

Perry Elementary School/

PL 221 School Improvement Plan

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School Improvement Committee

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Mission and Vision Statements

Liberty-Perry Community School Corporation

The mission of the administration, faculty, staff, parents, and community of the Liberty-Perry Community School Corporation is to provide a safe and caring environment in which each child is respected and is given the opportunity to develop values, character, and positive attitudes. Each child also acquires skills necessary for a contemporary society with assistance from instructional leaders who remain progressive in techniques and open to change. The schools serve educational, emotional, social, and physical needs so that each child becomes a productive member of society.

Perry Elementary School

The staff of Perry Elementary School believes that the school's purpose is to provide a nurturing and supportive environment which will enable each student to reach optimum levels of academic achievement and to enhance positive social and emotional development. The staff of Perry Elementary, with the support of parents and cooperation of students, accepts the responsibility for the instruction of all students.

Introduction of Perry Elementary School

Community

Perry Elementary School is located in the southeast part of Delaware County and is part of the Liberty-Perry Community School Corporation. Perry Elementary is one of two elementary schools in the school corporation and houses three kindergarten classrooms, three first grade classrooms, and a special education self-contained classroom. It is the only building of this configuration in the school corporation. Some variations in income exist. Approximately 39% of the students are eligible to receive free breakfast, lunches, and textbook assistance. Only a few small industries are located within the school corporation boundaries. A small percentage of wage earners are engaged solely in farming. Most of the adult working population are employed in the nearby town of Muncie.

Building

Perry Elementary School was built in 1967. At this time, the building is in need of some repair, but major repairs have been addressed.

Student Population

The present population for the 2008-2009 school year is 132 students. The decline in population is the result of relocating second grade to Selma Elementary School in the fall of 2007. The student population is predominately Caucasian. Over the past eight years we have varied from a low of zero to a high of four minority students/year. At this time, 50% of the student population is female (66) and 50% of the student population is male (66).

Description of Curriculum

The Perry Elementary School Curriculum is closely tied to the curriculum for the total school district with special attention to coordination with Selma Elementary School. It is based on and aligned with the standards adopted by the Indiana Department of Education. Curriculum enrichment and continued revision is provided by the teachers at Perry Elementary under the directions of the acting principal with the assistance of a curriculum committee made up of district-wide personnel.

Adoption Cycle

2006-07 Reading/Handwriting	2009-10 Mathematics
2007-08 Language Arts	2010-11 Science/Health
2008-09 Social Studies	2011-12 Miscellaneous

Assessments – Titles and Descriptions

The teachers at Perry Elementary will continue to utilize the DIBELS assessment tool for individual student progress monitoring. This instrument was investigated during the 06-07 school year. The DIBELS assessment tool was fully implemented during the 2007-08 school year and has continued to be used for assessment in 2008-2009. The DIBELS assessment tool will be used to properly identify and help group incoming kindergarten and 1st grade children. Professional development and training will be ongoing to continually provide teachers and staff with appropriate, up-to-date training on the DIBELS assessment tool.

Kindergarten and first grade teachers also use the Waterford reading software program to assess all students as a response to intervention.

Annual Performance Graphs

Kindergarten – DIBELS (60 students tested in February, 2009)

TEST	Established	Emerging	At risk
Initial Sound Fluency	49	9	2
Letter Name Fluency	51	8	1
Phonemic Fluency	44	13	3

First Grade - DIBELS (62 students tested in February, 2009)

TEST	Established	Emerging	At risk
Phonemic Fluency	62	0	0
Nonsense Word Fluency	45	15	2
Oral Reading Fluency	54	8	0

Summary of Test Data

DIBELS Summary

After reviewing the DIBELS testing data it is evident goal is being met for benchmark students.

Attendance Rate

The reported attendance rate of 96.5% for 07-08 shows an almost 1% increase in attendance over the past seven reporting years. High attendance rates and minimal discipline problems help contribute to the students' high levels of achievement.

Perry Elementary School plans to continue what has been a successful focus on student attendance. The following policy statement will continue to guide this focus:

Education is one the most valuable undertakings of our country. Formal schooling is not only very desirable but also absolutely essential for the conservation of American society. The State of Indiana places education at the top of its priorities. A very high positive correlation exists between formal learning and school attendance. Accordingly, it is incumbent upon this school system to use every reasonable measure to instill dutiful attendance habits in every student. A day lost in the classroom can never be completely retrieved; the dialogue between teachers and students in a classroom group environment can never be effectively duplicated. This policy's purpose is to encourage academic effort by discouraging unacceptable absenteeism, which is viewed as a lack of effort.

Year	State Average	Perry
2007-08	95.9	96.5%
2006-07	95.8%	95.6%
2005-06	96%	95.6%
2004-05	95.9%	95.5%
2003-04	95.9%	95.7%
2002-03	95.8%	95.7%
2001-02	95.9%	95.8%

Cultural Competency in Educational Environments

The mission of the administration, faculty, staff, parents, and community of Perry Elementary School is to meet the needs of all students, respecting each student's cultural, socioeconomic and racial uniqueness. An awareness of and an appreciation for the diversities of the school population are the driving forces behind strategies that are in place and are continually expanding.

Perry Elementary incorporates culturally appropriate strategies and implements best practices for increasing education opportunities and educational performance for all students. Cultural diversity is included in the school's Social Studies and Language Arts curriculums. The students celebrate Martin Luther King Day and Black History Month with a variety of classroom activities. The Kindergarten program includes special days to study and learn about different cultures.

The staff is encouraged to learn about cultural diversity and attend workshops regarding cultural competency.

Additional Educational Planning

Title One Program

The academic assistance program in reading is federally funded through Title I. Curricular goals are designed to parallel classroom instruction. The setting is a pullout approach for supplemental instruction. The Title I teacher works in tangent with the classroom teacher. The Title I (S.P.A.R.K.) program is using the S.P.I.R.E. Reading program as their curriculum. S.P.I.R.E. is a supplemental/intervention program designed to provide systematic instruction in the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. S.P.I.R.E. was initiated the fall of 2008.

A full-time Title I certified teacher will be at Perry Elementary beginning the fall of 2009. Along with pull-out reading instruction 1/2 day, the Title I teacher will be working within all classrooms coordinating with the teacher with a total R.T.I. objective.

Special Education

The special education services attempt to meet the needs of qualified students while allowing them to have the most natural school experience possible. Perry Elementary provides services for students with learning disabilities, mental/physical handicaps, sensory impairments, and speech/language deficits. The school relies on outside sources to provide related services for a variety of therapies. Speech and language instruction is provided by the speech pathologist. The severe, self-contained room is currently housed at Perry Elementary School. However, due to ages of students, this program will be housed at Selma Elementary beginning August of 2009.

Media Center

Perry Elementary library facilities are fully automated and include over 8,000 books. Students check out books once a week and are allowed to return for more books with their teacher's permission. The library is also open for students and families during the summer months to promote a love for reading. The school library is open for book check-out in the afternoon for one hour and the entire school day on Friday.

Staffing

The faculty consists of 6 general education teachers, 1 full time speech pathologist, 1 shared counselor, 4 shared specialists, 1 full time nurse, and 1 full time administrator. Perry Elementary also has one full time special education teacher who supervise two full time paraprofessionals. There are currently 5 part time Prime Time aides. Perry Elementary also employs a full kitchen staff and 1 full time and one part time custodian.

Full Day Kindergarten

The Liberty-Perry Community School Corporation implemented Full Day Kindergarten the Fall Semester of 2007. There are currently three sections of full day Kindergarten.

Kindergarten Screening

Starting with the Spring 2009 Kindergarten screening, the following assessments will be available for Kindergarten placement:

- Cognitive Testing
- Speech and Language
- Vision and Hearing

Other School Programs/Departments

- Technology
- Visual Arts
- Music
- Physical Education
- Library
- Counseling
- Health Clinic
- Fluoride Program
- Vision Screening

Book Fair
Young Author's Conference
Cultural Diversity Days
Food Drives
Yearly Convocations
Grade Level Field Trips
Christmas Program
Community Involvement Days
After School Tutoring
Waterford Reading Lab

Current Educational Planning Conclusions

Perry Elementary School is on a nine-week grading period. Grade cards are sent home no less than once per semester. Individual progress monitoring information is ongoing and available to parents. Parent/teacher conferences take place each semester or when requested by the school or home. Teachers at Perry Elementary School utilize classroom phones, email accounts, and newsletters to communicate with parents on a regular basis.

Parent and Community Involvement

An active Parent-Teacher Organization is involved in several school activities. The PTO sponsors an annual Chili Supper and Carnival each year. Proceeds are used to purchase classroom supplies and materials for the school. PTO members and other volunteers assist with other annual events, including Thanksgiving dinner and Grandparents' Week, as well as assisting with Kindergarten screening, vision and hearing screenings, classroom parties and other special events/activities.

Technology as a Learning Tool

Technology at Perry Elementary School currently addresses the administrative needs of staff and the learning processes of students. Updates have been made annually over the past five years to benefit both staff and students.

Staff members have had technology training and professional development opportunities available to them over the past six years. Students' technology learning is aligned with the academic standards at appropriate grade levels and in specific curricular areas. Software used in the computer lab allows students to progress at individual ability levels.

Building Technology Plan

Curriculum Technology Integration

Perry Elementary administration and teaching staff have made a strong commitment to integrate technology and the Internet into the curriculum as outlined in the PL 221 Plan and the original Technology Plan of the Liberty-Perry Community School Corporation. Technology at Perry Elementary currently addresses the administrative needs of staff and the learning processes of students.

Specifically, all teachers at all grade levels are utilizing or expanding, in a lab situation, their use of software as outlined in the supportive instructional initiatives of the PL 221 Plan for the school. The Internet home page for teachers is directed to education sites, with specific emphasis on professional development sites. Each classroom has one or more student computers available for make-up lab work, individual student education enhancement, and remediation work.

Professional Development

The Liberty-Perry Community School Corporation will support the continued professional development of all staff by providing them with the resources they need to stay current in their field and implement best practices in teaching and learning.

A three tier interlinked strategy will be employed to make sure that the staff will have the training and support they need. All levels of training will possess some commonalities but will eventually be customized and personalized to meet individual needs. Teachers will receive training within the corporation as well as opportunities to attend technology seminars and workshops offered elsewhere. Training will be offered at predetermined times as well as additional training tailored to individual needs as circumstances arise. As an incentive, teachers will be compensated for their time and commitment and release time will be made available to attend seminars and meet for the purpose of sharing questions and discoveries with their colleagues.

The three levels of training will be categorically divided into using the equipment, working with the software and Internet resources, and integrating technology into the curriculum. Teachers will be asked to inventory their current technology skills and attitudes to serve as a benchmark to help identify individual needs and customize training.

Integrating technology is a significant part of the professional development strategies at Perry Elementary. A certified on-site technology support staff member has been assigned to help teachers with software and hardware concerns. This support staff works one-on-one with teachers on software instruction before, during and after the regular school day. Utilizing software that aligns with state standards at specific grade levels is the primary focus of all technology teacher training and professional development.

Needs Assessment

Evaluation of software and hardware needs is a process that has and will continue to be on-going as outlined in the Liberty-Perry Technology Plan. Teachers log their class use of lab software and hardware, making comments and suggestions, which are shared with other staff members. Assessment begins with the documentation of completion as outlined in the recommendation section of PL 221 Plan and continues to the benchmarks and indicators of performance.

Overall Program Assessment

Continuous school improvement is reliant on feedback from all stakeholders (teachers, parents, students and patrons) through surveys and interviews. Administrators and grade level chairs will also make observations. Student performance on standardized tests will be evaluated and measured in comparison to state averages for student and school improvement. Mike Elder, technology director, will update the technology plan each spring while data is collected and evaluated by Joel Mahaffey, elementary school principal.

Future Technology Needs

To maintain programs and equipment, and to move toward the technology goals for Perry Elementary, the following needs have been assessed:

1. Continue the move to DHCP IP addresses to facilitate wireless accessibility
2. Printer replacements as need arises
3. Ibook replacements as need arises

Safe and Disciplined Learning Environment

One goal at Perry Elementary School is to provide a safe and secure environment for students and staff. The process of providing security requires a great deal of planning and cooperation between staff, parents, students, and administration.

While it is not always possible to predict behavior that will lead to violence, educators, parents, and sometimes students can recognize certain early warning signs. We encourage our staff, students, and parents to report any potential safety threats to our students or our school.

The Liberty-Perry Community School Corporation and Perry Elementary Crisis Plans are reviewed and updated on a yearly basis. Perry Elementary is in compliance with Indiana State Law in conducting required fire and disaster drills.

New car pick-up procedures were initiated the Fall of 2008 to insure a safer environment as students leave the building at the end of the day.

Professional Development

The Faculty Council serves as the Professional Development Planning Committee. This committee helps with planning the professional development activities at Perry Elementary School. The principal has taken an active role in providing information to staff regarding professional development opportunities and approving professional leave requests. Professional development has taken place at the corporation level and at the building level. Some workshops take place at onsite locations within the corporation while others occur at outside locations.

Teachers take an active role in selecting their professional development activities. The staff keeps a log of their professional development activities. This log becomes a part of their professional growth plan.

Focuses in Professional Development will continue to be:

1. CLASSworks Training for all Elementary Teachers
2. 6+1 Reading & Writing Workshops

3. Indiana Writing Workshops (Saturday Seminars)
4. Mentor Teacher Training

Student Achievement Objectives/Goals

Goals: 2008-2011

DIBELS: Final Assessment Results

% of Kindergarten Students Meeting DIBELS benchmark: At least 90%

% of First Grade Students Meeting DIBELS Benchmark: At least 90%

ATTENDANCE RATE: At least 97%, with improvement over previous year

Benchmarks For Progress

1. Curriculum guides will be updated and aligned to the Indiana State Academic Standards.
2. Community partnerships with parents will be strengthened by incorporation and encouraging parent involvement. Orientation nights will be scheduled to discuss school academic and behavior expectations.
3. The Indiana Academic Standards will be scheduled evenly throughout the year to ensure proper coverage and quality instruction.
4. Teacher collaboration time will be offered frequently to support continuity among teachers and grade levels.
5. Regular newsletters will be provided to parents from the school outlining important dates and events.
6. Common planning times are being investigated to support teacher collaboration.
7. Progress Monitoring in the form of DIBELS Assessments will continue to identify instructional levels for individual students.

8. Professional Development opportunities will continue to be provided for all teachers in the area of curriculum development and classroom instruction.
9. The Special Education Department will continue to serve as a vital resource to support all students in the classroom.
10. Attendance incentive programs will be investigated and implemented to promote school attendance.
11. Perry and Selma Elementary will work together to identify practices/programs to improve communication between the buildings.

Immediate Needs to Improve Facility/Services

Parent/Teacher Conferences need to take place on one student release day each semester.

Perry Elementary would benefit from a full time counselor. Children at this age have many concerns and needs.

Pupil Assistance Team (PAT)

The student support intervention strategy known as the Pupil Assistance Team (PAT) was initiated in the Fall 2007 Semester. The PAT Team is made up of general education teachers, special education teachers, Reading specialist, school clinicians, administrators, counselors, and families. Any stakeholder who has a legal interest in the student may refer students to this process due to academic, emotional, behavioral, physical, and/or mental concerns.

Seven students were referred to the P.A.T. committee this school year. Interventions were planned and implemented for each student. Two students were at grade-level when the intervention process was reevaluated. Two students will move to Selma Elementary as 2nd grade students next fall, with support materials from P.A.T. process available to staff there. Three students moved from the district during the school year during the P.A.T. process.