of knowledge on how to integrate writing into across the curriculum

Plan to Monitor Progress Toward the Goal

Monitor DSW writing administration and data FCAT 2.0 Writing Data

Person or Persons Responsible
Specialists

Target Dates or Schedule:
Fall, Winter, Spring Spring 2014

Evidence of Completion:
Students increase in Writing Level

G4. Increase the percentage of proficiency (level 3 or above) on the 2014 Spring FCAT 2.0 Science Test by 5% or higher.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Teachers Academy

- Curriculum Guides

- Science Lab

- Seasoned 5th Grade Science Teacher

- Focus on Informational Text in Reading

Targeted Barriers to Achieving the Goal
- Lack of student background knowledge

Plan to Monitor Progress Toward the Goal

Analyze data from CGAs and 2014 FCAT Science 2.0 to determine growth and if the goals were met.

Person or Persons Responsible
Specialists Administration School Based Coaches Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Students will be expected to maintain proficient levels and/or show growth on CGAs as well as show 5% growth on the Science FCAT 2.0 to reach our goal of 34% proficient.

Action Plan for Improvement

Problem Solving Key

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

G1. Goal 1 to support target(s): Goal is to increase the proficiency (level 3 or above) on the 2014 Spring FCAT 2.0 by 10% or higher in grades 3 – 5.

G1.B2 Teachers do not know how to integrate informational text and vocabulary across the curriculum

G1.B2.S1 Reading Coach will support teachers with complex resources and model lessons necessary for teachers to integrate informational text and vocabulary across the curriculum.

Action Step 1

Plan and implement lessons following the DCPS Instructional Framework Model (GRRM) with school-based Literacy Coach and grade level team during weekly Common Planning Time meetings.

Person or Persons Responsible

Literacy Teachers School Based Literacy Coach

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Common planning agenda and minutes, lesson plans

Facilitator:

Reading Coach

Participants:

Teachers

Action Step 2

Deliver appropriately-paced lessons that allow all students sufficient opportunity to practice new skills and strategies

Person or Persons Responsible

Literacy Teachers

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

*Lesson Plans *Student Work Samples/Performance Tasks

Facilitator:

Reading Coach

Participants:

Teachers

Action Step 3

Participate in professional development on how to implement the DCPS Instructional Framework Model (GRRM) with fidelity through Teacher Academy, Pre-Planning professional development session(s), Common Planning Time with school-based coaches, Lesson Studies, etc.

Person or Persons Responsible

Literacy Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

PD minutes and agendas from grade level PLC's, lesson plans

Facilitator:

Reading Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Participate in professional development opportunities to understand how to effectively implement the DCPS Instructional Framework Model and implement the DCPS Instructional Framework Model in each classroom with fidelity.

Person or Persons Responsible

3-5 Literacy Teachers School-Based Literacy Coach Literacy Specialist

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Common Planning Time Meeting Minutes Lesson Plans Student Work Samples/Performance Tasks Anecdotal Notes

Plan to Monitor Effectiveness of G1.B2.S1

*Lesson Plans (to include DCPS Instructional Framework Model) *Classroom Walk-Throughs *Formal/Informal Observations *Quarterly Data Chats *Common Planning Time Meeting Minutes *DCPS Coaching Cycle Feedback Forms

Person or Persons Responsible

Administration 3-5 ELA Director Reading Coach

Target Dates or Schedule

*October 2013 *January 2014 *April 2014 *June 2014

Evidence of Completion

CAST IPDP Various Assessments Student Portfolios/Journals *Curriculum Guide Assessments *DAR *2014 FCAT 2.0

G2. Goal 2 to support target(s): Increase the percentage of proficiency (level 3 or above) on the 2014 Spring FCAT 2.0 by 10% or higher in grades 3-5.

G2.B1 Teachers lack of knowledge when meeting the needs of at risk and/or accelerated students.

G2.B1.S1 All teachers will implement the DCPS Instructional Framework Model (Gradual Release: to include, Introduction, I-Do, We-Do, You-Do, Closure) with fidelity.

Action Step 1

Plan and facilitate a book study on the Gradual Release Model during ERD trainings as well as faculty meetings. Teachers will participate with presenting examples of high quality instruction during the books study based on good practices discovered through coaching support.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

September 2013 – December 2013

Evidence of Completion

Book study agendas Knowledge Tickets

Facilitator:

Math Coach

Participants:

Teachers

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

Design and facilitate a book study based on Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility

Person or Persons Responsible

Math Coach

Target Dates or Schedule

August 2013 – December 2013

Evidence of Completion

Book study agendas and minutes, interactive journals, classroom walkthrough, support plans, lesson plans.

Plan to Monitor Effectiveness of G2.B1.S1

Lesson Plans Classroom Walkthroughs Formal/Informal Observations Quarterly Data Chats Common Planning Agendas/Minutes DCPS Coaching Cycle Feedback forms

Person or Persons Responsible

Administration Math Director

Target Dates or Schedule

Ongoing

Evidence of Completion

CAST IPDP Various Assessments Student Portfolios/Journals

G3. Increase the percentage of proficiency (level 3.5 or above) on the 2014 FCAT Writes by 5% of higher.

G3.B1 Teachers lack of knowledge on how to integrate writing into across the curriculum

G3.B1.S1 Teachers will engage in the understanding on how to use writing across the curriculum. Teachers will participate in professional development throughout the school year on effective writing practices.

Action Step 1

Participate in professional development on how to implement the use of anchor papers and rubrics to determine writing deficiencies.

Person or Persons Responsible

Literacy Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Lesson Plans *Student Work Samples/Performance Tasks

Facilitator:

Reading Coach

Participants:

Teachers

Action Step 2

Plan and implement lessons following the DCPS Instructional Framework Model (GRRM) with school-based Literacy Coach and grade level team during weekly Common Planning Time meetings. Lessons based on how to implement the use of anchor papers and rubrics to determine writing deficiencies.

Person or Persons Responsible

*Literacy Teachers *School-Based Literacy Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Common Planning Time Meeting Minutes *Lesson Plans

Facilitator:

Reading Coach

Participants:

Teachers

Action Step 3

Deliver appropriately-paced lessons that allow all students sufficient opportunity to practice new skills and strategies. Teachers and students will use rubrics and anchor papers to effectively locate strengths and deficiencies in writing

Person or Persons Responsible

Literacy Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Lesson Plans *Student Work Samples/Performance Tasks *District Writings

Facilitator:

Reading Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Participate in professional development opportunities to understand how to use grade-level appropriate, complex text to drive instruction in the classroom through the implementation of Novel Studies, Literature Circles, Socratic Seminars, and how to model producing written responses to text-dependent questions while citing evidence from the text.

Person or Persons Responsible

*Literacy Teachers *School-Based Literacy Coach *Literacy Specialist

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Common Planning Time Meeting Minutes *Lesson Plans *Student Work Samples/Performance Tasks *Anecdotal Notes

Plan to Monitor Effectiveness of G3.B1.S1

*Lesson Plans (to include use of complex text/Novel Studies) *Classroom Walk-Throughs *Formal/Informal Observations *Quarterly Data Chats *Common Planning Time Meeting Minutes *DCPS Coaching Cycle Feedback Forms

Person or Persons Responsible

Administration 3-5 ELA Director

Target Dates or Schedule

*October 2013 *January 2014 *April 2014 *June 2014

Evidence of Completion

*Curriculum Guide Assessments *DAR *2014 FCAT 2.0

G4. Increase the percentage of proficiency (level 3 or above) on the 2014 Spring FCAT 2.0 Science Test by 5% or higher.

G4.B1 Lack of student background knowledge

G4.B1.S1 Integrate Science across the curriculum by using Science informational text in centers.

Action Step 1

Create a schedule based on the curriculum guide to give to 5th grade Reading teacher(s).

Person or Persons Responsible

Lisella-Marcellus

Target Dates or Schedule

Monthly (month prior to science instruction)

Evidence of Completion

Completed schedules

Facilitator:

District Science Coach Reading Coach

Participants:

5th grade teacher

Action Step 2

Provide reading teachers with support on implementing science through informational text.

Person or Persons Responsible

York

Target Dates or Schedule

Monthly (as schedules are released)

Evidence of Completion

Agendas/notes taken from meetings.

Facilitator:

Reading Coach District Science Coach

Participants:

5th grade teacher

Action Step 3

Teachers will build science background knowledge through teaching science concepts with informational text.

Person or Persons Responsible

5th grade reading teacher(s)

Target Dates or Schedule

Throughout the year

Evidence of Completion

Lesson plans

Facilitator:

Science and Reading Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Administration/coaches will monitor that all pieces of this strategy are being implemented through reviewing the created schedule of information to be covered in the reading classroom as well as reviewing lesson plans to ensure the content is being covered in the reading classroom.

Person or Persons Responsible

District Science Coach Reading Coach Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Monthly Science Schedules Reading Lesson Plans

Plan to Monitor Effectiveness of G4.B1.S1

Lesson Plans Classroom Walkthroughs Formal/Informal Observations Quarterly Data Chats Common Planning Agendas/Minutes

Person or Persons Responsible

Grade Level Content Teachers Reading Coach District Science Coach Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CAST IPDP Various Assessments Student Portfolios/Journals

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 remediate 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
Rufus E. Payne receives funds to support the Educational Alternative Outreach program. These funds are utilized for Payne's 2/3rd & 4/5th grade STAR program. STAR is a program designed for students who have been retained at least one year in hope to reduce the District Drop-out rate.
Title II
N/A
Title II
Throughout the 2012-2013 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.
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)
SAI funds will be coordinated with Title I to provide Saturday School for students not meeting proficiency in content areas for grades 3, 4, and 5. Tutoring services will be offered on Saturdays for three hours per session. The Tutoring Instructors will collect data monthly to monitor and determine academic gains.
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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Goal 1 to support target(s): Goal is to increase the proficiency (level 3 or above) on the 2014 Spring FCAT 2.0 by 10% or higher in grades 3 – 5.

G1.B2 Teachers do not know how to integrate informational text and vocabulary across the curriculum

G1.B2.S1 Reading Coach will support teachers with complex resources and model lessons necessary for teachers to integrate informational text and vocabulary across the curriculum.

PD Opportunity 1

Plan and implement lessons following the DCPS Instructional Framework Model (GRRM) with school-based Literacy Coach and grade level team during weekly Common Planning Time meetings.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Common planning agenda and minutes, lesson plans

PD Opportunity 2

Deliver appropriately-paced lessons that allow all students sufficient opportunity to practice new skills and strategies

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

*Lesson Plans *Student Work Samples/Performance Tasks

PD Opportunity 3

Participate in professional development on how to implement the DCPS Instructional Framework Model (GRRM) with fidelity through Teacher Academy, Pre-Planning professional development session(s), Common Planning Time with school-based coaches, Lesson Studies, etc.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

PD minutes and agendas from grade level PLC's, lesson plans

G2. Goal 2 to support target(s): Increase the percentage of proficiency (level 3 or above) on the 2014 Spring FCAT 2.0 by 10% or higher in grades 3-5.

G2.B1 Teachers lack of knowledge when meeting the needs of at risk and/or accelerated students.

G2.B1.S1 All teachers will implement the DCPS Instructional Framework Model (Gradual Release: to include, Introduction, I-Do, We-Do, You-Do, Closure) with fidelity.

PD Opportunity 1

Plan and facilitate a book study on the Gradual Release Model during ERD trainings as well as faculty meetings. Teachers will participate with presenting examples of high quality instruction during the books study based on good practices discovered through coaching support.

Facilitator

Math Coach

Participants

Teachers

Target Dates or Schedule

September 2013 – December 2013

Evidence of Completion

Book study agendas Knowledge Tickets

G3. Increase the percentage of proficiency (level 3.5 or above) on the 2014 FCAT Writes by 5% of higher.

G3.B1 Teachers lack of knowledge on how to integrate writing into across the curriculum

G3.B1.S1 Teachers will engage in the understanding on how to use writing across the curriculum. Teachers will participate in professional development throughout the school year on effective writing practices.

PD Opportunity 1

Participate in professional development on how to implement the use of anchor papers and rubrics to determine writing deficiencies.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Lesson Plans *Student Work Samples/Performance Tasks

PD Opportunity 2

Plan and implement lessons following the DCPS Instructional Framework Model (GRRM) with school-based Literacy Coach and grade level team during weekly Common Planning Time meetings. Lessons based on how to implement the use of anchor papers and rubrics to determine writing deficiencies.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Common Planning Time Meeting Minutes *Lesson Plans

PD Opportunity 3

Deliver appropriately-paced lessons that allow all students sufficient opportunity to practice new skills and strategies. Teachers and students will use rubrics and anchor papers to effectively locate strengths and deficiencies in writing

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Lesson Plans *Student Work Samples/Performance Tasks *District Writings

G4. Increase the percentage of proficiency (level 3 or above) on the 2014 Spring FCAT 2.0 Science Test by 5% or higher.

G4.B1 Lack of student background knowledge

G4.B1.S1 Integrate Science across the curriculum by using Science informational text in centers.

PD Opportunity 1

Create a schedule based on the curriculum guide to give to 5th grade Reading teacher(s).

Facilitator

District Science Coach Reading Coach

Participants

5th grade teacher

Target Dates or Schedule

Monthly (month prior to science instruction)

Evidence of Completion

Completed schedules

PD Opportunity 2

Provide reading teachers with support on implementing science through informational text.

Facilitator

Reading Coach District Science Coach

Participants

5th grade teacher

Target Dates or Schedule

Monthly (as schedules are released)

Evidence of Completion

Agendas/notes taken from meetings.

PD Opportunity 3

Teachers will build science background knowledge through teaching science concepts with informational text.

Facilitator

Science and Reading Coach

Participants

Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	$0	$0
Total	$0	$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Goal 1 to support target(s): Goal is to increase the proficiency (level 3 or above) on the 2014 Spring FCAT 2.0 by 10% or higher in grades 3 – 5.

G1.B2 Teachers do not know how to integrate informational text and vocabulary across the curriculum

G1.B2.S1 Reading Coach will support teachers with complex resources and model lessons necessary for teachers to integrate informational text and vocabulary across the curriculum.

Action Step 1

Plan and implement lessons following the DCPS Instructional Framework Model (GRRM) with school-based Literacy Coach and grade level team during weekly Common Planning Time meetings.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. Increase the percentage of proficiency (level 3 or above) on the 2014 Spring FCAT 2.0 Science Test by 5% or higher.

G4.B1 Lack of student background knowledge

G4.B1.S1 Integrate Science across the curriculum by using Science informational text in centers.

Action Step 1

Create a schedule based on the curriculum guide to give to 5th grade Reading teacher(s).

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed