

# 2012-2014 COMPREHENSIVE PLAN | PERRYMONT ELEMENTARY REPORT *data*



● GOAL MET     
 ● GOAL NOT MET/PROGRESS     
 ● GOAL NOT MET/NO PROGRESS

INDICATOR		2011-2012	2012-2013	% Change	<div style="display: flex; flex-direction: column; align-items: center;"> <span style="color: green;">●</span> <span style="color: yellow;">●</span> <span style="color: red;">●</span> </div>	NOTES
ACHIEVEMENT	GRAD RATE	N/A	N/A	N/A	N/A	
	ADV./AP/DUAL ENROLLMENT	N/A	N/A	N/A	N/A	
	PALS pass rate	87%	82%	-6%	<span style="color: red;">●</span>	EIRI Services provided for identified students. Harcourt Journeys Implementation, Grades K-5 Intervention Block, 40 minutes per day, Grades K-5 Small Group Guided Reading, Grades K-5 LLI Services provided for identified students in grades K-3, Remediation using iReady Tools for Learning.

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ACHIEVEMENT	SOLS	SEE SLIDE 5	SEE SLIDE 5	SEE SLIDE 5	<p>Based on the 2013 Spring SOL Test Administration, Perrymont Elementary School is accredited with warning in mathematics and reading.</p> <p>Based on the VDOE AMO Detail Report, Perrymont Elementary School did not meet all federal AMOs in the area of mathematics. As a result, an improvement plan is required.</p> <p>Based on the VDOE AMO Detail Report, Perrymont Elementary School met the AMOs in mathematics for the following subgroups: Gap Group 1 (3 year average of 52.66%), Gap Group 2 (3 year average of 51.48%), and Economically Disadvantaged (3 year average of 52.57%). Perrymont Elementary School did not meet AMOs in mathematics for the following subgroups: All Students (current year 41.60%, 3 year average of 56.57%) and white students (current year 47.22%, 3 year average 67.32%). AMO results for Gap Group 3, Asian students, Limited English Proficient students, and students with disabilities were TS=too small to be evaluated.</p> <p>Based on the VDOE AMO Detail Report, Perrymont Elementary School met the AMOs in reading for the following subgroups: all students (3 year average of 67.89%), Gap Group 1 (3 year average of 64.35%), Gap Group 2 (3 year average of 60.09%), Economically Disadvantaged (3 year average of 63.94%), Students with disabilities (3 year average of 43.90%), and White students (3 year average of 81.37%). AMO results for Gap Group 3, Asian students, and Limited English Proficient students were TS=too small to be evaluated.</p>

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BEHAVIOR	STUDENT ATTENDANCE	45	53	18% increase	<span style="color: red;">●</span>	-Elementary security/truancy clerk monitors attendance on a daily basis to improve student attendance and address concerns in a timely manner. -Student Attendance Awards
	SUSPENSIONS	22	41	86% increase	<span style="color: red;">●</span>	<p><b><u>Positive Behavior Intervention Support Initiative (PBIS)</u></b>                      PES is a member of the Virginia Department of Education's Positive Behavior Intervention Support of Virginia initiative (PBIS). PBIS is a decision making framework that guides the selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.</p> <p><b><u>Six Guiding Principles of the PBIS Initiative</u></b></p> Develop a continuum of scientifically based behavior and academic interventions and supports. Use data to make decisions and solve problems. Arrange the environment to prevent the development and occurrence of problem behavior. Teach and encourage prosocial skills and behaviors. Implement evidence-based behavioral practices with fidelity and accountability. Screen universally and monitor student performance and progress continuously.

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CULTURE	STAFF ATTENDANCE	555	513	42 day decrease	<span style="color: green;">●</span>	Continue to require staff members to call principal for absences due to illness. Continue to require staff members to prearrange substitutes for all pre-planned absences due to professional development and personal leave.
	PARENT INVOLVEMENT	*93	*137	47% increase	<span style="color: green;">●</span>	Continue to use Title 1 funds for school-wide events that support our instructional program and promote family involvement. Continue to promote the LCS Give Me 5 initiative. Continue to promote events through weekly memos and connect-ed calls. Continue our efforts to collaborate with school partners to plan events that promote family involvement.

# 2012-2014 COMPREHENSIVE PLAN PERRYMONT ELEMENTARY REPORT *SOL data*



INDICATOR	2011-2012	2012-2013	DIFFERENCE	  	NOTES
<b>MATH</b> (new test 2012)	48%	42%	-6%		ST Math, Grades K-5 iReady Tools for Instruction will be used to address deficit skills during the remediation period, Grades K-5. Interactive Achievement will be used to create formative assessments for more frequent student progress monitoring, Grades 3-5. Daily Review to promote skill mastery and retention.
<b>READING</b> (new test 2013)	79%	46%	-33%		Harcourt Journeys Implementation, Grades K-5 Intervention Block, 40 minutes per day, Grades K-5 Small Group Guided Reading, Grades K-5 iReady Tools for Instruction will be used to address deficit skills during the remediation period and intervention block, Grades K-5. Interactive Achievement will be used to create formative assessments for more frequent progress monitoring, Grades 3-5. LLI Services for Identified Students, Grades K-3 EIRI Services for Identified Students, Grades K-3
<b>SCIENCE</b> (new test 2013)	74%	60%	-14%		Interactive Achievement will be used to create formative assessments for more frequent progress monitoring, Grades 3-5. Continued use of science kits to support instruction.
<b>SOCIAL STUDIES</b> (new test 2011)	76%	79%	+3%		Interactive Achievement will be used to create formative assessments for more frequent progress monitoring, Grades 3-5.

# 2012-2014 COMPREHENSIVE PLAN | PERRYMONT ELEMENTARY REPORT

*strategies*



INDICATOR	Tasks	How they relate to division's Comprehensive Plan with strategies around Achievement, Behavior and Culture
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>ACHIEVEMENT</b></p>	<p>TA01 The school will use an identification process for all students at risk of failing or in need of targeted intervention.</p> <ul style="list-style-type: none"> <li>- 2012-13 SOL Results</li> <li>- PALS Results</li> <li>- iReady (Math and Reading)</li> <li>- Interactive Achievement (Math and Reading)</li> <li>- Running Records</li> <li>- Datacation</li> <li>- Kindergarten nine weeks assessment</li> </ul>	<p>READING ACHIEVEMENT Strategies have been developed to support our efforts to meet or exceed our PES SMART Goal for Reading Achievement:</p> <p>Based on the results of the 2014 Spring SOL Reading Tests, students in grades 3, 4, and 5 at Perrymont Elementary School will increase the pass rate by 15%.</p> <p>MATH ACHIEVEMENT Strategies have been developed to support our efforts to meet or exceed our PES SMART Goal for Math Achievement:</p> <p>Based on the results of the 2014 Spring SOL Math Tests, students in grades 3, 4, and 5 at Perrymont Elementary School will increase the pass rate by 14%.</p>
	<p>TA02 The school will use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students.</p> <ul style="list-style-type: none"> <li>- LLI, Grades K-3</li> <li>- Small Group Guided Reading, Grades K-5</li> <li>- EIRI Services, Grades K-3</li> <li>- Great Readers ASP, Grade 1</li> <li>- Westover Tutors ASP, Grade 2</li> <li>- Panther Power ASP, Grades 3-5</li> <li>- iReady Tools for Learning for Reading Intervention, Grades K-5</li> <li>- iReady Tools for Learning for Math Intervention, Grades K-5</li> <li>- ST Math, Grades K-5</li> </ul>	
	<p>TA03 The school will use a monitoring process for targeted intervention students to ensure fidelity and effectiveness.</p> <ul style="list-style-type: none"> <li>- Disciplinary data analysis</li> <li>- Datacation data analysis</li> <li>- Running record data analysis</li> <li>- Interactive Achievement Formative Assessment Data Analysis</li> <li>- iReady Assessment data analysis</li> <li>- iReady Monthly Progress Monitoring data</li> <li>- Weekly PLC meetings to monitor student progress to plan remediation and enrichment</li> </ul>	

# 2012-2014 COMPREHENSIVE PLAN PERRYMONT ELEMENTARY REPORT

## *strategies*

INDICATOR	Tasks	How they relate to division's Comprehensive Plan with strategies around Achievement, Behavior and Culture
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>BEHAVIOR</b></p> <p><b>IIIC10</b>  <b>All teachers will reinforce classroom rules and procedures by positively teaching them.</b></p>	<ul style="list-style-type: none"> <li>* Establish PBIS Team</li> <li>* Establish a clear mission/purpose</li> <li>* Identify minor disciplinary offenses</li> <li>* Establish procedures for handling minor disciplinary offenses using the PES behavior incident report</li> <li>* Identify major disciplinary offenses</li> <li>* Establish procedures for handling major disciplinary offenses using the LCS office disciplinary referral form</li> <li>* Participate in PBIS training</li> <li>* Focus expectations on 5 areas: Participation, Respect, Integrity, Discipline, &amp; Effort</li> <li>* Establish &amp; post 5 school-wide expectations</li> <li>* Establish &amp; post school-wide expectations for all routines, settings, &amp; procedures</li> <li>* Promote PBIS on WPES daily</li> <li>* Revise student pledge to reflect PBIS initiative</li> <li>* Develop lesson plans to teach expectations</li> <li>* Monthly meetings to monitor implementation of PBIS initiative</li> <li>* Monthly meetings to review discipline data</li> <li>* PRIDE Awards every 9 weeks</li> <li>* Classroom/grade level PRIDE incentives</li> <li>* Ongoing parent communication</li> <li>* Positive Behavior Support Plans to meet needs of individual students</li> <li>* Day Treatment Services for identified students</li> </ul>	<p>Strategies have been developed to support our efforts to meet or exceed our PES SMART Goal for Behavior:</p> <p>During the 2013-2014 school year, Perrymont Elementary School will see improvement in student behavior based on a 10% decrease in the number of disciplinary referrals at all grade levels K-5 based on a comparison of disciplinary data from 2012-2013 and 2013-2014.</p>

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## *strategies*



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>CULTURE</b></p> <p><b>IE12</b>  <b>The principal will personally engage parents and the community in the improvement process.</b></p>	<ul style="list-style-type: none"> <li>*Parents and community members will be invited to serve on the school improvement team.</li> <li>*Superintendent's Parent Advisory Council.</li> <li>*PES Principal's Parent Advisory Council.</li> <li>*School-wide events for students &amp; families               <ul style="list-style-type: none"> <li>Back-to-School Night Open House &amp; Dinner</li> <li>Holiday Musical Program</li> <li>Reading/Math Family Night</li> <li>Amazement Square Family Fun Night</li> <li>American Education Week activities</li> </ul> </li> <li>*Partner with Lynchburg College to provide tutorial services for identified 2<sup>nd</sup> grade students through Westover Tutors</li> <li>*Partner with Lynchburg College to provide tutorial services to identified students through the LC Work Study Program</li> <li>*Partner with Quaker Memorial Church to provide tutorial services for identified 1<sup>st</sup> grade students through Great Readers Program</li> <li>*Partner with McDonald's for two family fun nights</li> <li>*Partner with Kroger for Holiday Show Choir Community Performance</li> <li>*Partner with Centra Health for Holiday Show Choir Performance at Pearson Cancer Center</li> <li>*Outreach event College Hill Apartments</li> <li>*Outreach event at Birchwood Apartments</li> </ul>	<p>Strategies have been developed to support our efforts to meet or exceed our PES SMART Goal for Culture:</p> <p>During the 2013-2014 school year, Perrymont Elementary School will see a 10% increase in parent involvement as measured by a comparison between parental involvement data from school-wide events in 2012-2013 and 2013-2014.</p>