Behavior

Achievement

**2012-2013
School
Improvement
Plan**

Culture

R.S. Payne Elementary School

A TRADITION OF EXCELLENCE FOR ALL
LCS
LYNCHBURG CITY SCHOOLS
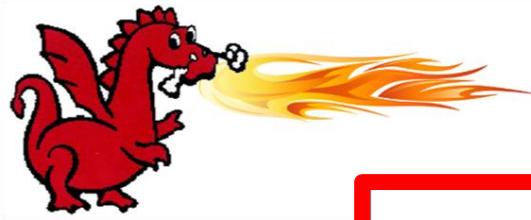
R.S. Payne Family
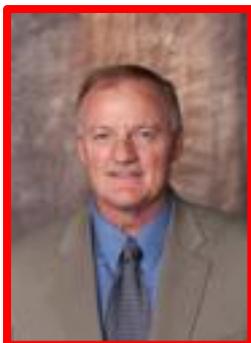
PTO

Robert S. Payne Elementary

R.S. PAYNE ELEMENTARY'S

2010 DREAM TEAM 2011

Robert S. Payne Elementary

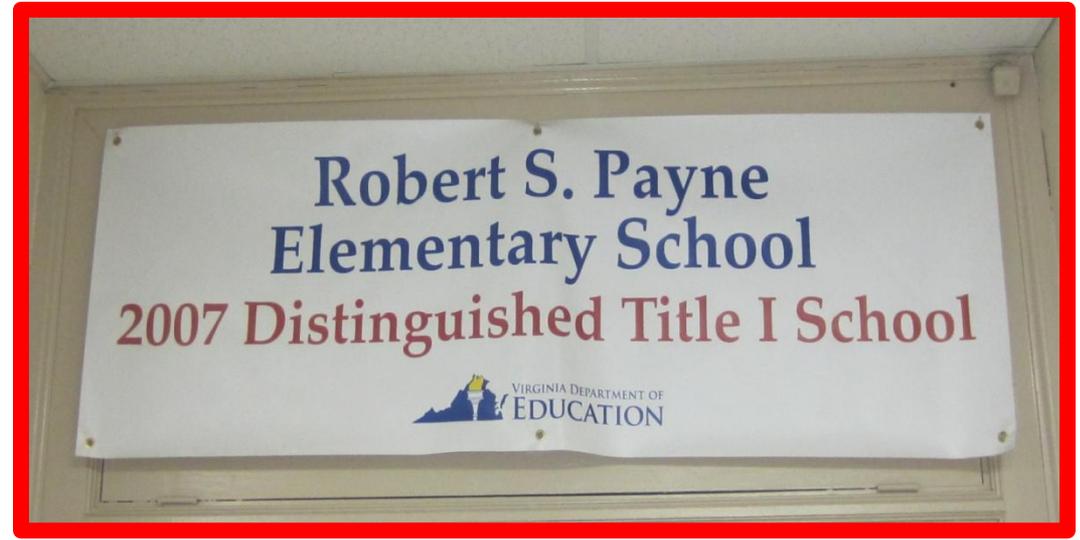# Some of you have been part of the R.S. Payne Family

Awards and Achievements

Nationally Recognized **Blue Ribbon School** 2005

Robert S. Payne Elementary School
2007 Distinguished Title I School

VIRGINIA DEPARTMENT OF EDUCATION

A TRADITION OF EXCELLENCE FOR ALL
LCS
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VISION

A Tradition of Excellence for All

MISSION

Every child, by name and by need, to graduation

GOAL

Excellence in Achievement, Behavior, Culture, Operations and Personnel

A TRADITION OF EXCELLENCE FOR ALL

LCS

LYNCHBURG CITY SCHOOLS

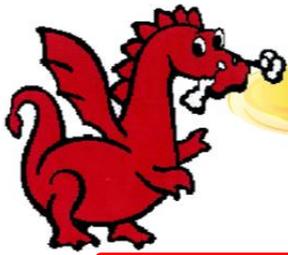**2012-2013 School Improvement Plan**
Robert S. Payne Elementary School

Excellence in Achievement
Excellence in Behavior
Excellence in Culture

ROBERT S. PAYNE ELEMENTARY COMMITMENT STATEMENT
We, the family and community of Robert S. Payne Elementary School, shall
provide meaningful learning experiences to ensure opportunities that promote
the academic, social, and emotional growth of every child.

Dragons: Burning for Learning!

2012-2013 School Improvement Plan
Robert S. Payne Elementary School

Indicators of Excellence

Achievement

Behavior

Culture

RSP Achievement Indicators

- Identify students in need of targeted interventions

- Implement research-based tiered interventions

- Monitor the intervention process to ensure fidelity and effectiveness

RSP Behavior Indicators

- Staff members reinforce school rules and procedures.
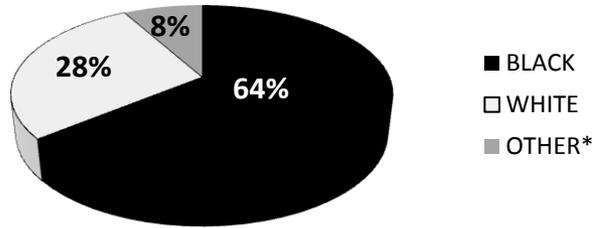
RSP Culture Indicators

- Professional development to include peer observations
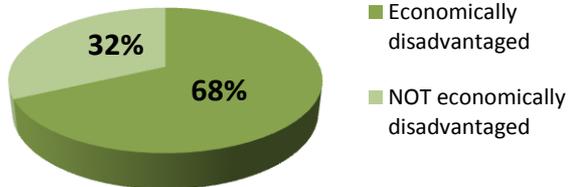
- Staff members interact socially with students.

2012-2013 School Improvement Plan
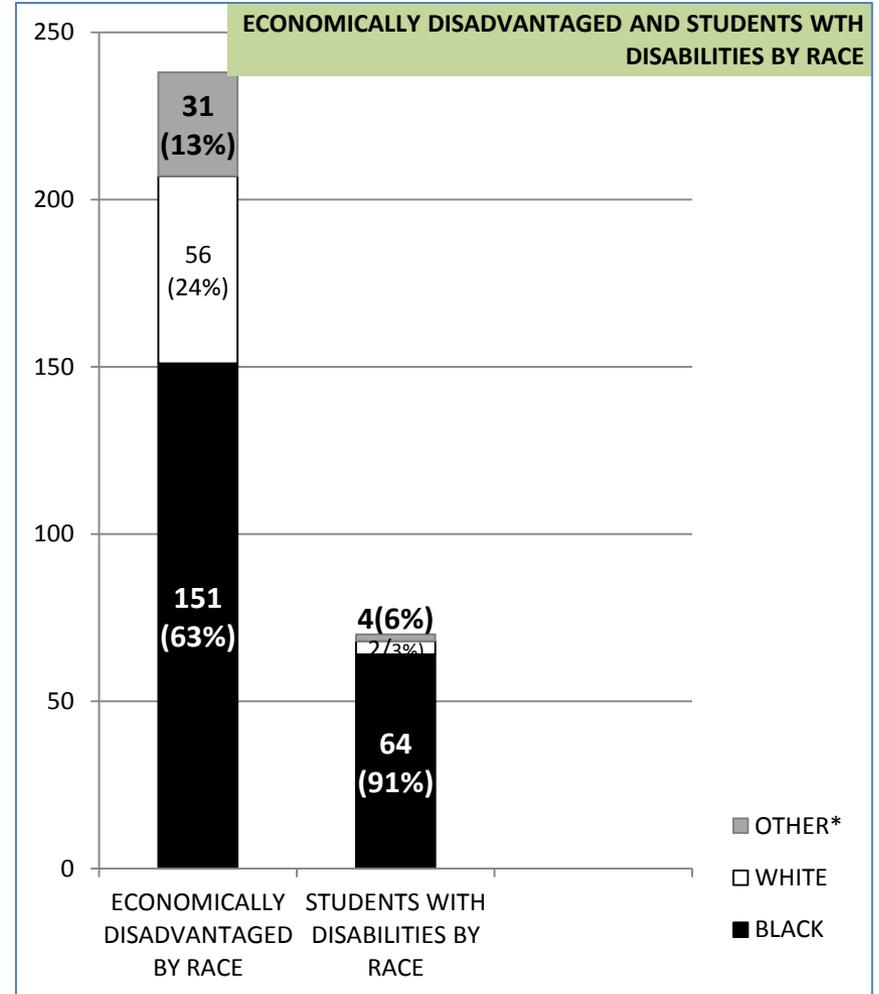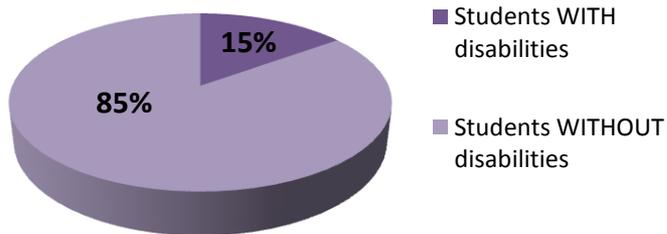# Robert S. Payne Elementary School

Introductory Data

2011-2012 STUDENT POPULATION BY RACE

- BLACK — 64%
- WHITE — 28%
- OTHER* — 8%

STUDENT POPULATION SPLIT BY ECONOMICALLY/ NOT ECONOMICALLY DISADVANTGED

- Economically disadvantaged — 32%
- NOT economically disadvantaged — 68%

SPLIT BY STUDENTS WITH DISABILITIES

- Students WITH disabilities — 15%
- Students WITHOUT disabilities — 85%

ECONOMICALLY DISADVANTAGED AND STUDENTS WTH DISABILITIES BY RACE

ECONOMICALLY DISADVANTAGED BY RACE:
- 31 (13%)
- 56 (24%)
- 151 (63%)

STUDENTS WITH DISABILITIES BY RACE:
- 4(6%)
- 2(3%)
- 64 (91%)

- OTHER*
- WHITE
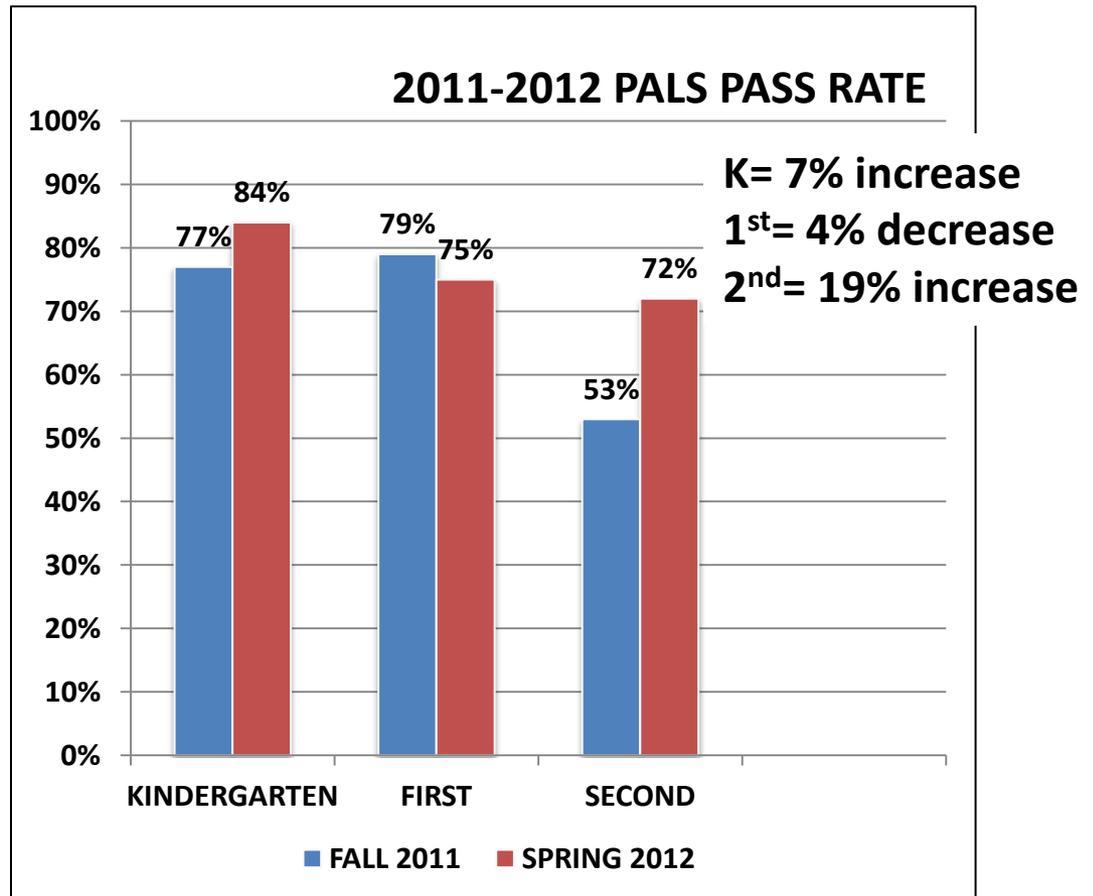- BLACK

*Includes Asian, American Indian, Hispanic, Hawaiian, and Mult-Ethnic, or Unspecified. In the 2010-2011 school year, the state required a change to ethnicity reporting, which allowed for additional subgroups. The data will show more significant changes in subgroups because someone who may have previously been included in the white or black sub group, would transfer to the other subgroup.

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Reading Achievement Data

A
LCS GOAL: By the end of 2nd grade reduce the failure rate on the PALS by 10% each year and decrease the failure rate on the SOL Reading Assessments by 10% each year.

Percentage of students "passing" is calculated based on the number of students who met or exceeded the "summed score" or benchmark for their grade level.

2011-2012 PALS PASS RATE

Grade	Fall 2011	Spring 2012
KINDERGARTEN	77%	84%
FIRST	79%	75%
SECOND	53%	72%

■ FALL 2011   ■ SPRING 2012
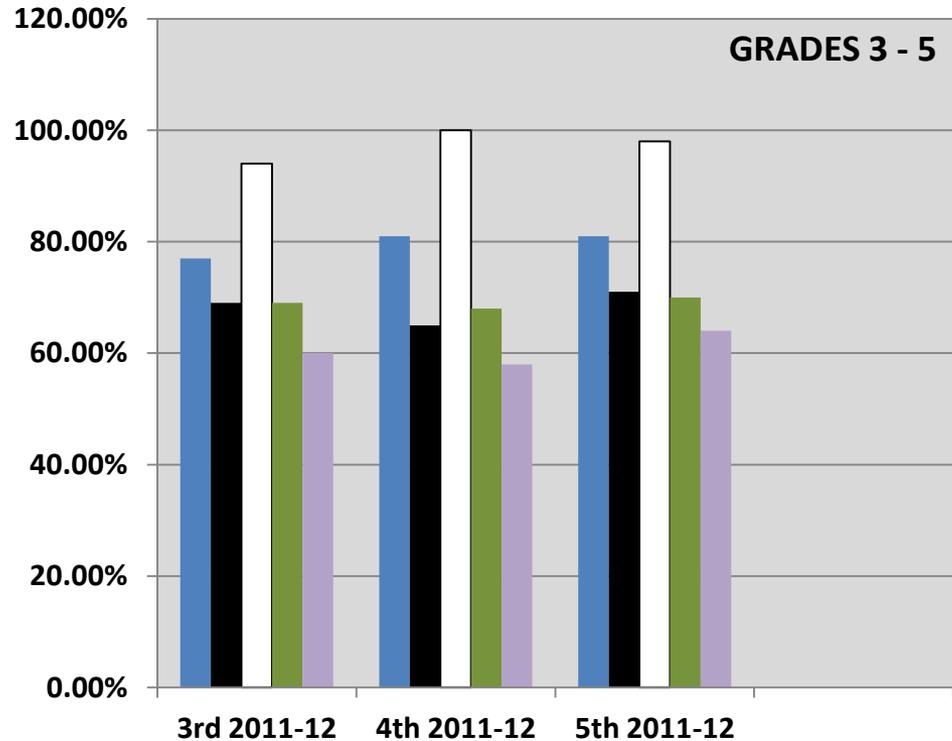
K= 7% increase
1st= 4% decrease
2nd= 19% increase

A

LCS GOAL: By the end of 2nd grade reduce the failure rate on the PALS by 10% each year and decrease the failure rate on the SOL Reading Assessments by 10% each year.

■ Total   ■ Black   □ White   ■ Economically Disadvantaged   ■ Students with Disabilities

Achievement Gap exists between black and white students:
3rd Grade=25%
**4th Grade=35%**
5th Grade=27%

2012 Spring SOL Reading Test

GRADES 3 - 5

Chart axis: 120.00%, 100.00%, 80.00%, 60.00%, 40.00%, 20.00%, 0.00%

Categories: 3rd 2011-12, 4th 2011-12, 5th 2011-12

2012-2013 School Improvement Plan
Robert S. Payne Elementary School
2012 SOL Achievement Data

A TRADITION OF EXCELLENCE FOR ALL
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LYNCHBURG CITY SCHOOLS

A

LCS GOAL: All schools will be fully accredited and all subgroups will show positive progress each year toward meeting the Federal Annual Measurable Objectives on SOLs as determined by the Virginia Department of Education.

- ■ Total
- ■ Black
- □ White
- ■ Economically Disadvantaged
- ■ Students with Disabilities

Total READING-Grades 3-5

2011-12
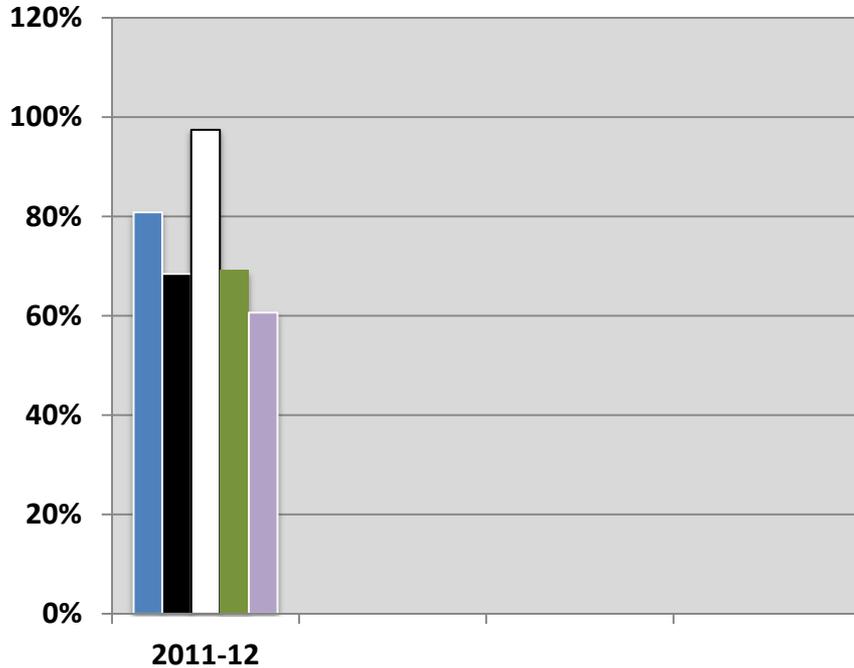
Proficiency Gap Dashboard (FAMO)

	AMO Targets	RSP AMO Results	Met AMO
All Students	85%	80.83%	R10
Gap Group 1	76%	69.43%	No
Gap Group 2	76%	68.45%	R10
Gap Group 3	80%	100%	TS – 4 students

2012-2013 School Improvement Plan
Robert S. Payne Elementary School
2012 SOL Achievement Data

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LCS GOAL: All schools will be fully accredited and all subgroups will show positive progress each year toward meeting the Federal Annual Measurable Objectives on SOLs as determined by the Virginia Department of Education.

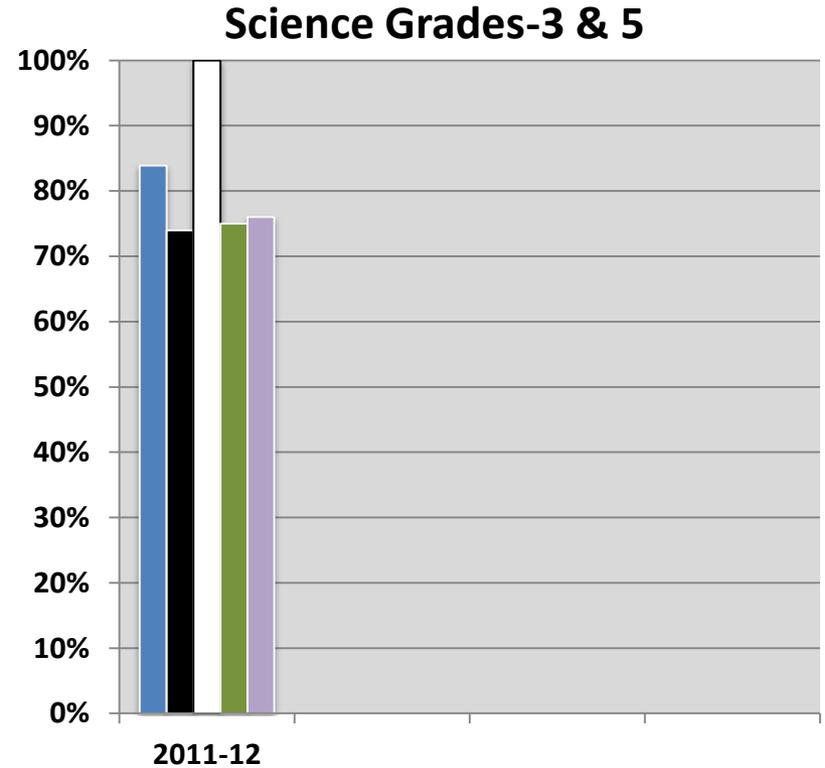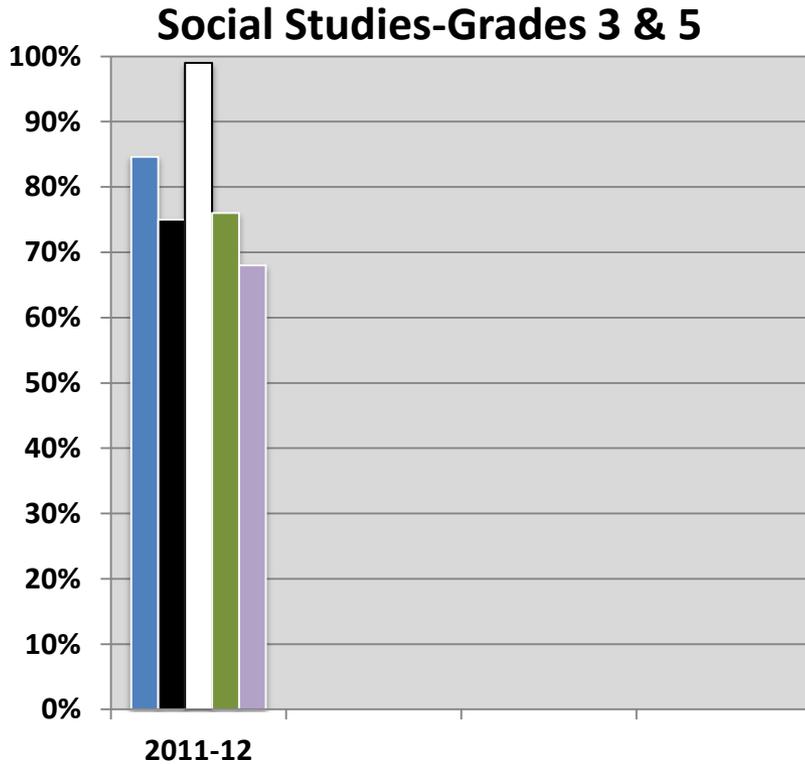■ Total   ■ Black   □ White   ■ Economically Disadvantaged   ■ Students with Disabilities

Total MATH-grades 3-5

2011-12
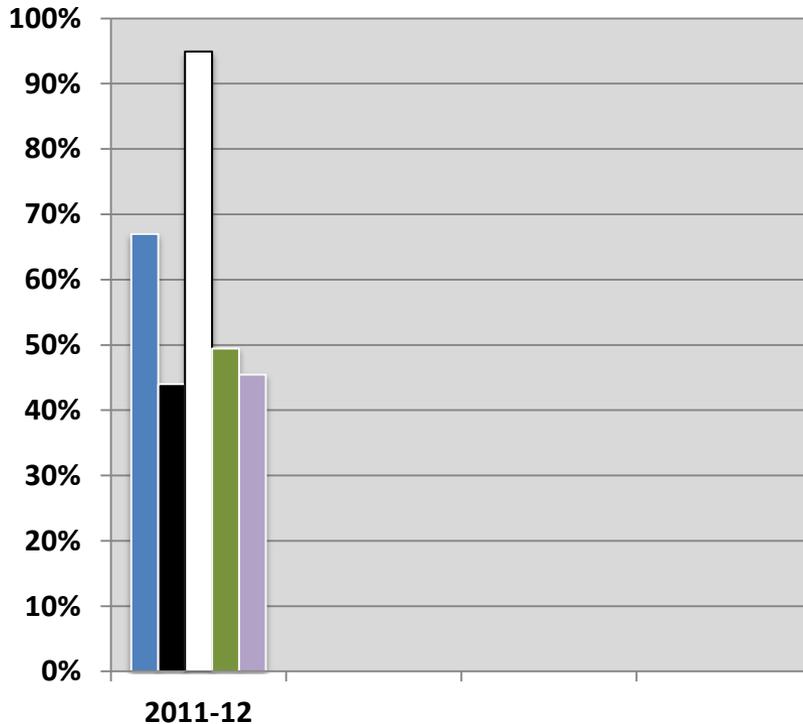
Proficiency Gap Dashboard (FAMO)

	AMO Targets	RSP AMO Results	Met AMO
All Students	61%	67.20%	YES
Gap Group 1	47%	49.73%	YES
Gap Group 2	45%	44.31%	NO
Gap Group 3	52%	100%	TS – 3 students

2012 SOL Achievement Data

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A

LCS GOAL: All schools will be fully accredited and all subgroups will show positive progress each year toward meeting the Federal Annual Measurable Objectives on SOLs as determined by the Virginia Department of Education.

■ Total   ■ Black   □ White   ■ Economically Disadvantaged   ■ Students with Disabilities

Social Studies-Grades 3 & 5

2011-12

Science Grades-3 & 5

2011-12

2012-2013 School Improvement Plan
Robert S. Payne Elementary School

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2011-2012 Grade Distribution

A | LCS GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.

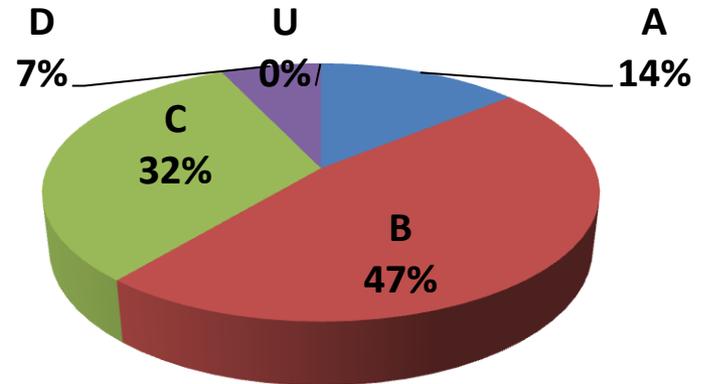## Reading Grades 3-5

Grade Distribution 3-5: All Students
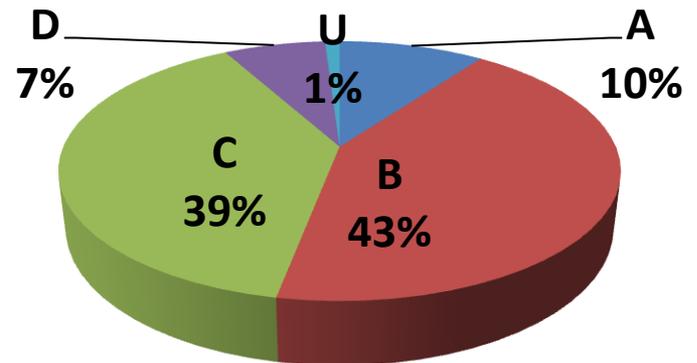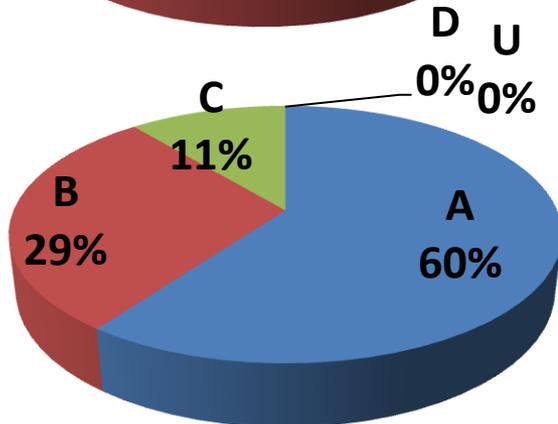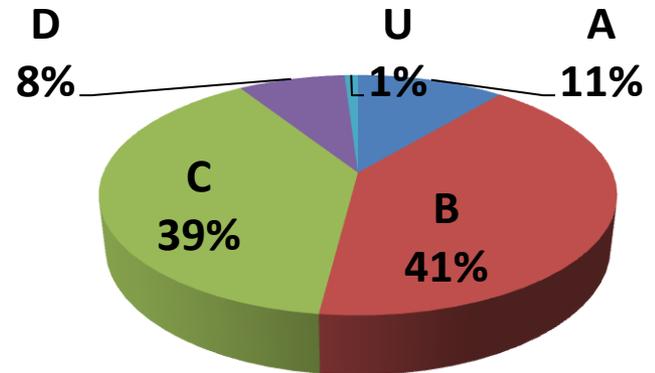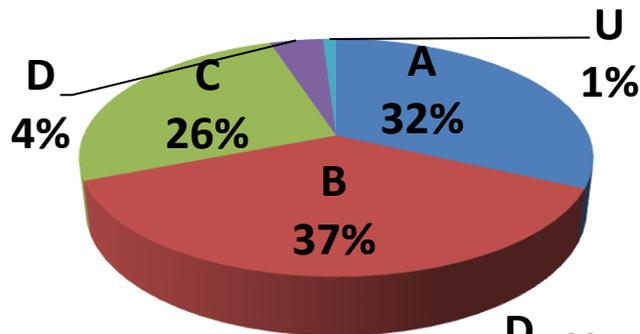
U 1%
A 32%
C 26%
D 4%
B 37%

Grade Distribution 3-5: Black Students

D 8%
U 1%
A 11%
C 39%
B 41%

Grade Distribution 3-5: White Students

D 0%
U 0%
C 11%
B 29%
A 60%

Grade Distribution 3-5: Econ. Disadvantaged Students

D 7%
U 1%
A 10%
C 39%
B 43%

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LYNCHBURG CITY SCHOOLS

A **LCS GOAL:** Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.
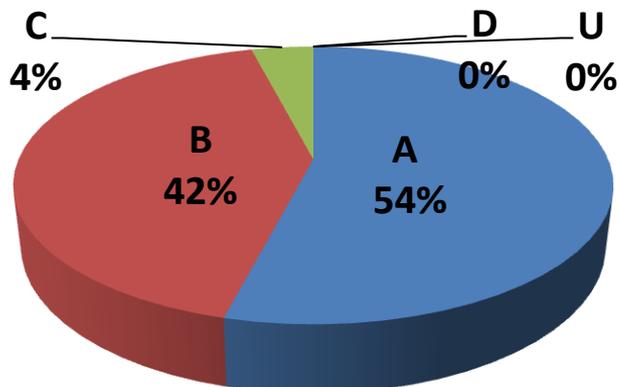
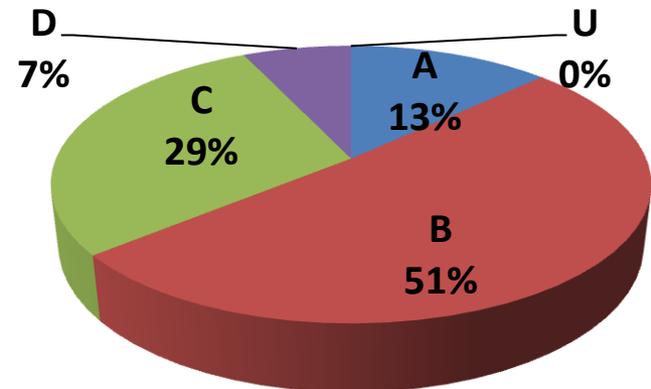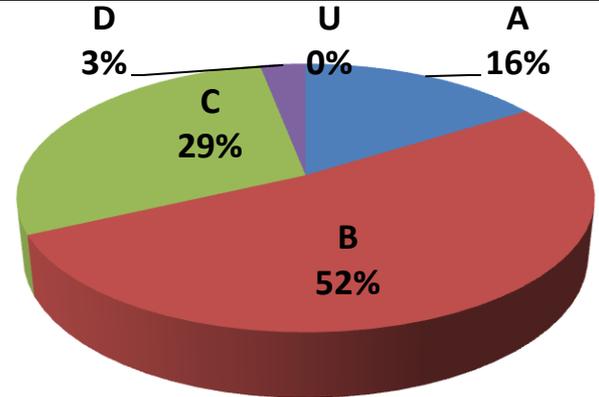## Grade Distribution 3-5: All
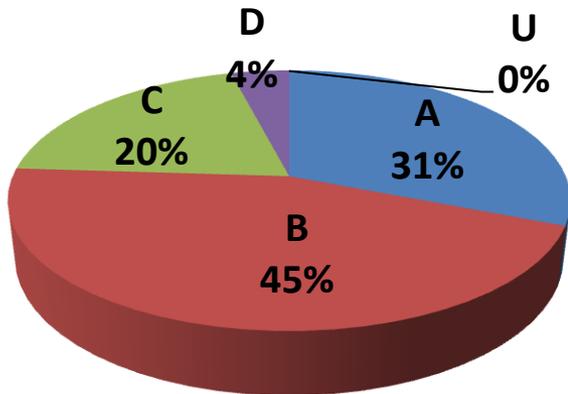
Math Grades 3-5

- D 4%
- U 0%
- C 20%
- A 31%
- B 45%

Grade Distribution 3-5: Black Students

- D 7%
- U 0%
- A 14%
- C 32%
- B 47%

Grade Distribution 3-5: White Students

- C 4%
- D 0%
- U 0%
- B 42%
- A 54%

Grade Distribution 3-5: Econ. Disadvantaged

- D 7%
- U 0%
- A 13%
- C 29%
- B 51%

A TRADITION OF EXCELLENCE FOR ALL
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A

LCS GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.
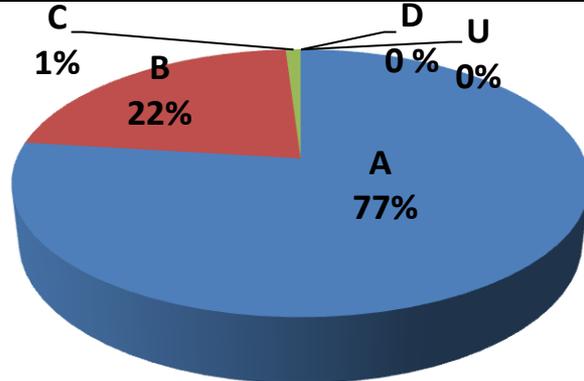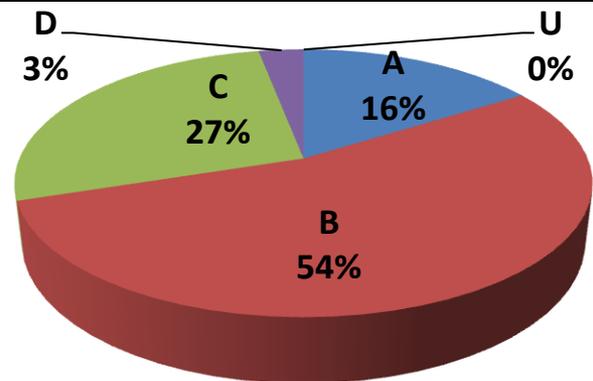
Science Grades 3-5

Grade Distribution 3-5: All
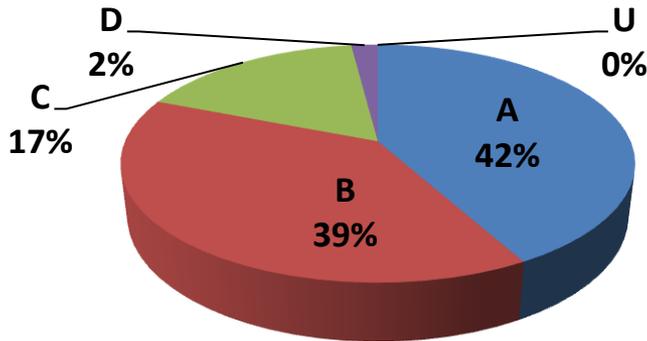
D 2%
U 0%
C 17%
A 42%
B 39%

Grade Distribution 3-5: Black Students

D 3%
U 0%
A 16%
C 29%
B 52%

Grade Distribution 3-5: White Students

C 1%
D 0%
U 0%
B 22%
A 77%

Grade Distribution 3-5: Econ. Disadvantaged

D 3%
U 0%
A 16%
C 27%
B 54%

A TRADITION OF EXCELLENCE FOR ALL
LCS
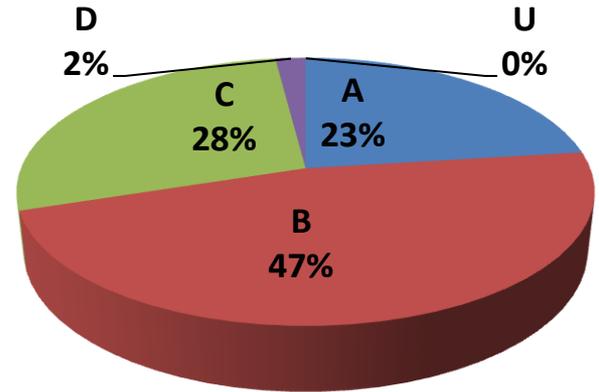LYNCHBURG CITY SCHOOLS

A

LCS GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.
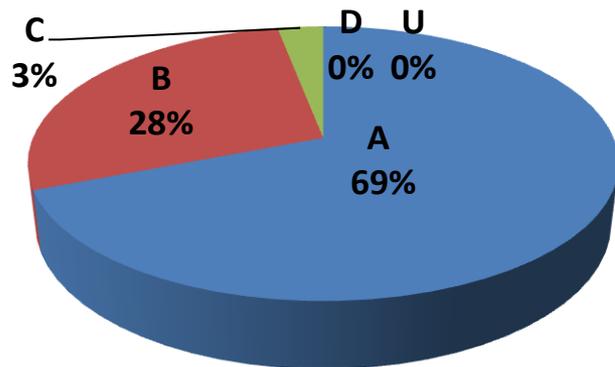
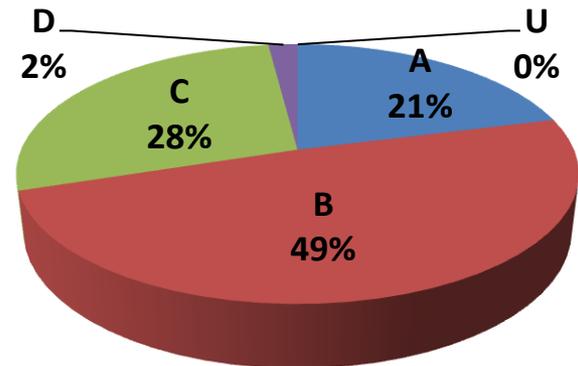## Social Studies Grades 3-5

Grade Distribution 3-5: All
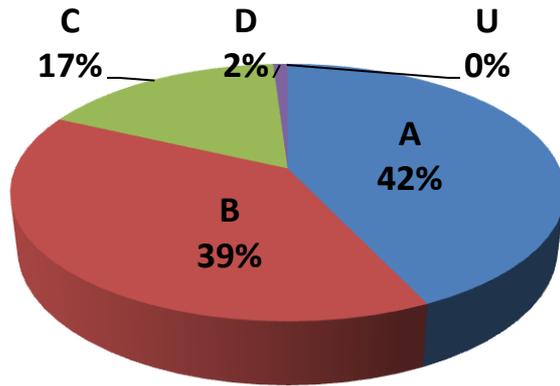
C
17%

D
2%

U
0%

A
42%

B
39%

Grade Distribution 3-5: Black Students

D
2%

U
0%

C
28%

A
23%

B
47%

Grade Distribution 3-5: White Students

C
3%

D
0%

U
0%

B
28%

A
69%

Grade Distribution 3-5: Econ. Disadvantaged

D
2%

U
0%

C
28%

A
21%

B
49%

A TRADITION OF EXCELLENCE FOR ALL

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LYNCHBURG CITY SCHOOLS

A Excellence In Achievement

TA01 - The school will use an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.

TA02 - The school will use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

TA03 - The school will use a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

A

TA01 - The school will use an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.

Strategies	Evidence of Completion/Evaluation	Responsibility
Teachers in grades K-3 will administer the PALS assessment three times during the 2012-13 school year. Students who do not meet the PALS benchmark will be identified for intervention.	PALS Results for the 2012-13 school year PALS results will be posted on the student's profile data sheet. PALS website is accessible to administrators.	K- 3 Teachers
Students will be identified for intervention based on the 2011-12 SOL results in the areas of reading and math.	SOL Results for the 2011-2012 school year SOL results will be posted on the student's profile data sheet.	4th and 5th Grade Teachers

A

TA01 - The school will use an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.

| Strategies	Evidence of Completion/Evaluation	Responsibility
Teachers in grades 1st – 5th will administer the division wide assessments at the end of each nine weeks. The results will be reviewed and students will be identified for intervention based on the results .	DWAP Results DWAP results will be posted on each student's profile data sheet and state mandated forms for K-3.	1st – 5th Grade Teachers
The Standardized Test for the Assessment of Reading (STAR) is the selected adaptive reading assessment program. This assessment will be administered in grades 2nd – 5th as an identification tool to identify students in need of intervention.	STAR Assessment Results-beginning of the school year and at the end of each quarter STAR assessment results will be posted on each student's profile data sheet.	2nd – 5th Grade Teachers

A

TA02 - The school will use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

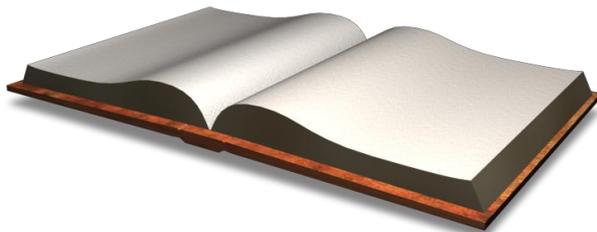| Strategies	Evidence of Completion/Evaluation	Responsibility
Leveled Literacy Intervention (LLI) is a reading intervention provided by the Title I reading specialists. This intervention is provided daily for identified students in grades K-5.	LLI Assessment	Title I Reading Specialist
Students who did not meet the PALS fall benchmark will receive EIRI (Early Intervention Reading Initiative) services 30 minutes daily. The EIRI specialist utilizes an approved intervention plan and materials approved by LCS.	PALS Quick Checks	EIRI Specialist

Differentiated Interventions
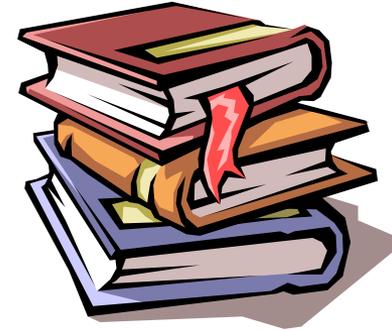
Title 1
Reading Specialists -LLI

EIRI

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TA02 - The school will use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

Strategies	Evidence of Completion/Evaluation	Responsibility
Students who are in need of a tier two reading intervention will receive twenty minutes of small group Benchmark Guided Reading instruction four to five times per week.	Benchmark Running Records	K- 5 Teachers
Instructional Assistants will be utilized to provide small group support to identified students. Teachers provide plans and materials to support this intervention.	Formative Assessment Results	K- 5 Teachers Instructional Assistants

Differentiated Interventions

Benchmark

A

TA02 - The school will use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

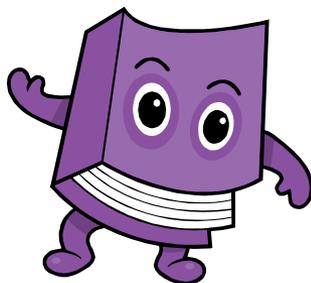| Strategies	Evidence of Completion/Evaluation	Responsibility
Kindergarten and first grade students will receive 30 minutes of ST math twice per week. Students in second through fifth grades will receive this intervention 45 minutes twice per week.	ST Math Reports	K – 5 Teachers
American Reading Company's 100 Book Challenge was adopted as a K- 5 reading intervention program that is geared for students in Gap Group 1. Students read 15 to 45 minutes daily which includes time at school and home.	Running Records Power Word List	K – 5 Teachers

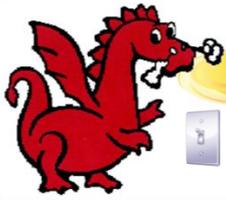# Differentiated Interventions

100 BC

ST Math

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A

TA02 - The school will use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

| Strategies	Evidence of Completion/Evaluation	Responsibility
Payne Academy is a 21st Century Grant after school program that focuses on reading, math, computer, and enrichment activities for identified students in 2nd – 5th grades. Students receive 1.5 hours of instruction four times per week. Students are identified based on SOLs, DWAP , PALS, STAR, and teacher recommendations.	Results on assessments: PALS, STAR, DWAP, formative	Payne Academy Teachers

Lights On After School

A

TA02 - The school will use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

Strategies	Evidence of Completion/Evaluation	Responsibility
One on one tutoring will be provided for identified Tier 3 students. This intervention will be provided by teachers, Title I reading specialists, instructional assistants, and volunteers .	Formative Assessments Running Records	K- 5 Teachers Title I Reading Specialists Special Education Teachers Instructional Assistants
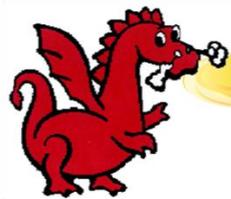
Community Volunteers Tutoring

A

TA02 - The school will use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

Strategies	Evidence of Completion/Evaluation	Responsibility
Imagine Learning is a scientifically based language and literacy software program that focuses on individualizing instruction for students. The program is designed and geared for students who are English Language learners, struggling readers, and students with disabilities. Identified Tier 3 students will receive this intervention eighty minutes per week.	Data Reports	K – 5 Teachers

2012-2013 School Improvement Plan
Robert S. Payne Elementary School

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TA03 - The school will use a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

Strategies	Evidence of Completion/Evaluation	Responsibility
Teachers will review ST Math reports on a monthly basis to monitor the implementation of the program and to track student progress.	ST Math reports	K - 5 Teachers
K-3 teachers will administer the PALS assessment three times during the 2012- 13 school year. This data will be analyzed and student intervention plans will be reviewed and adjustments made based on the PALS data.	PALS results The PALS results will be posted on each student's individual profile sheet.	K – 3 Teachers

2012-2013 School Improvement Plan
Robert S. Payne Elementary School

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TA03 - The school will use a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

Strategies	Evidence of Completion/Evaluation	Responsibility
1st – 5th grade teachers will administer the division - wide assessment each quarter. Kindergarten students will complete the primary assessment. This data will be analyzed and reviewed on a quarterly basis, and adjustments to student intervention plans will occur.	DWAP results The DWAP and kindergarten assessment results will be posted on each student's individual profile sheet.	K- 5 Teachers
Student data will be reviewed on a quarterly basis for students who participate in the after school program Payne Academy.	Assessment results will be reviewed : STAR, PALS, DWAP, report card grades	K – 5 Teachers Payne Academy Teachers Administrative Team

A

TA03 - The school will use a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

Strategies	Evidence of Completion/Evaluation	Responsibility
The division leadership team will monitor the school improvement plan, as well as attend data review meetings with the school improvement team on a quarterly basis.	Comments in Indistar Plan

School Improvement Minutes | Division Level School Improvement Leadership Team |
| The school improvement team will use the Virginia Dashboard - Datacation to analyze student data on a quarterly basis. | Datacation Spreadsheet | School Improvement Team |
| Parents will be informed of their child's progress on a quarterly basis through report cards and conferences. | Report Cards, phone and conference logs | K – 5 Teachers |

A

TA03 - The school will use a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.
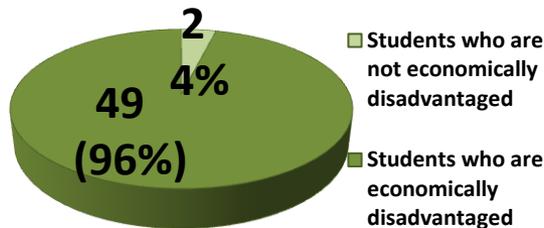
Strategies	Evidence of Completion/Evaluation	Responsibility
All students in grades 2-5 will be administered STAR at the beginning of the year, and at the end of each quarter. This data will be analyzed and reviewed on a quarterly basis, and adjustments to student intervention plans will occur.	STAR results – Instructional Reading Level (IRL) and Grade Equivalent (GE) will be reviewed	2nd – 5th Grade Teachers
Units will meet weekly to review student data and to adapt instructional practices and grouping for remediation of identified students.	Student Profile Sheets	K – 5 Teachers

A TRADITION OF EXCELLENCE FOR ALL

LCS
LYNCHBURG CITY SCHOOLS

A

TA03 - The school will use a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

Strategies	Evidence of Completion/Evaluation	Responsibility
Teachers will administer "Quick Checks" every 2 to 3 weeks to selected students who were identified through PALS. The results of the assessment will be analyzed and progress monitored. Teachers will use the results as a focus area for classroom instruction as well as EIRI support.	PALS Quick Checks	K-5 Teachers
Title I will assess student progress and complete a progress monitoring form for students who receive LLI.	Leveled Literacy Assessment	Title I Reading Specialists

A TRADITION OF EXCELLENCE FOR ALL

LCS
LYNCHBURG CITY SCHOOLS

B LCS Goal: Decrease suspensions by 5% per year.

469 RSP Students, K-5

411 (88%)

58 (12%)

- Students with no suspensions
- Students with at least 1 short term suspension

Suspensions by Race

2 3%

5 (9%)

51 (88%)

- Black
- White
- Other races and ethnicities
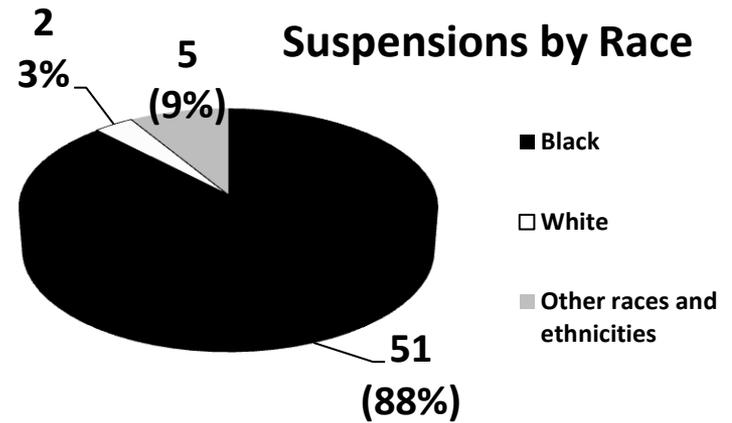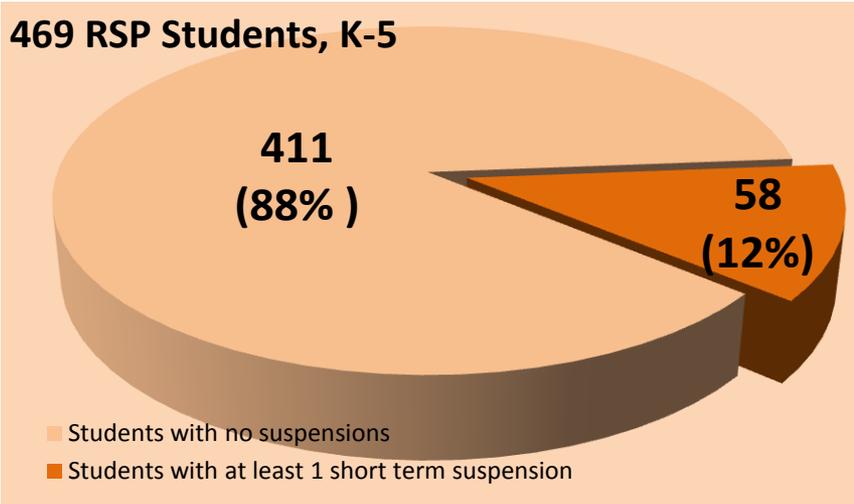
A CLOSER LOOK at the 51 black students with at least 1 short term suspension

How many are economically disadvantaged?

2 4%

49 (96%)

- Students who are not economically disadvantaged
- Students who are economically disadvantaged

How many are students with disabilities?

10 (20%)

41 (80%)

- Students without disabilities
- Students with disabilities

A TRADITION OF EXCELLENCE FOR ALL
LCS
LYNCHBURG CITY SCHOOLS
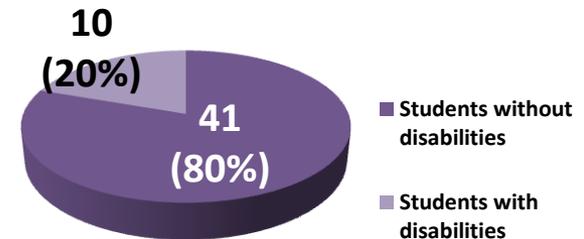
B   LCS Goal: Decrease suspensions by 5% per year.

A CLOSER LOOK at the 2 white students with at least 1 short term suspension

How many are economically disadvantaged?

2 (100%)
■ Students who are economically disadvantaged

How many are students with disabilities?
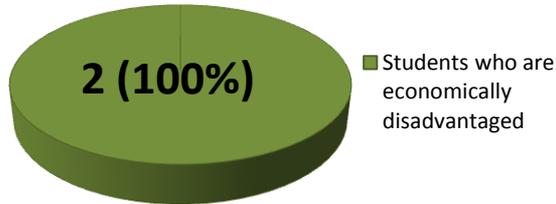
0%
■ Students without disabilities
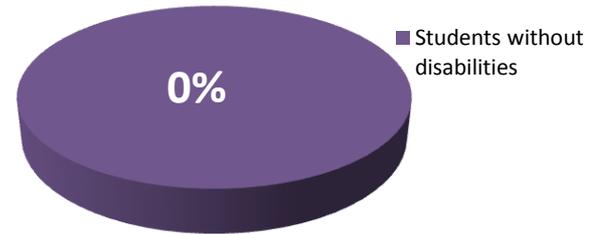
A CLOSER LOOK at the 5 other students with at least 1 short term suspension

How many are economically disadvantaged?

5 (100%)
■ Students who are economically disadvantaged

How many are students with disabilities?
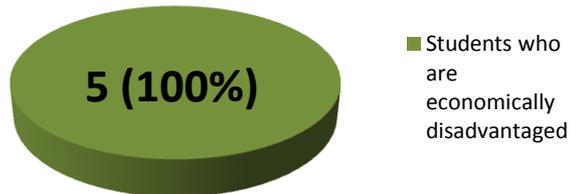
0%
■ Students without disabilities

B
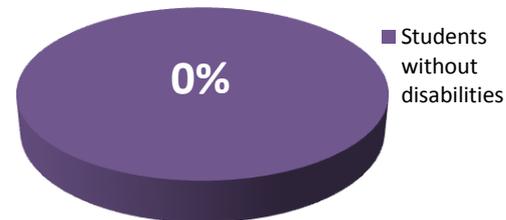
LCS Goal: Decrease suspensions by 5% per year.

2011-2012 Disciplinary Referrals
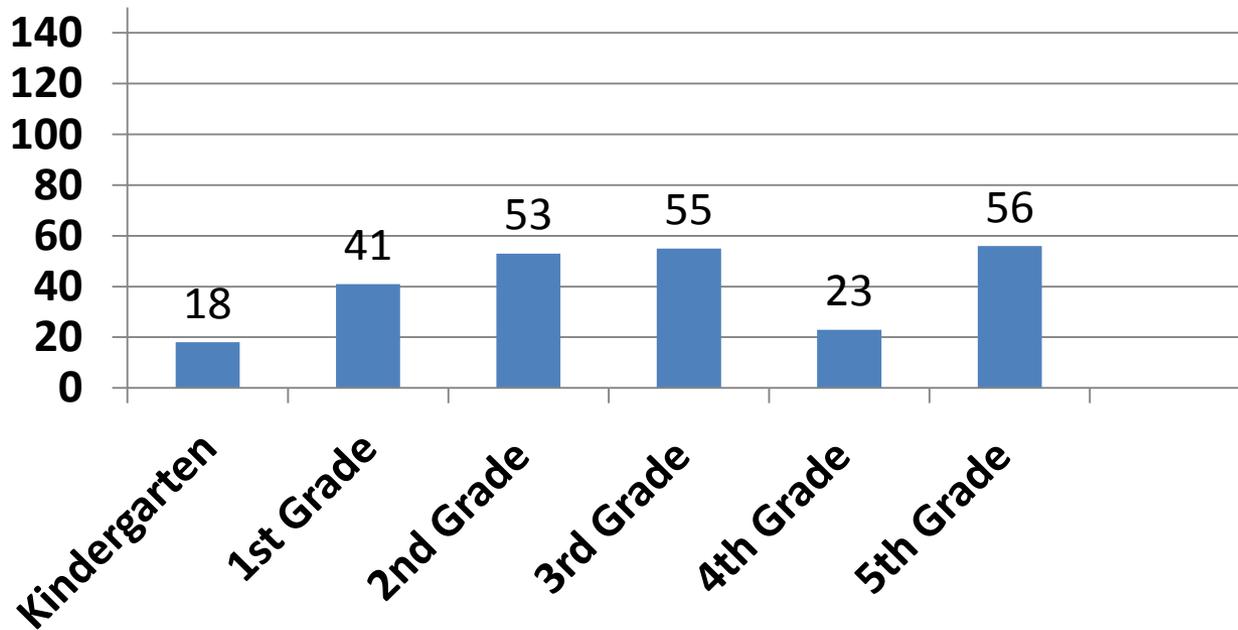
Robert S. Payne students received a total of 246 disciplinary referrals during the 2011-2012 school year.

School Culture- Lunch as an RSP family

B LCS Goal: Decrease suspensions by 5% per year.

2011-2012 Disciplinary Referrals by Gender
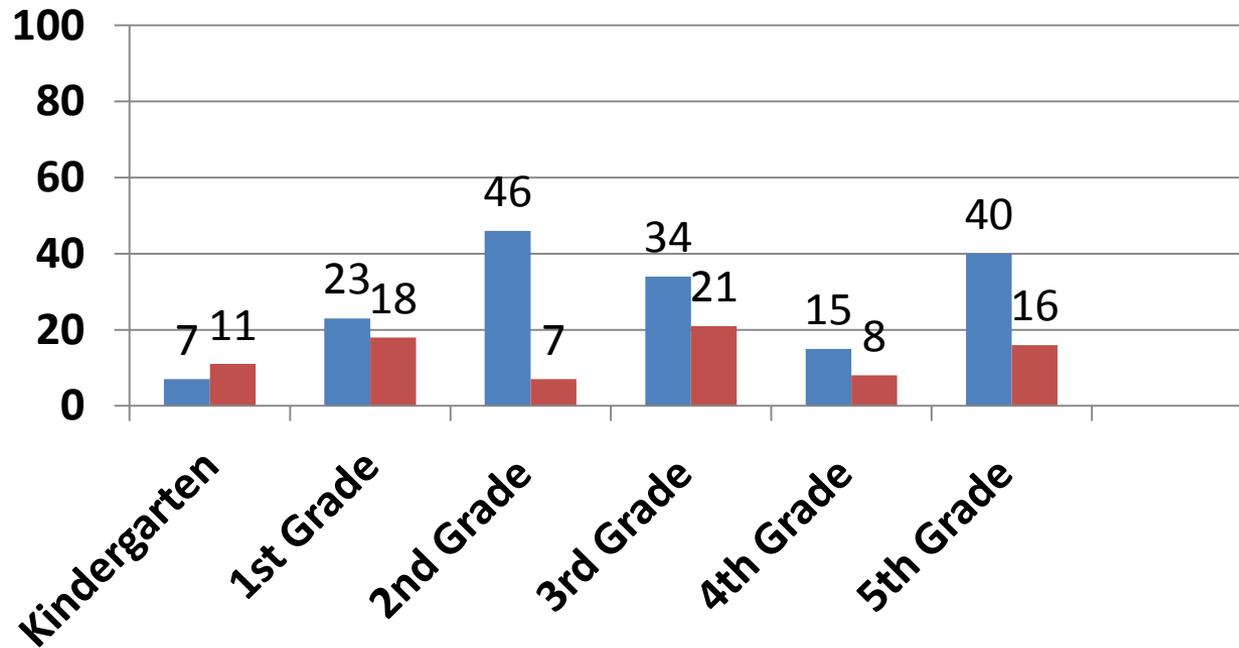
Blue=Males
Red=Females

A TRADITION OF EXCELLENCE FOR ALL
LCS
LYNCHBURG CITY SCHOOLS

B **LCS Goal: Reduce by 10% the number of students with 7 or more unexcused absences.**

469 RSP Students, K-5 **2011-2012**

431 (92%)

38 (8%)

- Students with fewer than 7 unexcused absences
- Students with 7 or more unexcused absences

38 students with 7 or more unexcused absences by race

2(5%)

7 (19%)

29 (76%)

- Black
- White
- Other races and ethnicities

Of the 38 students with 7 or more unexcused absences, how many are economically disadvantaged?

1 (3%)

37 (97%)

- Students who are not economically disadvantaged
- Students who are economically disadvantaged

B Excellence In Behavior

IIIC10 All teachers (and staff) will reinforce classroom rules and procedures by positively teaching them.

B IIIC10 All teachers will reinforce classroom rules and procedures by positively teaching them.

Strategies	Evidence of Completion/Evaluation	Responsibility
Teachers will post classroom rules and procedures.	Rules and procedures will be posted in all classrooms.	Teachers
Staff will model school rules and procedures.	Staff will monitor appropriate student behavior through skits, morning news rap video, as well as during teachable moments of when incidents occur.	Staff

B

IIIC10 All teachers will reinforce classroom rules and procedures by positively teaching them.

Strategies	Evidence of Completion/Evaluation	Responsibility
R. S. Payne will implement a positive behavior intervention support (PBIS) model during the 2012-14 school year.	JMU – TTAC will provide PBIS training and support.	Staff
School referral data will be analyzed on a monthly basis.	A referral data summary is available for staff review.	Administration and PBIS team
Staff will positively reinforce students who follow classroom rules and procedures.	Students will be given the opportunity to earn tickets for good behavior through our "Caught Being Good" program. Students who earn these tickets are eligible to win a weekly prize from the principal's prize box.	Staff

Be Responsible, Be Respectful, Be Cooperative

Be Responsible, Be Respectful, Be Cooperative

Behavior Rap

Caught Being Good

A TRADITION OF EXCELLENCE FOR ALL
LCS
LYNCHBURG CITY SCHOOLS
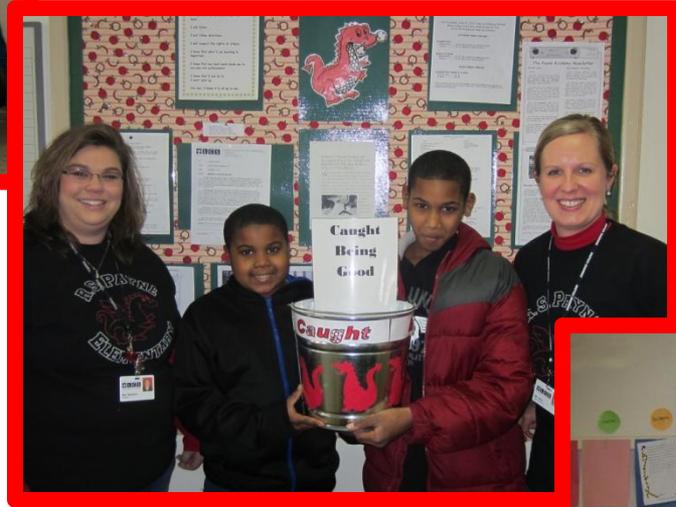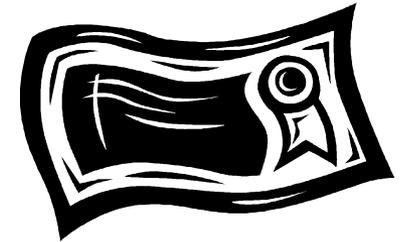
C LCS Goal: Reduce costs associated with staff absences.

2011-2012 Staff Absences
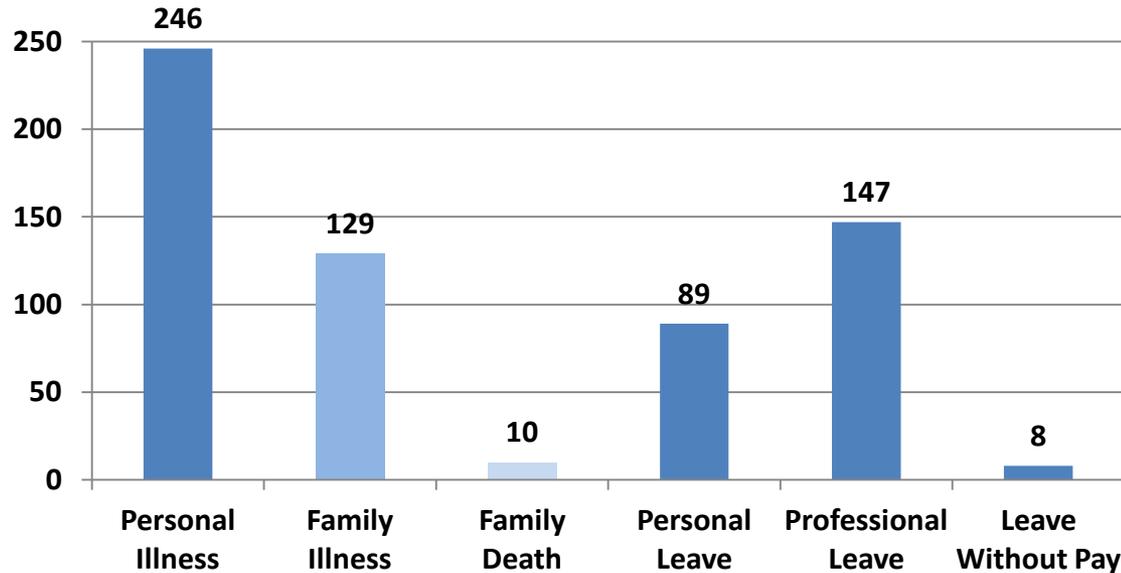
62 employees reported a total of 629 absences.
246=personal illness
129=family illness
10=family death
89=personal leave
147=professional leave
8=leave without pay
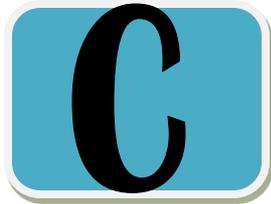
Excellence In Culture

IIIA33 - All teachers will interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).

IF04 Professional development for teachers will include observations by peers related to indicators of effective teaching and classroom management.

A TRADITION OF EXCELLENCE FOR ALL

LCS

LYNCHBURG CITY SCHOOLS

C

IIIA33 All teachers will interact socially with students.

| Strategies	Evidence of Completion/Evaluation	Responsibility
Staff members will greet students as they enter the school building each morning.	Observations	Staff
Teachers will eat lunch with students.	Observations	Teachers
A school climate/culture committee will review the current practices to determine the areas of need that could increase school culture and climate.	Meeting Minutes	School Climate/Culture Committee Staff

C

IIIA33 All teachers will interact socially with students.

Strategies	Evidence of Completion/Evaluation	Responsibility
Staff members will plan and implement a whole school assembly/Pep Rally once a semester to increase positive school culture.	Behavior Assembly SOL Pep Rally	Staff
Staff members will make an effort to establish a connection with students outside of their own grade-level/area.	Observations	Staff

School Culture

School Culture
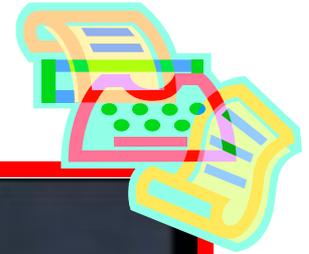
SOL Bags

Simple Machines
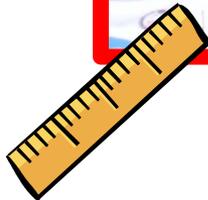
School Culture
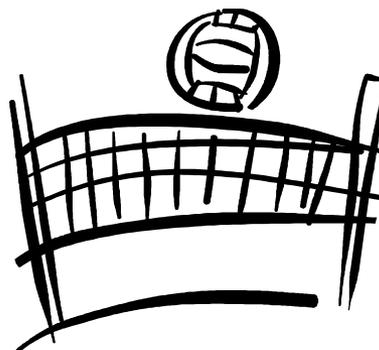
Field Day

R.S. Payne- Rainbow of Diversity

School Culture
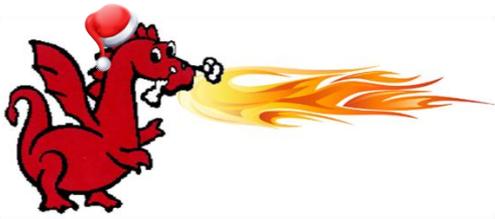
School Culture- Holidays

School Culture

Red Ribbon Week

School Culture

SOL Night

School Culture
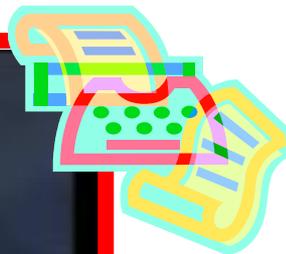
Simple Machines

School Culture
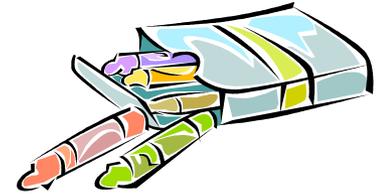
School Culture

School Culture

Carnival

Education Week

School Culture

YMCA Swimming

Therapy Dog

School Culture

Book Buddies

School Culture
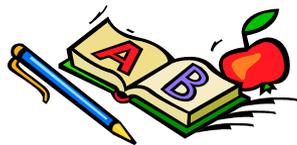
Supplies from the Community

C

IIIA33 All teachers will interact socially with students.

Strategies	Evidence of Completion/Evaluation	Responsibility
Students and staff will be given the opportunity to participate in the SPARK Program. This program will provide selected students with an adult mentor.	Throughout the year, SPARKS and their mentors meet for lunch, academic assistance, and special activities. SPARKS and staff will have an end of the year celebration.	SPARK staff

SPARK Buddies
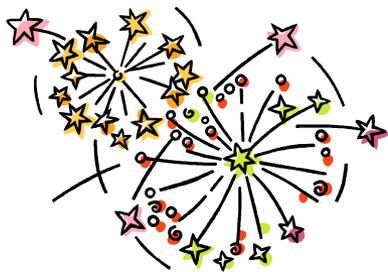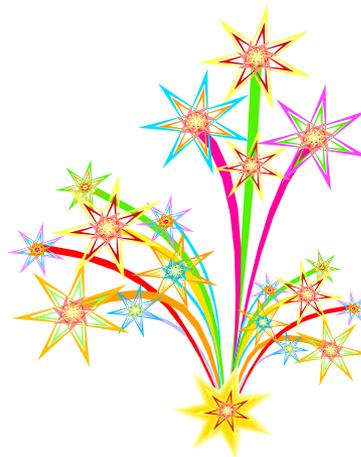
School Culture

Gingerbread Jeans

School Culture

TYMS Program

GO Center & Zone School

Girls on the Run

100 Day Activities

GO Center & Zone School

Pride of Payne

3 5 7A 54 18 7 26 **24 Club**
10

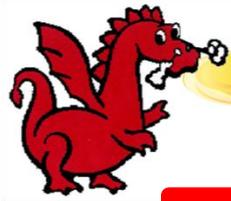**Safety Patrol**

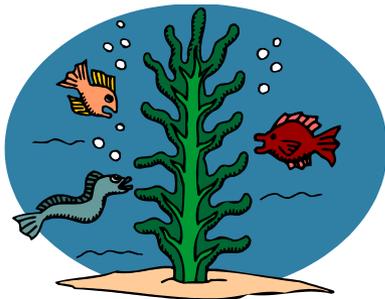# GO Center & Zone School

Chess Club

Strings

SCA

GO Center & Zone School

Talent Show

Oceans Open House

STAFF DEVELOPMENT ACTIVITIES 2011-12

- **American Reading Company 100 Book Challenge**
- **Skillful Teacher**
- **Higher Level Thinking**
- **Social Networking**
- **SOL Solutions**
- **Workshops from Staff attending Debbie Diller Math Work Station Conference**
- **School Wide Behavior Plan**

C IF04 Professional development for teachers will include observations by peers related to indicators of effective teaching and classroom management.

Strategies	Evidence of Completion/Evaluation	Responsibility
Skillful Teacher training will continue for those who have not been trained in the model during the 2012-13 school year.	Attendance Log	Teachers who have not been trained in Skilful Teacher
Aimee Hasinger, IT-DART (Instructional Technology Data Analysis Resource Teacher) will conduct technology trainings throughout the 2012-13 school year.	Attendance Log	Staff
4th and 5th grade teachers were trained in PALs (Phonological Awareness Literacy) in December of 2012.	Attendance Log	4th and 5th Grade Teachers

IF04 Professional development for teachers will include observations by peers related to indicators of effective teaching and classroom management.

Strategies	Evidence of Completion/Evaluation	Responsibility
Technology training for Mind Research - a remediation math program for students occurred three times during the 2012-13 school year.	Attendance Log	K- 5 Teachers
Becky Scott, Title 1 teacher, conducted 4-Square Writing training during the fall of 2012.	Attendance Log	K- 5 Teachers Special Education Teachers
Courtney Mayberry, Title 1 teacher, conducted several Word Study trainings during the 2012-13 school year.	Attendance Log	K- 5 Teachers Special Education Teachers

C **IF04 Professional development for teachers will include observations by peers related to indicators of effective teaching and classroom management.**

Strategies	Evidence of Completion/Evaluation	Responsibility
American Reading Company provided staff training during the 2012-13 school year. Staff Development included: Discussion of electronic IRLA , Data Dashboard , Support for School Pace and IRLA, and Tracking Students/Data Dashboard , and peer observations occurred.	Attendance Log	K- 5 Teachers
Ethel Coles, Coordinator for Equity and Accountability, has been contacted to provide training on Children in Poverty.	Attendance Log	Staff

Staff Development

ST Math Training

Technology Training

Parental Involvement Activities

- **Pirate Treasure Hunt**
- **Science Night**
- **American Education Week**
- **Family Fun and Fit Night**
- **Twilight Tales**
- **Carnival**
- **Math Night**

Parental Involvement Activities

Ooey Gooey

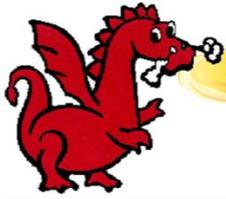Science Night

Parental Involvement

Family Fun & Fit Night

Parental Involvement

Pirate Night at City Cemetery

After School Bingo Night

After School Winter Luau

Parental Involvement

Awards Assemblies

After School
Parental Involvement Activities

- **GED**
  - **Two classes, once per week**
  - **Ten students**
  - **Certified teacher**
  - **Moms, a dad, two big brothers, and a grandmother**
  - **Increased family literacy and family involvement**
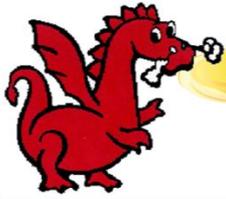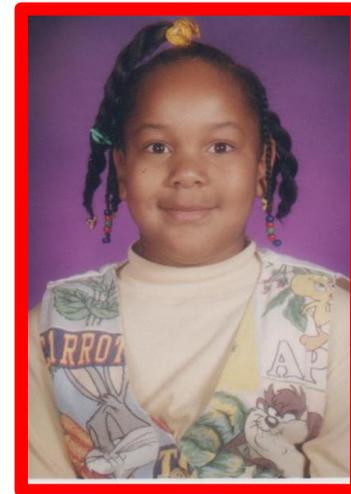
Beyond the Four Walls
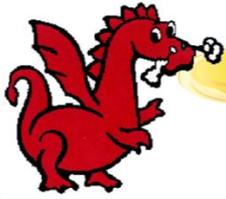

The Reid Family
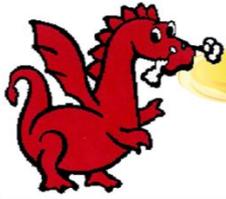
Beyond the Four Walls
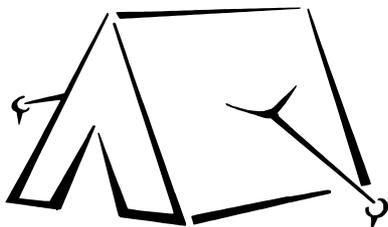
Jasmine
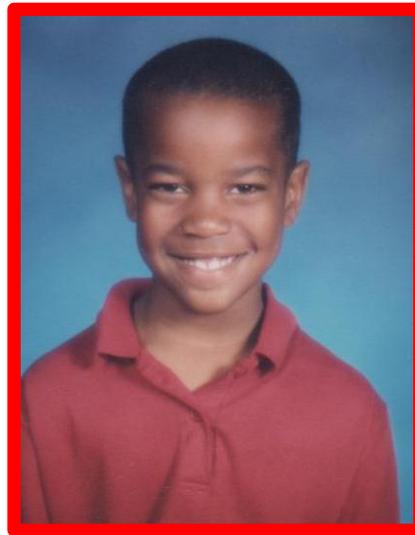
Darryl

Lillie

The Reid Family
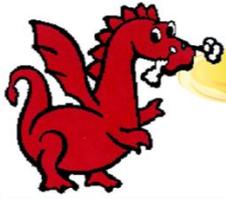
Beyond the Four Walls

- **Hunton Randolph Community Center**
- **Jubilee Family Development Center**
- **YMCA Church Street Location**
- **The Bright Hope Educational Learning Center**
- **The Salvation Army**
- **The Boys and Girls Club**
- **Churches for Urban Ministry**

Beyond the Four Walls

Camp Timothy

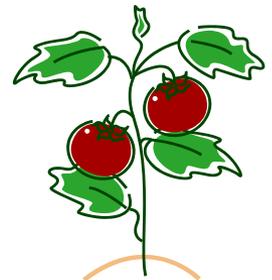# Beyond the Four Walls

Timothy Academy

Beyond the Four Walls

TYMS

Beyond the Four Walls
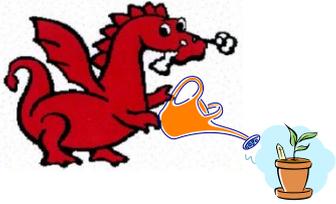

Grow and Give Garden

Slaughter Family

Slaughter Family

Grows

- **We recognize the discrepancy that exists between our gap groups. We're working very hard to implement effective strategies that we feel will lessen the GAP.**

- **We need more resources for our children which will help to meet their basic needs for food, clothing, shelter, and safety.**

- **We need resources to address the high transient rate among our students.**

- **We need professional development in "Differentiation of Instruction".**

- **And we need to…….carefully examine the use of our available instructional time.**
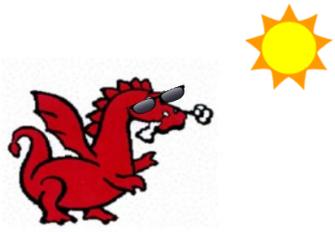
Glows

A We are finding more research based Tier 2 and Tier 3 interventions that we feel will help our children.

B We have developed a PBIS (Positive Behavior Intervention System) plan for our students.

C As the principal, I could not ask for a more <u>dedicated</u>, <u>hardworking</u>, and <u>caring staff</u>.

We are very proud and pleased with the results of the Community Survey, which reflected a very positive and welcoming culture that exists within our school.

Finally, we are proud of the many different opportunities that are provided for parental involvement ; both at school, but also in our community.

R.S. Payne Elementary School

"Dragons: Burning for Learning"

Thank you for allowing us to share our path to excellence in achievement, behavior, and culture! In conclusion, we want to leave you with one thought....