

# 2012-2014 COMPREHENSIVE PLAN (ROBERT S. PAYNE) 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
<b>ACHIEVEMENT</b>	<b>AP/DUAL ENROLLMENT</b>	N/A				
	<b>PALS pass rate (2<sup>nd</sup> Grade )</b>	72%	71%	- 1%	<span style="color: yellow;">●</span>	Spr. 2012- 72% 12 students did not meet the benchmark Spr. 2013- 71% 14 students did not meet the benchmark  EIRI Word Study with a focus on phonemic awareness LLI Benchmark Leveled Readers
	<b>SOLS (see page 4)</b>	SEE PAGE 4	SEE PAGE 4		<span style="color: green;">●</span>	Robert S. Payne is currently fully accredited and met all Annual Measurable Objectives for all gap groups. This is noted as an improvement as we have been identified as a focus school due to not meeting the Annual Measurable Objective for Gap Group 1 (Economically disadvantaged, Special Education, and ELL students) in the area of reading.  - Datacation is used to review student data. - PLCs are used to review student data. - School Improvement Team - School Improvement Plan - Academic Coaching - Gifted Teachers are used to support instruction.

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<b>BEHAVIOR</b>	<b>STUDENT ATTENDANCE</b>	8%	10%	25% increase	<span style="color: red;">●</span>	Note: Student enrollment increased in 2012 -Elementary security/truancy clerk addressing concerns with families -Recognition for attendance -School social worker supports attendance concerns ----- Parent Liaison
	<b>SUSPENSION</b>	12%	12%	0%	<span style="color: yellow;">●</span>	Enrollment increased in 2012  PBIS team looks at data and develops plans to address referrals/ suspensions: As a staff, RSP reviewed referral and suspension data. Based on the data, we identified “hot spots” which resulted in more referrals and suspensions. As a result, we clarified expectations with students and we changed procedures during key activities such as recess and lunch.






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CULTURE	<b>STAFF ATTENDANCE</b>	530.5	675	144.5	●	<ul style="list-style-type: none"> <li>- Addressing attendance patterns with individual teachers as needed</li> <li>- Offering staff incentives for perfect attendance</li> <li>- Administrators are requesting the school board examine incentives for staff attendance.</li> <li>- High maternity rate</li> <li>- Professional development for 100BC</li> </ul>
	<b>PARENT INVOLVEMENT</b>	267	186	30% decrease	●	<ul style="list-style-type: none"> <li>- Although there was a decline in the number of parents who volunteered at RSP it is noted that the total number of volunteer hours actually increased.</li> <li>- Give Me Five Initiative</li> <li>- Parental Involvement Activities: PTO, Principal's Parent Advisory, Superintendent Parent Advisory</li> <li>Ooey Gooey Science +41%</li> <li>Family Fun and Fitness +19%</li> <li>Pirate Night +67%</li> <li>- What's New:                             <ul style="list-style-type: none"> <li>- Raptor System</li> <li>- Give Me Five for Students and Community</li> </ul> </li> </ul>

# 2012-2014 COMPREHENSIVE PLAN | (ROBERT S. PAYNE) REPORT SOL data

INDICATOR	2011-2012	2012-2013	DIFFERENCE		NOTES
<b>MATH</b> (new test 2012)	67%	78%	+11%		<ul style="list-style-type: none"> <li>- Intervention time built into schedule</li> <li>- iReady diagnostic &amp; monitoring/interactive achievement</li> <li>- ST Math</li> </ul> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li>- 5 block based on student deficits based on formative assessments, creative scheduling, remediation and enrichment blocks</li> </ul>
<b>READING</b> (new test 2013)	81%	77%	-4%		<ul style="list-style-type: none"> <li>- New Reading SOL Test</li> <li>- New Harcourt Reading Series</li> <li>- Benchmark Guided Reading</li> <li>- In-Depth PD with reading series trainers</li> <li>- Parent academies with Harcourt</li> <li>- LLI intervention for Title I</li> </ul>
<b>SCIENCE</b> (new test 2013)	84%	78%	-6%		<ul style="list-style-type: none"> <li>-New Science Test</li> <li>-Hands on Science kits</li> <li>-Interactive Achievement</li> <li>-Gifted Teachers to support instruction</li> </ul>
<b>SOCIAL STUDIES</b> (new test 2011)	85%	90%	+5%		<ul style="list-style-type: none"> <li>- New Social Studies textbooks were adopted and used</li> <li>- Ask school board for further instructional support for materials to teach social studies. Possibly kits similar to science.</li> </ul>

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*strategies*

INDICATOR	Tasks	How they relate to division's Comprehensive Plan with strategies around Achievement, Behavior and Culture
<b>ACHIEVEMENT</b>	<p><b>TA01 (mandatory) Identification</b></p> <ul style="list-style-type: none"> <li>- PALS</li> <li>- 2012-13 SOL Results</li> <li>- iReady (Math and Reading)</li> <li>- Interactive Achievement (Math and Reading)</li> <li>- Grades</li> </ul>	<p>The tasks outlined as a part of the achievement indicator TA01 relates directly to the division's comprehensive plan as it offers a system which identifies students needing additional support.</p>
	<p><b>TA02 (mandatory) Interventions</b></p> <ul style="list-style-type: none"> <li>- ST Math</li> <li>- Small group guided reading using leveled readers</li> <li>- LLI</li> <li>- EIRI</li> <li>- .6 Reading specialist</li> <li>- Writing daily</li> <li>- Imagine Learning</li> <li>- iReady Math instructional program</li> </ul>	<p>The tasks outlined as a part of the achievement indicator TA02 relates directly to the division's comprehensive plan as it provides tiered interventions for students who need additional support.</p>
	<p><b>TA03 (mandatory) Monitoring</b></p> <ul style="list-style-type: none"> <li>- Weekly PLC data meetings</li> <li>- Datacation</li> <li>- ST Math reports</li> <li>- LLI progress monitoring reports</li> <li>- Report Cards</li> <li>- Imagine Learning data</li> <li>- iReady reports for reading and math</li> <li>- Pre and post assessments using IA</li> <li>- Formative assessment data using IA</li> <li>- Utilize the VDOE resources and professional development opportunities</li> </ul>	<p>The tasks outlined as a part of the achievement indicator TA03 relates directly to the division's comprehensive plan as it allows for the monitoring of the tiered interventions.</p>

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*strategies*



INDICATOR	Tasks	How they relate to division’s Comprehensive Plan with strategies around Achievement, Behavior and Culture
<p><b>BEHAVIOR</b></p> <p><b>IIIC10 All teachers will reinforce classroom rules and procedures by positively teaching them.</b></p>	<ul style="list-style-type: none"> <li>- Staff will positively reinforce students who follow school rules and procedures (Caught Being Good and Bucket Fillers)</li> <li>- Implementation of Positive Behavior Interventions and Supports System school-wide</li> <li>- Monthly review of student referral data</li> </ul>	<p>The tasks outlined as a part of the indicator for behavior relates directly to the division’s comprehensive plan as it supports achievement, behavior, and culture. This is accomplished through a new school-wide behavior plan which supports a proactive approach designed to recognize positive student behaviors; therefore, reducing student referrals and increasing instructional time.</p>

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*strategies*

INDICATOR	Tasks	How they relate to division's Comprehensive Plan with strategies around Achievement, Behavior and Culture
<p><b>III A33 - All teachers will interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).</b></p>	<ul style="list-style-type: none"> <li>- Teachers will eat lunch with students</li> <li>- Climate/culture committee</li> <li>- Students will complete culture survey</li> <li>- Staff will complete poverty simulation training</li> <li>- Bullying lessons provided by guidance counselor</li> <li>- Student Give Me 5 Initiative</li> <li>- Teacher attendance will be monitored monthly</li> <li>- Parental involvement activities school-wide and grade level units</li> </ul>	<p>The tasks outlined as a part of this indicator relates directly to the division's comprehensive plan as it supports culture and behavior. This is completed within the building through student involvement, recognition, forming connections between students and staff members, and providing opportunities for parents to be involved in activities at school.</p>

CULTURE