

# Piedmont Elementary

Beth Shermoen, Principal

Michelle Blanchard, Integration Specialist

Kathy Akervik, Interventionist

# Celebrations

Here are some of the things we are most proud of...

- PBIS - Positive Behavior Interventions and Support School-Wide Framework, also known as Panther Pride: Work - Respect - Belong. Our way of life at Piedmont.
  - ***Panther Pride Expectations Video:***  
<https://drive.google.com/file/d/0BzKMHp9GL-dWcXFUWHdvWF8yRUE/view>
- MTSS Tier I/II/III - Intentional Framework: Core Instruction - Balanced Literacy, PLC's, PAW Time - (Panthers At Work), Curriculum (Wonders, LLI & Press), and New Sped Model.
- Basic Needs Supports and Services - Vision and Hearing Screening, Therapeutic Services, Community Resources, Clothing Program, etc.




# CIT Members

Name	Role
Beth Shermoen	Principal
Kathy Akervik	Intervention Teacher
Heidi Owens	Kindergarten Teacher
Erin Vanderport	1st Grade Teacher
Rachel Moseley	3rd Grade Teacher
Rae Tyllia	4th Grade Teacher
Lynn Thompson	5th Grade Math Teacher
Loni Lyons	5th Grade Science/Social Studies/Heath Teacher
Deb Gilbertson	SpEd Teacher



COMPREHENSIVE NEEDS ASSESSMENT

# Data Review

2016-2017 School Goals	Met/Not Met
<p><b>Academics - Focus areas include Balanced literacy, MTSS and a 3% - 5% growth model in state testing. Behaviors &amp; Expectations - PBIS and Discipline referral reduction.</b></p>	<p><b>Piedmont MCA Data PP -</b>  <a href="https://docs.google.com/presentation/d/1RmZcXXIRm16G44LlId-4Om7psArlh5_7o3lgjxaqcCw/edit?usp=sharing">https://docs.google.com/presentation/d/1RmZcXXIRm16G44LlId-4Om7psArlh5_7o3lgjxaqcCw/edit?usp=sharing</a></p>
<p>The percentage of all students enrolled October 1, 2016 in grades 3-5 who are proficient on all <i>reading</i> state accountability tests will increase from 50.2% to 53.2%.</p>	<p>Continued increase; 3%-5% growth goal not met (16/17 - 51.7%)</p>
<p>The percentage of all students enrolled October 1, 2016 in grades 3-5 who are proficient on all <i>math</i> state accountability tests will increase from 48.0 % to 51.0%.</p>	<p>Continued increase; 3%-5% growth goal met (16/17 - 51.5%)</p>
<p>Continued implementation of Positive Behavior Interventions and Supports (PBIS). Target areas include: Behavior intervention strategies at the classroom and school level, staff/parent/student education and communication and a school-wide <i>Panther Pride</i> initiative that highlights and recognizes positive behaviors.</p>	<p>PBIS implementation - 90% buy-in by staff, students and families. Each year we have added new elements to our Panther Pride positive behavior framework. Our data shows a decrease in OSS and drives our Tier 1, 2 and 3 behavior interventions.            Goal Met.</p> 

# Data Review

## Non-Academic

<b>Enrollment / Demographics</b>				
	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>All Students</b>	473	485	483	513
<b>American Indian</b>	41	43	38	43
<b>Asian</b>	10	12	14	16
<b>Hispanic</b>	12	10	12	14
<b>Black</b>	60	67	65	76
<b>White</b>	350	353	354	364
<b>More than one race</b>	--	--	--	--
<b>English Learner</b>	1	1	6	3
<b>Special Education</b>	97	103	92	121
<b>Free or Reduced Lunch</b>	244	329	280	325

# Data Review

## Academic

Reading Proficiency By Student Group				
	2013-2014	2014-2015	2015-2016	2016-2017
<b>All Students</b>	46.6	41.4	50.2	51.7
<b>American Indian</b>	44.4	55.6	35.3	29.4
<b>Asian</b>	--	--	--	--
<b>Hispanic</b>	--	--	--	--
<b>Black</b>	13.3	15.0	26.1	22.2
<b>White</b>	50.0	45.3	56.9	59.5
<b>Two or more races</b>	--	--	--	--
<b>Special Education</b>	16.7	10.3	15.6	28.9
<b>Free or Reduced Lunch</b>	31.4	25.9	35.4	42.7

# Data Review

## Academic

Math Proficiency By Student Group				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	53.4	51.5	48.0	51.5
American Indian	50.0	44.4	29.4	46.7
Asian	--	--	--	--
Hispanic	--	--	--	--
Black	20.0	21.1	30.4	21.1
White	58.9	56.9	56.1	58.2
Two or more races	--	--	--	--
Special Education	21.7	10.0	12.1	26.1
Free or Reduced Lunch	36.9	36.0	35.9	40.3



# Data Review

## Academic

### Reading Proficiency By Grade

	2013-2014	2014-2015	2015-2016	2016-2017
<b>3</b>	39.3	47.1	50.0	46.7
<b>4</b>	47.5	25.0	48.1	47.9
<b>5</b>	53.7	50.0	53.8	61.0

### Math Proficiency By Grade

Grade	2013-2014	2014-2015	2015-2016	2016-2017
<b>3</b>	50.0	54.5	56.8	64.4
<b>4</b>	58.3	41.4	55.1	45.8
<b>5</b>	51.9	57.1	25.0	41.6

# Data Review

## Academic

Reading Growth 2016-2017	Low	Medium	High
<b>Proficient</b>	14.5% *21 proficient but low growth of students measured	21.4% *31 continued growth of students measured	11.0% *16 exceptional growth
<b>Not Proficient</b>	17.2% *25 not proficient and low growth.	22.8% *33 not proficient but some growth	13.1% *19 not proficient but exceptional growth
Math Growth 2016-2017	Low	Medium	High
<b>Proficient</b>	14.6% *21 proficient but low growth	26.4% *38 continued to grow	15.3% *22 exceptional growth
<b>Not Proficient</b>	18.8% *27 not proficient and low growth	20.1% *29 not proficient but some growth	4.9% *7 not proficient but exceptional growth

# Data Review

## Perception, Program, Fidelity

### Reading WINS

- Steady increase in overall reading proficiency
- Performance increase in subgroups: F/R, White and SpEd

### Reading WORRIES

- Below district and state proficiency
- Performance decline in subgroups: American Indian, and Black

### Reading WHATS

- Specific strategic planning on underperforming subgroups...what is next?

### Math WINS

- Steady increase in overall math proficiency
- Performance increase in subgroups: American Indian, White, SpEd, and F/R

### Math WORRIES

- Below district and state proficiency
- Performance decline in subgroup: Black

### Math WHATS

- Specific strategic planning on underperforming subgroups...what is next?

# Summary of CNA

## Successes:

- Goals - We are in our third year as a cohesive team at Piedmont. We identified 2-3 focus areas for each year. We continue to make positive strides forward in these areas.
  - Year one - School climate and community, structured behavior protocol for major and minor behaviors, and PBIS - Panther Pride.
  - Year two - PBIS - Panther Pride (Branding, community/home introduction, lessons, language, etc.), MTSS, Behavior intervention team development and Restorative Practices
  - Year three - PBIS - Panther Pride continued, Balanced Literacy, Balanced Math, MTSS
- Academics - Focus areas on Balanced literacy, MTSS and a 3% - 5 % growth model in state testing
- Behavior - Focus on MTSS behavior side and Suspension Forgiveness Model

## Prioritized Concerns:

- State Testing Sub Group
  - Reading - American Indian below district and state range with a continued decrease in proficiency.
  - Sub Group - Black shows a slight dip in MCA Math and Reading scores for 16/17, otherwise continued increase in MCA data.
- Recent study of core instruction and low morning/attendance correlation

# School Goals 2017-2018



1. Attendance Team - Education, Student/School/Home Partnership, Supports, Incentives and Recognition, etc.
2. Continued Work - Balanced Literacy, Practice Profiles, Walk-Through Tool and Fidelity Checks.
3. MTSS - Academic and Behavior - Tier I, II, III

# School Action Plan

## Initiatives

- MTSS: Academic and Behavior
  - Continued focus on Tier 1 - Core, and Tier 2 - Purposeful scientific based interventions. Data driven decision making. ( i.e. Progress monitoring, LLI, Press, SWIS, etc.)
  - Full implementation of PBIS
- PLC's
  - Rubric and CFA's PLC Framework -  
<https://docs.google.com/a/isd709.org/document/d/1ZN2IBHYlgYVAoNBv8tXwciyrtLonzmTUmK-6IBv1YOY/edit?usp=sharing>

## Instructional Practices (Practice Profile Focus)

- Balanced Literacy Framework
  - Interactive Read-a-loud:  
<https://docs.google.com/document/d/1mPIOWkiCeeJFjizO-uo7MIP2ohfk2YYcokkw9w3EHA/edit>
  - Upcoming Practice Profile: Shared Reading

Any questions?

