

Profile Information

Division: Danville Public Schools

School: Park Avenue Elementary

Principal: Elizabeth Bennett

Designations (if applicable): Accredited

Stakeholder/Family Engagement

Describe how the school will routinely involve internal and external stakeholders in the school improvement process to include conducting the needs assessment; selecting evidence-and research-based strategies; and developing, implementing, monitoring, and evaluating the plan.

Park Avenue's leadership team will meet once a month to review this plan. Families will be invited to the meetings according to this [schedule](#). The plan will be posted on our school website to inform the community. All classroom and SPED teachers will work with administration and coaches during our weekly PLC meetings.

Domain I: Academic Supports

Focus Area: HQIM

Content Area: English, Math, Science

Barrier(s):

1. Training is needed to understand and effectively implement high-quality instructional materials and differentiate instruction based on diagnostic screeners and assessment results.
2. Other measures impacting implementation and professional learning include time, competing priorities, and new staff or staff in new grade/content areas.

SMART Goal Statement:

By June 2025, we will increase the percentage of all students passing the VA Reading SOL tests to 80%.
(Baseline data—3rd grade: **48%**; 4th grade: **57%**; 5th grade: **47%**)

By June 2025, we will increase the percentage of SWD passing the VA Reading SOL tests to 80%.
(Baseline: 3rd grade: **40%**; 4th grade: **33%**; 5th grade: **29%**)

By June 2025, we will increase the percentage of all students passing the VA Math SOL test to 80%.
(Baseline data— 3rd grade: **42%**; 4th grade: **44%**; 5th grade: **52%**)

By June 2025, we will increase the percentage of all students passing the VA Science SOL test to 80%.
(Baseline data— 5th grade: **58%**)

Reading (Evidence-based) Strategy Name:

[K-3: Teach students to decode words, analyze word parts, and write and recognize words.](#)

[4th-5th: Build student's decoding skills so they can read complex multisyllabic words.](#)

Tier of Evidence: Strong

Math (Evidence-based) Strategy Name: [Use a well chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures.](#)

Tier of Evidence: Strong

Science (Evidence-based) Strategy Name: [All Content Areas--Organizing Instruction and Study to Improve Student Learning: Ask Deep Explanatory Questions](#)

Reading Description:

The intervention will happen daily during the classroom reading block for 30 minutes. Every classroom will have two adults during that time to implement the intervention. During PLCS each week, we will look at intervention data to determine grouping for the next week. Students will be grouped based on phonics, word attack, and vocabulary skills. Interventions for grades K-3: All students will receive 40 minutes of daily instruction in phonics and phonological awareness (Foundations and Haggerty). During the 30-minute daily intervention block, students will receive individualized instruction based on VALLSS assessment data. Interventions for grades 4th-5th: All students will receive 15 minutes of whole group instruction in decoding multisyllabic words. During the intervention block, students will receive small group instruction on deficit skills as defined by Bring the Gap assessments. Special education students will receive all of the above, plus an additional 30 minutes of daily instruction provided by the Special Education teacher to fill in any phonics gaps.

Math Description: All grades will receive 30 minutes of hands-on/manipulative/concrete instruction daily. These skills/experiences will be reinforced during the daily 30 minute intervention block which will be determined by student data. SPED students will receive all of

	the above, plus 30 minutes of additional instruction daily by the SPED teacher to fill in any gaps.
<p>Reading Student Measure #1: 80% of K-2 students will score in the moderate or low-risk range on VALLS. 80% of 3rd-5th students will pass the Reading SOL assessment.</p> <p>Math Student Measure #1: 80% of K-2 students will meet their Math iReady goal. 80% of 3rd-5th students will pass the Math SOL assessment.</p>	<p>Reading Student Measure #2: 80% of identified K-2nd students, students with disabilities, will score in the moderate or low-risk range on VALLS. 80% of 3rd-5th identified students, students with disabilities, will pass the Reading SOL assessment.</p> <p>Math Student Measure #2: 80% of identified K-2nd students, students with disabilities, will meet their Math iReady goal. 80% of 3rd-5th identified students, students with disabilities, will pass the Math SOL assessment.</p>
<p>Staff Measure #1: By June 2025, 100% of the K-5 teachers will participate and demonstrate the application of the high-quality instructional materials and EBIs, as noted in the feedback during walkthroughs and formal observations.</p>	<p>Staff Measure #2: By June 2025, 100% of the special education teachers will participate and demonstrate the application of the high-quality instructional materials and EBIs, as noted in the feedback during walkthroughs and formal observations.</p>

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
Training and professional learning on the following: HQIM, VALLS, Heggerty, Foundations, CRA, EBIs, Teacher Clarity, Literacy Playbook	07/30/24	05/30/25	Principal, Assistant Principal, Literacy and Math Coach	Local: \$150,000 for HQIM materials and professional learning

(Title I Component 3)				
During weekly PLC meetings, coaches, administration, and teachers will read and internalize high-quality instructional materials using the district-provided lesson plan internalization document.	08/19/24	05/30/25	Principal and Literacy Coach	None
After-school intervention, remediation, and enrichment will be provided using high quality instructional materials, Dreambox, and LexiaCore5. Third, fourth, and fifth graders will start in October (Title I Component II) Kindergarten, first, and second graders will start in November.	October 2024	May 2025	Principal and Assistant Principal	Local: \$100,000 (Tutor pay)
Family Engagement Activities with a focus on literacy and math. (Title I Component IV)	October 2024	May 2025	Principal	Federal:: \$10,000 (Family engagement materials)
Implement evidence-based strategies using Karen Mapp’s Dual Capacity Framework for family engagement. (Title I Component IV)	July 2024	May 2025	Administrator PFAC Committee	\$10,000 (Title I Funds)

Students will attend field trips (Danville Science Center, Greensboro Science Center, Amazement Science Square) that are focused on expanding their vocabulary and providing real-world experience.	January 2025	May 2025	Principal and Assistant Principal	Federal: \$20,000 (transportation)
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Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

The LEA will provide additional training to school leadership in the use of HQIM. They will provide ongoing support throughout the year for continued use and monitoring of HQIM and selected evidence-based strategies. The district provides support in funding and other material resources, as well. Throughout the year, district staff conduct academic audits as well as other frequent classroom walkthroughs.

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.
Analysis: Address impact and next steps.

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
August: Training/Professional Learning Agendas	August: We reviewed HQIM expectations and ensured everyone needed all the materials.
September: Virginia Language & Literacy Screening System (1 st -3rd) and iReady Reading data (4 th -5 th) and iReady Math data (K-5th)	September: VALLS Data: 1st: 55% High Risk, 2nd: 33% High Risk, 3rd: 40% High Risk
October: Virginia Language & Literacy Screening System data (Kindergarten) Teacher Clarity PD	October: Kindergarten VALLS Data: 32% High Risk

November: LexiaCore5 and Dreambox data for after-school students. Benchmark review for grades 3rd-5th. ELF review for grades K-3rd. Big 10/20 data review for K-5th. EBI professional development.	November: The school will utilize data to tier instruction for students.
December/January: Virginia Language & Literacy Screening System (K-3 rd). Benchmark review for grades 3rd-5th. Big 10/20 data review for K-5th. ELF review for grades K-3rd.	December/January: The school will utilize data to tier instruction for students.
February:	February: The school will utilize data to tier instruction for students.
March: Review Data: ELF, Big10/20, iReady Teacher Clarity PD	March: The school will utilize data to tier instruction for students.
April: LexiaCore5 and Dreambox data for after-school tutoring	April: The school will utilize data to tier instruction for students.
May: Virginia Language & Literacy Screening System data (K-3 rd) and SOL data	May: The school will utilize data to tier instruction for students.
August – May: Team Meeting Agenda and Notes – Reading, Math, and Science PLCs occur once a week	August-May: The administration will review direction and decisions made in meetings to determine effectiveness and appropriate next steps.

Domain II: Staffing Supports

Focus Area: Teacher Recruitment/Retention

Barrier(s):

- Shortage of qualified applicants
- Increased demands on teaching profession
- Time constraints
- Competition from surrounding divisions

<p>SMART Goal Statement: During the 2024-2025 school year, Park Avenue Elementary will implement strategies to retain 90% of its teachers, excluding retirees. (Baseline data: 2023-2024 - 90%)</p>				
<p>(Evidence-based) Strategy Name: Responsive Classroom Tier of Evidence: Strong</p>		<p>Description: School leaders will implement Responsive Classroom Management support for all teachers, which includes walkthroughs and administrative feedback.</p>		
<p>Student Measure #1: By June 2025, we will increase the percentage of all students passing the VA Reading, Math, and Science SOL test to 80%.</p>		<p>Student Measure #2: by June 2025, we will increase the percentage of students with disabilities passing the VA Reading, Maht, and Science SOL tests to 80%.</p>		
<p>Staff Measure #1: 100% of teachers will receive walkthroughs, formal observations, and instructional coaching support.</p>		<p>Staff Measure #2: 90% of teachers will respond favorably to the climate survey regarding support and communication from the administration.</p>		
Action Plan				
Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
Weekly PLC meetings to internalize high-quality instructional materials.	08/19/24	05/30/25	Principal, Assistant Principal, and Coaches	None

Walkthroughs and formal observations with direct feedback from administration. Each teacher will have a minimum of two walkthroughs a month.	08/19/24	05/30/25	Principal and Assistant Principal	None
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Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy. The division will provide support through adoption of high-quality instructional materials, coordinating ongoing training(s), implementation of evidence-based literacy instruction, and provide opportunities for networking across buildings with observations of expected practices for principals and teachers.

The LEA provides a district-wide system for tracking and monitoring walkthroughs and observations. District staff also provide support by attending PLCs to provide real-time feedback and assistance in the planning process. Teachers with zero years experience receive strategic, focused mentors. All teachers receive tiered support through curriculum and instruction as well as human resources.

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.
Analysis: Address impact and next steps.

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
July 2023 Responsive Classroom training offered to all staff	School administration will gather informal feedback from teachers on the training. This information will be used to support Responsive Classroom efforts.
August 2024 – May 2025: Walkthrough and Formal Observations	At least monthly, school administration and/or the leadership team will review Responsive Classroom Attendance Data to determine how often and effectively the strategies are implemented. Additional training and support will be provided, if needed.

August 2024 – May 2025: Visible Learning/Teacher Efficacy Training	At least monthly, school administration and/or the leadership team will review Visible Learning to determine how often and effectively the strategies are implemented. Additional training and support will be provided, if needed.
August 2024 – May 2025: Meeting Agendas and Notes	Based on a review of PLC data and work, the administration will determine if the school needs to provide additional professional learning surrounding the purpose of PLCs.

Domain III: Professional Learning Supports

Focus Area: Instructional Support Cycles

Barrier(s):

- Limited collaboration, planning time
- Lack of teacher accountability
- High demand for teacher support
- Instructional coaching cycles are interrupted due to their placement in classrooms

SMART Goal Statement:

During the 2024-2025 school year, 95% of teachers will rate effective on Standard 3 (Instructional Delivery) of the Virginia Teacher Performance Evaluation System.

(Evidence-based) Strategy Name: Provide professional learning on *Standard 3 according to data based on [VDOE Teacher Performance Evaluation System](#). (See page 37)*
[Reading Comprehension: Effects of Individualized, Integrated Language Arts as a Reading Approach with](#)

Description: Provide targeted professional learning focused on Standard 3 of the VDOE Teacher Performance Evaluation System, using data to address instructional planning and delivery. This training will equip teachers with research-based strategies to improve lesson design, differentiation, and engagement practices to enhance student learning outcomes across all content areas.

<p>Struggling Readers and Classroom instruction, child X instruction interactions and the impact of differentiating student instruction on third graders' reading comprehension.</p> <p>Tier of Evidence: Strong</p> <p>The school will also implement Danville's HITS (High Impact Teaching Strategies).</p>				
<p>Student Measure #1: By June 2025, we will increase the percentage of all students passing the VA Reading, Math, and Science SOL test to 80%.</p>		<p>Student Measure #2: By June 2025, we will increase the percentage of students with disabilities passing the VA Reading, Math, and Science SOL tests to 80%.</p>		
<p>Staff Measure #1: During the 2024-2025 school year, for identified teachers, we will increase the number of instructional coaching sessions from an average of 3 to an average of 4 every 9 weeks.</p>		<p>Staff Measure #2: During the 2024-2025 school year, 75% of faculty meetings will include professional learning related to one of the indicators for Standard 3 of the Virginia Teacher Performance Evaluation System.</p>		
Action Plan				
Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)

Increase the number of instructional coaching participants.	August 2024	May 2025	Principal and Instructional Coach	\$0
Complete walkthroughs and formal observations according to the required outline.	August 2024	May 2025	Principal and Assistant Principal	\$0

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

The LEA provides additional walkthrough, observation, and instructional coaching support. Through curriculum and instruction and human resources, teachers receive tiered support for planning, instructional delivery, assessments, and classroom management.

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.

Analysis: Address impact and next steps.

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
Quarterly review of coaching cycles.	Based on a review of coaching cycles, the administration and instructional coaches will determine appropriate support for teachers, as needed.
Quarterly review of walkthrough and formal observation completion.	Based on a review of walkthrough and formal observation data, the administration and instructional coaches will determine appropriate next steps to support and improve instructional practices.

Domain IV: School Climate Supports

Focus Area: Attendance Supports

Barrier(s):

- Low student engagement
- Lack of family understanding regarding attendance requirements
- Low level of parental involvement
- Lack of stakeholder buy-in

SMART Goal Statement:

By the end of the 2024-2025 school year, Park Avenue Elementary will implement attendance monitoring, incentives, and rewards to reduce its chronic absenteeism rate from 12.61% to 12%.

(Evidence-based) Strategy Name: [Preventative Strategies on Attendance Works](#)

Tier of Evidence: Strong

Description: Park Avenue will use preventative strategies in regard to chronic absenteeism (random shout-outs, all calls to parents, flyers about attendance, attendance video, and meetings at the 5, 7, and 9 day absent mark)

Student Measure #1: 100% of identified students will participate in attendance meetings with the school counselor.

Student Measure #2: 80% of students will meet the criteria to participate in attendance incentives/rewards.

<p>Staff Measure #1: Teachers and staff will input attendance accurately 100% of the time and follow attendance monitoring protocol for every student.</p>	<p>Staff Measure #2: All staff will participate in attendance incentives and rewards for students.</p>
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Action Plan

<p>Action Steps (Describe the step and include who will implement and how often it will be implemented)</p>	<p>Start of Action Step</p>	<p>End of Action Step</p>	<p>Position Responsible for Monitoring</p>	<p>Budget (local, state, federal funds)</p>
<p>Daily phone calls to any student that is absent.</p>	<p>08/19/24</p>	<p>05/30/25</p>	<p>Attendance Secretary</p>	<p>None</p>
<p>Meetings held with parents at the 5-, 7-, and 9-day absent mark as needed. (Title I Component IV – Family Engagement)</p>	<p>08/19/24</p>	<p>05/30/25</p>	<p>Principal, Assistant Principal</p>	<p>None</p>
<p>Random weekly incentives for classes with perfect attendance for the day.</p>	<p>08/19/24</p>	<p>05/30/25</p>	<p>Principal, Assistant Principal</p>	<p>Local: \$1,000</p>
<p>Quarterly acknowledgement of students with perfect attendance for the quarter.</p>	<p>08/19/24</p>	<p>05/30/25</p>	<p>Principal, Assistant Principal</p>	<p>Local: \$1,000</p>

December and March schoolwide PBIS goals focused on attendance. (Title I Component IV – Family Engagement)	12/01/24	03/31/25	Principal, Assistant Principal	Local: \$100
The School Counselor will create an attendance club with identified students.	12/01/24	03/31/25	Guidance Counselor	Local: \$100

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

The LEA will provide support through ongoing monitoring of attendance data and implementation ideas across the district. Schools receive weekly attendance data updates. District staff assist schools in addressing barriers to attendance and in working with families and community partners.

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.

Analysis: Address impact and next steps.

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
August 2024 – May 2025 Monthly Report of Students on Track to be Chronically Absent	Based on the absentee data, the administration will collaborate with appropriate staff to determine interventions, supports, and next steps.
August 2024 – May 2025 Attendance plans with families	Based on individualized attendance plans, the administration will collaborate with appropriate division staff and community partners to determine interventions, supports, and next steps.

<p>August 2024 – May 2025 Meeting dates and notes from Counselor led small groups</p>	<p>Based on meeting notes from the school counselors, school leadership will determine appropriate next steps or additional support.</p>
<p>August 2024 – May 2025 Monthly Report of Students that were chronically absent during the 2023-2024 school year</p>	<p>The school administration and attendance team will compare previous year’s data to identify trends and determine appropriate next steps.</p>