

**Tier I, II and III Schools  
Application for Continued Funding for the  
2009 1003(g) School Improvement Grant (SIG)**

Division Name: Alexandria City Public Schools

School Name: T.C. Williams High School; Jefferson-Houston School for Arts and Academics K-8; Cora Kelly STEM School

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**Application for Continuation of FY2009 1003(g) SIG Funding**

Using the current 2010 data, including preliminary 2011 SOL data, please respond to the following questions for continued FY2009 1003(g) grant funding.

1. When are the dates of the division team’s monthly meetings through June 2012?

<b>Month</b>	<b>Date(s)</b>
August	August 11, 2011
September	September 22, 2011
October	October 20, 2011
November	November 17, 2011
December	December 8, 2011
January	January 12, 2012
February	February 9, 2012
March	March 8, 2012
April	April 12, 2012
May	May 10, 2012
June	June 7, 2012

2. When are dates of the division team quarterly meetings with principals of schools receiving school improvement funds through June 2012?

Quarter	Date(s)
First Quarter	September 29, 2011
Second Quarter	December 8, 2011
Third Quarter	February 16, 2012
Fourth Quarter	May 3, 2012
Other	

3. Who are the members of division team?

At a minimum, identify the following:

- a. division representative for instruction
- b. special education representative
- c. Title I representative
- d. ELL representative, if applicable.

Name	Email	Title
GwenCarol Holmes	<a href="mailto:GwenCarol.Holmes@acps.k12.va.us">GwenCarol.Holmes@acps.k12.va.us</a>	CAO
Natalie Mitchell	<a href="mailto:Natalie.Mitchell@acps.k12.va.us">Natalie.Mitchell@acps.k12.va.us</a>	Director, Title I Programs
Bethany Nickerson	<a href="mailto:Bethany.Nickerson@acps.k12.va.us">Bethany.Nickerson@acps.k12.va.us</a>	Director, English Language Learning
Jane Quenneville	<a href="mailto:Jane.Quenneville@acps.k12.va.us">Jane.Quenneville@acps.k12.va.us</a>	Director, Special Education

4. Please provide a tentative **monthly agenda for division team** meetings.

	<b>Agenda Item</b>
<b>1</b>	Review of division’s Indistar® improvement plan
<b>2</b>	Updates needed to the division’s Indistar® improvement plan
<b>3</b>	Review of school Data Dashboards – key information
<b>4</b>	Review/status of school-level Indistar Plans
<b>5</b>	
<b>6</b>	
<b>7</b>	

**Must include the items indicated in rows 1 and 2**

5. Please provide a tentative agenda for the **division’s quarterly** meetings with principals of schools receiving school improvement funds.

	<b>Agenda Item</b>
<b>1</b>	Review of strategies and data analysis for students who are at-risk of failing a reading or mathematics SOL
<b>2</b>	Review of strategies and data analysis for students who have been identified for PALS intervention (K-3)
<b>3</b>	Review of strategies and data analysis for students who failed the SOL reading or mathematics assessment in 2010-2011
<b>4</b>	Review of strategies and data analysis for students who are below grade-level in reading or mathematics based on a disability
<b>5</b>	Review of key information in school Data Dashboards
<b>6</b>	Status update of school-level Indistar Plans
<b>7</b>	Review of division’s Indistar® improvement plan
<b>8</b>	Agreement upon updates needed to the division’s Indistar® improvement plan
<b>9</b>	
<b>10</b>	

**Must include the items indicated in rows 1-6**

**School Name: T.C. Williams High School, Alexandria City Public Schools**

**2010-2011 School Year**

1. What objectives did the school meet by June 2011?

**T.C. Williams High School 2010-2011**

Describe the school's progress with meeting the first year's annual goals proposed in the grant. Students in grades 9-12 will meet the benchmarks set forth by the NCLB to make AYP in the areas of mathematics and reading. ACPS has the following additional targets in the ACPS division education plan to support this goal:

- a. All students will have Individual Achievement Plans (IAPs) in English and math.
  - We will have met the benchmark for 100% completion (total number is 2,175) by the end of the school year.
  
- b. All teachers will have professional learning plans (PLP)
  - All teachers have completed a PLP. We will evaluate the process for next year. All teacher PLP's were completed by October 30, 2010. A PLP structure for non-teaching staff was released and completed in February. All PLP's were reviewed with teachers in February of 2011. There will be a PLP review with all teachers during the month of June 2011.
  
- c. 100% of students will complete Algebra I by the end of 9th grade :

Course	Number of Students	Percentage
Algebra I	342	47%
Algebra Support	64	9%
Algebra I Part I	27	4%
ELL Math	32	4%
Geometry	228	31%
Algebra 2	20	3%
Algebra 2 Trig	17	2%
Total	730	

The data listed above is combined data from both Minnie Howard and the King Street Campus. Ninety two percent of 9<sup>th</sup> grade students are enrolled in Algebra 1 courses or higher. Eight percent of 9<sup>th</sup> grade students were enrolled in Algebra 1 Part 1 and ELL Math. It is important to

note that students enrolled in ELL Math and Algebra 1 Part 1 are identified as ELL students.

- d. Advanced placement course enrollment: AP science course enrollment will increase by 15% over the previous year. There will be 80% achievement of qualifying scores of AP science courses. There will be 40% participation in Grades 10 through 12 in one or more AP courses, and a 58% successful completion (by qualifying scores) of Grades 10 through 12 AP courses.
- Enrollment in AP courses for the 2011–2012 school year can't be determined at this time as the master schedule for 2011–2012 is not complete; however, when comparing total course requests from 2010–2011 to 2011–2012 AP science course requests increased 53%. The total number of AP course requests by students in grades 10-12 increased by 6% from 2010–2011 to 2011–2012. AP completion rates based on qualifying scores can't be determined at this time because the AP exam scores for the current school year are not yet known. I removed the dead hyperlinks.
- e. High School Honors courses: "50% of students will participate in one or more High School honors. There will be 100% successful completion (Grade C or higher) of High School honors courses"
- This goal is difficult to measure as written due to the limited number of honors courses available to students; however, when comparing total course requests for honors courses from 2010–2011 to 2011–2012, requests for honors courses increased 1.4%.
  - This goal will be redesigned as the course structure does not allow successful completion of this goal. As part of the redesign we will include dual enrollment college credit courses and on-line course enrollment and completion.
- f. Graduation: There will be an 87% on-time graduation rate across all students. There will be a 95% on-time graduation rate for students with disabilities. 60% of students with IEPs will earn a standard or advanced diploma (VDOE SPP Indicator 1). 100% of students with disabilities who are pursuing a modified standard diploma will meet their literacy and numeracy requirements by the end of 11th grade.
- Data is not available to determine if this goal has been met this school year.
- g. Recommended additional instructional hours:  
We offered the following extended instructional hours:
- Saturday learning academy
  - Girls Mentoring Program
  - Minority Male Mentoring Program
  - Building Better Futures
  - On line learning

- Math and Writing center

2. What processes were initiated during the 2010-11 year to support the school with accomplishing the stated goals?

- IAP and PLP management structure to ensure completion of both documents
- Meeting AYP Achievement Plan which included weekly meetings
- Graduation Plan for all Seniors
- Transformation monitoring process conducted by external lead partners

### **2011-2012 School Year**

3. What are the school's objectives for 2011-12?

#### **TC Williams 2011-2012**

Students in grades 9-12 will meet the benchmarks set forth by the NCLB to make AYP in the areas of mathematics and reading. ACPS has the following additional targets in the ACPS division education plan to support this goal:

- a. All students will have Individual Achievement Plans (IAPs) in English and math.
- b. All teachers will have professional learning plans (PLP)
- c. 100% of students will complete Algebra I by the end of 9th grade :
  - Algebra 1 part 1 ELL students are placed in this class based upon a universal screening tool.
- d. Advanced placement course enrollment: minority student course enrollment in AP classes will increase by 10% over the 2009-2010 school year.
- e. Advanced placement qualifying score (3 or higher): minority students enrolled in AP courses will increase their AP qualifying scores (3 or higher) by 10%.
- f. Expand dual enrollment (community college) class offerings within the core content areas. Expand the number of students who take the classes.
- g. Graduation: will meet the 2012 AMO on time graduation rate across all students and subgroups.

4. What additional processes are being planned to meet these goals?

- Monthly data meetings to include progress monitoring of student achievement related to AYP in math, reading and graduation rates amongst other indicators to be shown via our new Data Dashboards.

5. The school should have a school improvement plan on the Indistar® website. This plan will need to be updated based on current 2011 data. Based on the analysis of the school’s preliminary Spring 2011 SOL results and any other academic achievement data collected during the 2010-11 school year, which Indistar® indicators will the school modify, add or remove in the current school improvement plan?

The high school will modify the following indicators:

**a. Strand I:** Providing Rigorous Staff Development: teachers will modify their professional learning plans (PLP) based on reflection of effectiveness as it relates to student learning, teachers will begin work in professional learning teams. The high school will continue to refine its work to align professional development with staff self-identified needs, performance observations, evaluations, feedback on the student individual achievement plans (IAP), and student performance (I3). The Division adopted a new regulation governing the use of twenty-one additional hours for professional learning geared towards impacting student outcomes. It also published a new Division Professional Learning Plan for 2011-2012. These plans provide time, supports, and structures for improved staff development (I5, I6, I7, I9).

**b. Strand J:** Increasing Learning Time: The Division established a new regulation governing the use of the 21 hours of professional learning that are to be dedicated toward influencing student growth and achievement (J7). A school-based professional learning council will develop, assess, and report on the use of this time to the Division professional learning council (J8). Additionally, the division has designated a design team to investigate, assess and recommend options for an extended school year or school day.

**c. Strand K:** Reforming Instruction: The following will be done: Create four instructional coach positions to support the implementation of ACPS curriculum maps for all content areas, focus feedback to teachers on the implementation of the curriculum maps, convene monthly meetings to monitor the progress of individual students. Additionally, the division published its 2011-2012, plans for Curriculum Implementation and Professional Learning . This will be the first year for the high school to use this new curriculum, and Indistar K-Indicators (K1-K11) will be assessed throughout the upcoming year.

6. What specific interventions are being put in place as a result of the data analysis? Using a Response to Intervention model, describe the specific interventions planned next year for Tier 2 and Tier 3 students for each of the following populations:

**Tier 2 Interventions:**

- a. Students who are/were at-risk of failing a reading or mathematics SOL

## Tier 2 – Reading:

Reading Interventions: (Students on the state Watch List were enrolled in reading intervention classes)

- Empower 3000
- Use of reading and writing across the curriculum strategies by content teachers
- Enrollment in Communication Skills intervention class for students reading between 651L and 1000L for ELL, Special Education and regular education students
- Digital Literacy classes for students above 1000L who want to enhance their reading comprehension
- iStation monitoring
- Use of the SRI (Scholastic Reading Inventory) to screen all students.

## Tier 2 – Small Group - Math

- Tier 2 students will receive a pre-assessment, such as ARDT or other instructional assessments that gauge their prerequisite knowledge.
- Identified students will work in small math groups based upon prerequisite skill deficiencies during TA time, in the Math Center with peer tutors, or with their math teacher.
- Differentiated instructional strategies will be employed in the classroom environment two to three times per week.
- Before and After School Tutoring will be offered.
- Push In Support will be provided.
- Algebra and Geometry Support Classes will be offered.
- Summer School offerings will include
  - Algebra 1, Geometry, and Algebra 2 Boot Camp
  - Pre-Algebra Instruction for rising 9<sup>th</sup> grade students

## Tier 2 – Small Group – Math - SPED

- Tier 2 students will complete a pre-assessment, such as ARDT or other instructional assessments that gauge their prerequisite knowledge.
- Identified students will work in small math groups based upon prerequisite skill deficiencies during TA time, in the Math Center with peer tutors, or with their math teacher.
- Differentiated instructional strategies will be employed in the classroom environment two to three times per week.
- Before and After School Tutoring will be offered.

- Push In Support (co-taught classes) will be provided.
- Algebra and Geometry Support Classes will be offered.
- Summer School offerings will include
  - Algebra 1, Geometry, and Algebra 2 Boot Camp
  - Pre-Algebra Instruction for rising 9<sup>th</sup> grade students

**Tier 3 Interventions :**

Tier 3 – Individualized Instruction – Reading

Tier 3 Interventions (List 3-5):

- System 44 for ELL students just acquiring English
- Read 180 for ELL, Special Education and general education students reading below 650L
- Empower 3000
- Use of reading and writing across the curriculum strategies by content teachers
- iStation monitoring
- SRI (Scholastic Reading Inventory) screening for all students
- SOL remediation “boot camp” classes

Tier 3 – Individualized Instruction - Math

- Identified students will work individually on prerequisite skill deficiencies in Math Center, or with their math teacher 3-4 times per week.
- Pull out support will be provided.
- Supplemental instructional materials will be purchased and distributed.

Tier 3 – Individualized Instruction – Math - SPED

- Identified students will work individually on prerequisite skill deficiencies during in Math Center, or with their math teacher 3-4 times per week.
- Pull out support will be provided.
- Supplemental instructional materials will be purchased and distributed.

b. Students who are/were identified for PALS intervention (K-3), if applicable- N/A

c. Students who failed the SOL reading or mathematics assessment in the previous year

Tier 2 Interventions for reading:

- Empower 3000
- Use of reading and writing across the curriculum strategies by content teachers
- Enrollment in Communication Skills intervention class for students reading between 651L and 1000L for ELL, Special Education and regular education students
- Digital Literacy class for students above 1000L who want to enhance their reading comprehension
- iStation monitoring
- SOL remediation “boot camp” classes
- Scholastic Reading Inventory (SRI) screenings for all students.

Tier 3 Interventions reading:

- System 44 for ELL students just acquiring English
- Read 180 for ELL, Special Education and general education students reading below 650L
- Empower 3000
- Use of reading and writing across the curriculum strategies by content teachers
- iStation monitoring
- SOL remediation “boot camp” classes
- Scholastic Reading Inventory (SRI) screenings for all students.

Tier 2 Math – Small Group

- Tier 2 students will receive a pre-assessment such as ARDT or other instructional assessment which gauges their prerequisite knowledge.
- Identified students will work in small math groups based upon prerequisite skill deficiencies during TA time, the Math Center with peer tutors, or with their math teacher.
- Differentiated instructional strategies which can occur in the classroom environment 2-3 times per week.

- Before and After School Tutoring support from teachers
- Push In Support from the Math and Writing Centers
- Algebra and Geometry Support Classes
- Summer School (Algebra 1, Geometry, and Algebra 2 Boot Camp and Pre-Algebra Instruction for rising 9<sup>th</sup> grade students)

Tier 3 Math – Individualized Instruction

- Identified students will work individually on prerequisite skill deficiencies during in Math Center, or with their math teacher 3-4 times per week.
- Pull out support from Math and Writing Center
- Supplemental instructional materials

d. Students who are/were below grade-level in reading or mathematics based on a disability

Tier 2 Reading Interventions:

- Empower 3000
- Use of reading and writing across the curriculum strategies by content teachers
- Enrollment in Communication Skills intervention class for students reading between 651L and 1000L for ELL, Special Education and regular education students
- Digital Literacy class for students above 1000L who want to enhance their reading comprehension
- iStation monitoring
- SOL remediation “boot camp” classes
- All students are screened on the SRI (Scholastic Reading Inventory)

Tier 3 Reading Interventions:

- System 44 for ELL students just acquiring English
- Read 180 for ELL, Special Education and general education students reading below 650L
- Empower 3000
- Use of reading and writing across the curriculum strategies by content teachers
- iStation monitoring
- SOL remediation “boot camp” classes
- Screening of all students through the SRI

Tier 2 Math – Small Group

- Tier 2 students will receive a pre-assessment such as ARDT or other instructional assessment which gauges their prerequisite knowledge.
- Identified students will work in small math groups based upon prerequisite skill deficiencies during TA time, in the Math Center with peer tutors, or with their math teachers.
- Differentiated instructional strategies will be used in classrooms two to three times per week.
- Before and After School Tutoring support from teachers will be provided.
- Push In Support will be available at the Math and Writing Centers.
- Algebra and Geometry Support Classes
- Summer School (Algebra 1, Geometry, and Algebra 2 Boot Camp and Pre-Algebra Instruction for rising 9<sup>th</sup> grade students)

Tier 3 Math – Individualized Instruction

- Identified students will work individually on prerequisite skill deficiencies in the Math Center or with their math teachers 3-4 times per week.
- Pull out support from Math and Writing Centers will be available.
- Supplemental instructional materials will be used.

7. Describe the school’s plan in place to monitor the intervention process. The monitoring process should include, at a minimum, a monthly assessment of student growth. TCW will hold a monthly meeting that covers the following areas at a minimum:

- Review of strategies and data analysis for students who are at-risk of failing a reading or mathematics SOL
- Review of strategies and data analysis for students who failed the SOL reading or mathematics assessment in 2010-2011
- Review of strategies and data analysis for students who are below grade-level in reading or mathematics based on a disability
- Review of division’s Indistar® improvement plan
- Identification of any needed updates to the division’s Indistar® improvement plan

8. Provide the monthly or weekly scheduled dates to review interventions by student. Include grade level/department

Department/Grade Level	Date(s)

Math Department	Second Monday of the Month
Science Department	Second Monday of the Month
English Department	Second Monday of the Month
Fine Arts Department	Second Monday of the Month
CTE Department	Second Monday of the Month
World Languages Department	Second Monday of the Month
AYP Meeting	Second and Fourth Tuesday of the Month

9. Provide the agenda for the meetings

	<b>Agenda Item</b>
<b>1</b>	Review of strategies and data analysis for students who are at-risk of failing a reading or mathematics SOL
<b>2</b>	Review of strategies and data analysis for students who have been identified for PALS intervention (K-3), if applicable. N/A for high school.
<b>3</b>	Review of strategies and data analysis for students who failed the SOL reading or mathematics assessment in 2010-2011
<b>4</b>	Review of strategies and data analysis for students who are below grade-level in reading or mathematics based on a disability
<b>5</b>	Review of division's Indistar® improvement plan
<b>6</b>	Updates needed to the division's Indistar® improvement plan
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	

**Must include the items indicated in rows 1-6**

**School Name: Jefferson-Houston School for Arts and Academics K-8**

**2010-2011 School Year**

10. What objectives did the school meet by June 2011?

Jefferson Houston met the following objectives for 2010-2011 school year;

- a. 100% of at-promise students at all grade levels will have individual achievement plans (IAP's) in math and reading. All teachers were required to create an IAP for students whose formative and summative assessments showed them to be below grade level.
  
- b. All teachers will have professional learning plans.  
(All teachers were required to create a PLP. To accomplish this, each teacher met with an administrator quarterly to review their plan. PLPs allowed staff to reflect on their understanding and professional expertise in key areas of content, pedagogy, and relationships.)

Describe the school's progress with meeting the first year's annual goals proposed in the grant. Our Alternative Governance Team met at the beginning of the year to draft a strategic plan using the Plan, Do, Study, Act (PDSA) Model for Continuous Improvement. We aligned our goals strictly to the objectives and tasks identified in our Indistar Plan. After reviewing the selected Wise Ways indicators with the entire staff, we determined that we may need some additional steps before we could expect to implement them. We have accomplished many of our goals through collaboration, progress monitoring and establishing new levels of staff accountability. This process was used to create and monitor student progress and IAPs, evaluate student groupings for small group instruction and intervention groups, and also to plan, deliver and support professional development for our staff. Our PALS benchmark goal was not met. Please see information below, under #3 that illustrates this and indicates how we plan to address this in the coming year.

11. What processes were initiated during the 2010-11 year to support the school with accomplishing the stated goals?

A variety of processes and steps were implemented throughout the course of the school year to support the accomplishments of specific goals. Including but not limited to the following:

- Creation of a master schedule, with clear expectations, to protect and promote collaborative planning time at each grade level. (This team planning schedule also designated specific days for data meetings and meeting with instructional coaches.)
- Professional Development on creating IAPs
- Weekly data meetings to review the performance data of each elementary school student.
- Monthly meetings of the Leadership team, with two exceptions due to holidays, inclement weather, and student assessments.
- Use of the PDSA model to monitor our progress on each initiative, task, and objective (There were objectives that needed support before we could expect success.)
- Acquisition of an online reading assessment (IStation) for all students in grade K-7
- Acquisition of an online testing program (ROSworks) to select SOL- related assessments in all subject areas
- Monthly administration of released SOL assessments from January through May, to serve as a predictor of student performance on the Spring SOL and identify the concepts or skills that students had mastered (These assessments also allowed us to document growth over time. We were able to identify trends in classes, grade levels and school wide. This data enabled us to provide corrective instruction, appropriate groupings, and effective materials for use with our students in tiers one, two and three.)

### **2011-2012 School Year**

12. What are the school's objectives for 2011-12?

We will continue to focus on the previous year's goal;

Students in grade K-3: Of the students who do not meet the PALS benchmark in the Fall, a minimum of 75% will meet the PALS benchmark in the Spring.

Only 42% of our students in grades K-3 met this goal.

- Kindergarten: Four of the eight students identified in the fall met the benchmark in the spring.
- First: Two of the eight students identified in the fall met the benchmark in the spring.

- Second: Nine of the 14 students identified in the fall met the benchmark in the spring.
- Third: Four of the 15 students identified in the fall met the benchmark in the spring.

#### Additional Goals for 11-12

- 100% of at-promise students at all grade levels will have individual achievement plans (IAP's) in reading and math.
- All teachers will continue to implement their own professional learning plans (PLP).
- A system for consistent progress monitoring will be created along with a template to monitor student achievement and interventions.

#### 13. What additional processes are being planned to meet these goals?

We are developing a plan to address each objective for next year. Using the Baldrige “Plan, Do, Study and Act” (PDSA) model, our Leadership Team met on June 14<sup>th</sup> to draft the strategic plan for the upcoming school year. This plan will be shared with the entire faculty during our meeting on June 21, 2011. To accomplish our goals, we will work closely with our Leadership Team chairperson and District Liaison. Our Leadership team will also receive strategic planning training with a consultant contracted by the division to monitor the progress toward each task and objective. We meet with her quarterly and receive additional feedback and coaching with every submission. We have also joined with another school in our district to secure training for the staff on the PDSA model. The consultant providing the training will help us to apply the practices effectively in our school. Finally, a completed survey on teacher efficacy has helped us to identify areas of need among the staff in teaching our students with special needs. Teachers will receive additional training this year to address the areas of concern.

We anticipate completion of a master calendar of events by the beginning of the next school year that reflects the various professional development programs available to our staff. All of the areas mentioned above will be identified on teachers' Professional Learning Plans and reflected in the training that each teacher receives. We are taking a targeted approach to meet the needs in our building, but we also have to respect the division's initiatives. The division will deliver profession development and training on use of the new curriculum maps. Preliminary review of the curriculum map shows that they are aligned with state standards of learning and will support the expectation that teachers plan with the end in mind. The training will be delivered by instructional coaches at the district level.

14. The school should have a school improvement plan on the Indistar® website. This plan will need to be updated based on current 2011 data. Based on the analysis of the school's preliminary Spring 2011 SOL results and any other academic achievement data collected during the 2010-11 school year, which Indistar® indicators will the school modify, add or remove in the current school improvement plan?

Based on student performance on the released SOL assessments as well as other formative assessments, we've identified some areas where we need to continue working. (There are mentioned in questions 1 & 2 and listed below.)

IIB02 Unit pre-tests and post-tests will be administered to all students in the grade level and subject covered by the unit of instruction. (92)

- a. This year, we learned that we had no identified pre-tests and/or post-tests to use. We observed that lesson objectives and teacher expectations were not clearly stated. To remedy this, teachers received feedback from administration as well as instructional coaching in the areas of need. Based on the level of performance of our staff members, we conducted a survey on formative assessment. Using the results from the survey, our instructional coaches began training our staff in the following areas: communicating lesson objectives and student expectations, the purpose of feedback, providing meaningful feedback, types of formative assessment, and the use of formative assessment to drive instruction. By the midpoint of the school year, we began using assessments from the ROSworks testing bank and program. We will use the program to create and select test items to serve as pre- and post-tests for our units of instruction.

IID06 Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data. (104)

- b. While goals were identified, communicated and posted for the entire school population, we realize that there is a need to identify more specific goals by grade level and subgroup. Some of this information would be shared appropriately with our student body, but all of it would be accessed and used by staff.

5. Cont. The following indicators will be added based on student data, teacher observations and staff needs.

- IF02 The Leadership Team will review the principal's summary reports of classroom observations and take them into account in planning -professional development (66).
- IF03 Professional development for teachers will include observations by the principal related to indicators of effective teaching and classroom management (67).

- IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.
- IIIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
- IIIA05 All teachers maintain a record of each student's mastery of specific learning objectives.
- IF10 Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching

15. What specific interventions are being put in place as a result of the data analysis? Using a Response to Intervention model, describe the specific interventions planned next year for Tier 2 and Tier 3 students for each of the following populations:

We plan on providing differentiated instruction for all of our students. In order to make learning accessible and meaningful to all of our students, we review the selection of materials and manipulatives, instructional settings, student groupings, and the overall quality of instruction.

e. Students who are/were at-risk of failing a reading or mathematics SOL will receive the attention outlined above, in addition to the specific interventions listed below:

Tier 2: Daily small group instruction, opportunities to participate in a tutoring program

Tier 3: Daily small group instruction with a Title 1 Math teacher, opportunities to participate in a tutoring program, possible use of an adaptive, online math program

f. Students who are/were identified for PALS intervention (K-3), if applicable

Tier 2: Daily small group instruction, PALS intervention group participation beyond the core reading block, opportunities to participate in a tutoring program, and use of the Istation intervention program for a minimum of 60 minutes per week

Tier 3: Daily small group instruction, additional Early Literacy Group for reading instruction beyond the core reading block, opportunities to participate in a tutoring program, and use of the Istation intervention program for a minimum of 60

minutes per week	
<p>g. Students who failed the SOL reading or mathematics assessment in the previous year</p> <p>Tier 2: small group instruction, additional instruction in reading and or math during the Intervention/Enrichment block, and opportunities to participate in a tutoring program</p> <p>Tier 3: small group instruction, opportunities to participate in a tutoring program</p>	
<p>h. Students who are/were below grade-level in reading or mathematics based on a disability</p> <p>Tier 2: Students have access to all interventions available, participate in small group reading instruction using Reading Mastery or Corrective Reading, all services will be in compliance with the services given in the IEP.</p> <p>Tier 3: Students have access to all interventions available, participate in small group reading instruction using Reading Mastery or Corrective Reading, all services will be in compliance with the services given in the IEP.</p>	
<p>i. Describe the school’s plan in place to monitor the intervention process. The monitoring process should include, at a minimum, a monthly assessment of student growth. For example, the school should be able to report the MONTHLY grade level increase to a parent of a fifth grader who is reading on a second grade level using a response to intervention model such as Istation, Voyager, etc.</p> <p>For students in grades K-8, we monitor student Reading performance by using the following tools: monthly iStation assessments to monitor student performance. We also use other tools as appropriate including PALS Quick checks, PALS Fall, Midyear and Spring assessments, Running Records and the Rigby PM Benchmark assessment.</p> <p>We are in the process of identifying the best tool to monitor student progress in math. The end-of-lesson and end-of- unit assessments currently in use provide us with limited data.</p>	
16. Provide the monthly or weekly scheduled dates to review interventions by student. Include grade level/department	
<b>Department/Grade Level</b>	<b>Date(s)</b>

Ex. 2 <sup>nd</sup> grade team	First Friday of the Month
Kindergarten Team	Thursdays during data meetings, minimum of twice a month
1 <sup>st</sup> Grade Team	Thursdays during data meetings, minimum of twice a month
2 <sup>nd</sup> Grade Team	Thursdays during data meetings, minimum of twice a month
3 <sup>rd</sup> Grade Team	Thursdays during data meetings, minimum of twice a month
4 <sup>th</sup> Grade Team	Thursdays during data meetings, minimum of twice a month
5 <sup>th</sup> Grade Team	Thursdays during data meetings, minimum of twice a month
Middle School 6 <sup>th</sup> -8 <sup>th</sup> Reading, Math, Science, History	Tuesdays during data meetings, minimum of twice a month

17. Provide the agenda for the meetings

	<b>Agenda Item</b>
<b>1</b>	Review of strategies and data analysis for students who are at-risk of failing a reading or mathematics SOL
<b>2</b>	Review of strategies and data analysis for students who have been identified for PALS intervention (K-3)
<b>3</b>	Review of strategies and data analysis for students who failed the SOL reading or mathematics assessment in 2010-2011
<b>4</b>	Review of strategies and data analysis for students who are below grade-level in reading or mathematics based on a disability
<b>5</b>	Review of division's Indistar® improvement plan
<b>6</b>	Updates needed to the division's Indistar® improvement plan
<b>7</b>	Updates from the Reading Team
<b>8</b>	Updates from the Math Team
<b>9</b>	Updates from Administration
<b>10</b>	

**Must include the items indicated in rows 1-6**

**School Name: *Cora Kelly Elementary School for STEM***

**2010-2011 School Year**

18. What objectives did the school meet by June 2011?

Describe the school's progress with meeting the first year's annual goals proposed in the grant.

**Cora Kelly met the following objectives for 2010-2011 school year;**

**c. 100% of at-promise students at all grade levels will have individual achievement plans (IAP's) in math ( All teachers were required to create an IAP for students who were below grade level evidence by formative and summative assessments)**

**d. All teachers will have professional learning plans.**

**(All teachers were required to create a PLP. Each teacher met with an administrator quarterly to review their plan. PLPs allowed staff to reflect on their understanding and professional expertise in key areas of content, pedagogy, and relationships.)**

19. What processes were initiated during the 2010-11 year to support the school with accomplishing the stated goals?

**The following processes were initiated to assist with accomplishing our goals;**

**a. Professional Development on creating IAPs**

**b. Monthly meeting with teachers to discuss progress monitoring of IAPs**

**c. Hiring of PALS intervention coach for grades K-3**

**2011-2012 School Year**

20. What are the school's objectives for 2011-12?

**a. We will continue to focus on our last year's goal;**

**Students in grade K-3: Of the students who do not meet the PALS benchmark in the Fall, a minimum of 75% will meet the PALS benchmark in the Spring.**

**K-3 students did not meet this goal.**

- i. **Kindergarten: Of the 17 identified in the fall, 16 met the benchmark in the spring. (94% met.)**
- ii. **First: Of the 10 identified in the fall, 3 met the benchmark in the spring. (30% met.)**
- iii. **Second: Of the 21 identified in the fall, 8 met the benchmark in the spring. (38% met.)**

- b. **100% of at-promise students at all grade levels will have individual achievement plans (IAP's) in reading and math.**
- c. **All teachers will continue to have a professional learning plans (PLP)**
- d. **Creation of a consistent progress monitoring system and template**

21. What additional processes are being planned to meet these goals?

- a. **Ongoing professional development on creating IAPs**
- b. **Monthly meeting with teachers to discuss progress monitoring of IAPs**
- c. **PALS intervention coach for grades K-3**

22. The school should have a school improvement plan on the Indistar® website. This plan will need to be updated based on current 2011 data. Based on the analysis of the school's preliminary Spring 2011 SOL results and any other academic achievement data collected during the 2010-11 school year, which Indistar® indicators will the school modify, add or remove in the current school improvement plan?

**Based on our 2010-2011 school year, we plan to remove indicator "The school will test each student at least 3 times each year to determine progress toward standards-based objectives. (100)" and add "Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)"**

23. What specific interventions are being put in place as a result of the data analysis? Using a Response to Intervention model, describe the specific interventions planned next year for Tier 2 and Tier 3 students for each of the following populations:

- i. Students who are/were at-risk of failing a reading or mathematics SOL

**Tier I**

**Provides standards-based instruction in every classroom for every student.**

**Tier II Strategic Intervention**

- **Small-group supplemental instruction in addition to the time allotted for core instruction**
- **Strategies and procedures designed and employed to supplement, enhance, and support Tier 1**
- **Teachers will progress monitor interventions.**
- **School teams will meet collaboratively to problem-solve and design supplementary, diagnostic instruction to the needs of the student**

**Tier III Intensive Intervention**

**Tier III consists of general education instruction PLUS intensive intervention that contains:**

- **Small group instruction or one to one**
  - **Child Study Team**
  - **Weekly Progress Report & focused IE**
  - **Intense Progress Monitoring**
  - **Academic Team/Parent/Student/Counselor/ Social Worker**
  - **Conference**

j. Students who are/were identified for PALS intervention (K-3), if applicable

**Tier I**

**Provides standards-based instruction**

**Tier II Strategic Intervention**

- **Small-group supplemental instruction in addition to the time allotted for core instruction**
- **Strategies and procedures designed and employed to supplement, enhance, and support Tier 1**
- **Teachers will progress monitor interventions.**
- **School teams will meet collaboratively to problem-solve and design supplementary, diagnostic instruction to the needs of the student instruction in every classroom for every student.**

**Tier III Intensive Intervention**

**Tier III consists of general education instruction PLUS intensive intervention that contains:**

- **Academic Team/Parent Conference**
- **PALS Intervention Coach**
- **After school Intervention**
- **Suggested Tutorials**
- **Individual Interventions/Homework Support Time (i.e. Preferred seating, Supportive instruction, Academic contract)**
- **Parent /Teacher Contact**

k. Students who failed the SOL reading or mathematics assessment in the previous year

**Tier I**

**Provides standards-based instruction**

**Tier II Strategic Intervention**

- **Small-group supplemental instruction in addition to the time allotted for core instruction**
- **Strategies and procedures designed and employed to supplement, enhance, and support Tier 1**
- **Teachers will progress monitor interventions.**

**Tier III Intensive Intervention**

**Tier III consists of general education instruction PLUS intensive intervention that contains:**

- **Parent/Student/ School Accountability Compact**
- **Student Reflection**
- **Invitational Tutorials**
- **Student/Teacher Conference**
- **Focused I/E with designated personnel for small group intervention**

1. Students who are/were below grade-level in reading or mathematics based on a disability

**Tier I**

**Provides standards-based instruction**

**Tier II Strategic Intervention**

- **Small-group supplemental instruction in addition to the time allotted for core instruction**
- **Strategies and procedures designed and employed to supplement, enhance, and support Tier 1**
- **Teachers will progress monitor interventions.**

**Tier III Intensive Intervention**

**Tier III consists of general education instruction PLUS intensive intervention that contains:**

- **Individual assessment**
- **Tailored interventions to respond to their needs**
- **Frequent formative assessments**
- **Consideration for specially designed instruction only when data indicates a need**

24. Describe the school's plan in place to monitor the intervention process. The monitoring process should include, at a minimum, a monthly assessment of student growth. For example, the school should be able to report the MONTHLY grade level increase to a parent of a fifth grader who is reading on a second grade level using a response to intervention model such as Istation, Voyager, etc.

Teachers will work together on an ongoing basis to disaggregate test data for benchmarks, standardized test and classroom assessments. Through data analysis, target students that are having difficulty are identified in all areas. The results of disaggregated data are used to adjust fluid grouping and guide instruction. The school improvement plan is revisited monthly and goals are realigned to the results of the student data. Data is used to plan for instruction and map out the units of teaching. Monthly reading progress graphs will be sent to parents explaining their student's reading performance.

25. Provide the monthly or weekly scheduled dates to review interventions by student. Include grade level/department

<i>Department/Grade Level</i>	<i>Date(s)</i>
<b>Kindergarten</b>	<b>Once a week during PLC</b>
<b>1<sup>st</sup> Grade</b>	<b>Once a week during PLC</b>
<b>2<sup>nd</sup> Grade</b>	<b>Once a week during PLC</b>
<b>3<sup>rd</sup> Grade</b>	<b>Once a week during PLC</b>
<b>4<sup>th</sup> Grade</b>	<b>Once a week during PLC</b>
<b>5<sup>th</sup> Grade</b>	<b>Once a week during PLC</b>
<b>Leadership Team( Steering Committee)</b>	<b>Every other Monday 3:00- 4:00</b>
<b>Administrative Team</b>	<b>Every Friday 9:00-10:30</b>

26. Provide the agenda for the meetings

	<b>Agenda Item</b>
<b>1</b>	Review of strategies and data analysis for students who are at-risk of failing a reading or mathematics SOL
<b>2</b>	Review of strategies and data analysis for students who have been identified for PALS intervention (K-3), if applicable

<b>3</b>	Review of strategies and data analysis for students who failed the SOL reading or mathematics assessment in 2010-2011	
<b>4</b>	Review of strategies and data analysis for students who are below grade-level in reading or mathematics based on a disability	
<b>5</b>	Review of division's Indistar® improvement plan	
<b>6</b>	Updates needed to the division's Indistar® improvement plan	
<b>7</b>		
<b>8</b>		
<b>9</b>		
<b>10</b>		
<b>Must include the items indicated in rows 1-6</b>		