

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

Division Name: Amherst  
 School Name: **Central Elementary**  
 Person Completing Report: Marymargaret Cardwell  
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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	31, 2011
September	28, 2011
October	26, 2011
November	30, 2011
December	14, 2011
January	25, 2012
February	29, 2012
March	21, 2012
April	25, 2012
May	24, 2012
June	

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	November 2, 2011
Second Quarter	January 18, 2012
Third Quarter	April 4, 2012
Fourth Quarter	June 12, 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
Dr. Julie Rogers	jrogers@amherst.k12.va.us	Assistant Supt. for Curr. & Instruction
Mr. James Gallagher	jgallagher@amherst.k12.va.us	Supervisor of Student Services
Mrs. Marymargaret Cardwell	mcardwell@amherst.k12.va.us	Supervisor of Title I
Dr. Len Gereau	lgereau5@verizon.net	VDOE Division Liaison
Mrs. Kathy Pierce	kpierce@amherst.k12.va.us	Principal

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

	<b>Agenda Item</b>
<b>1</b>	<b>Review of minutes from last meeting</b>
<b>2</b>	Review of division’s Indistar® improvement plan
<b>3</b>	Updates needed to the division’s Indistar® improvement plan
<b>4</b>	<b>Discuss indicators completed/continuing</b>
<b>5</b>	<b>Discuss classroom observations/PLC time</b>
<b>6</b>	<b>Discuss school improvement plan</b>
<b>7</b>	<b>Determine next steps</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), 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>	Review Quarterly Report
<b>8</b>	Review strategies for continuing to move students forward
<b>9</b>	Review staff development needs
<b>10</b>	

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

Copy and complete one chart for each school.

<p><b>School Name: Central Elementary School; Amherst County</b></p>
<p><b><u>2010-2011 School Year</u></b></p> <p>1. What objectives did the school meet by June 2011? Awaiting data ---- missed reading goal and AYP; missed math goal and AYP</p> <p>Describe the school’s progress with meeting the first year’s annual goals proposed in the grant. Increased SOL pass rate in reading grade 4; implemented division-wide literacy plan including specific formative assessments for reading; continued staff development in differentiated reading instruction; improved processes for tracking and for collaborative planning of units and formative assessments; and trained teachers in formative assessment practices.</p> <p>2. What processes were initiated during the 2010-11 year to support the school with accomplishing the stated goals? Hired an Instructional Coach; purchased and began use of Istation; continued differentiation and coaching; examined potential changes in master schedule to increase support throughout the school, from reading specialists.</p>
<p><b><u>2011-2012 School Year</u></b></p> <p>3. What are the school’s objectives for 2011-12? 92% pass rates in reading and math; increased reading achievement as measured in PALS and classroom assessments;</p> <p>4. What additional processes are being planned to meet these goals?</p> <p>When complete data becomes available, if additional processes are needed, they will be planned. We will continue to implement differentiated reading practices and intervention strategies to support individual growth. To date, book studies are planned to support implementation of best practices, using the works of Sharon Walpole and Michael McKenna. In addition, the fourth grade schedule is being modified so that all 3 teachers will provide reading instruction to their homeroom students; and the master schedule is being adjusted to increase time for reading by integrating reading instruction with science and social studies. The schedule will also increase efficient use of reading specialists and other personnel for maximum benefit. Our parent involvement strategies will include the “Who Wants to Be a Reading Millionaire?” project.</p>

<p>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 School Improvement Team met on June 1, 2011 and decided to add the following indicators: IIC01, and IIC03. In addition, the Team decided the goals projected for next year will be addressed through modifications to IF08, IID06, and IE06.</p>
<p>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: We plan to continue to use Istation, the Instructional Coach, retired teachers as tutors during the school day, beginning the second week of school. A book study will help use to refine instructional practices in small group differentiated reading; and through implementing a modified master schedule, we will “flood” classes with reading support in every grade. The School Improvement Team will lead the staff in developing a school-wide plan to enhance background knowledge and vocabulary development for all students as part of our Tier I practices. In addition, they are working to implement a parent involvement program, “Who Wants to Be a Reading Millionaire?,” to increase at-home reading. Teams will conduct monthly data meetings as part of their work to monitor student progress and adjust interventions. Teams will also meet at least weekly to plan units, assessments, and interventions.</p>
<p>a. Students who are/were at-risk of failing a reading or mathematics SOL See comments under item 6, above.</p>
<p>b. Students who are/were identified for PALS intervention (K-3), if applicable See comments under item 6, above.</p>
<p>c. Students who failed the SOL reading or mathematics assessment in the previous year See comments under item 6, above.</p>
<p>d. Students who are/were below grade-level in reading or mathematics based on a disability See comments under item 6, above.</p>
<p>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. For example, the school should be able to report the MONTHLY grade</p>

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.

We will use a combination of monthly comprehension checks, and running records, to monitor progress. Grade level teams will outline specific assessment plans to include fiction and nonfiction, and to use SOL lookalike items and istation where appropriate.

8. 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
PreSchool	First Tuesday of the Month
KINDERGARTEN	First Monday of the Month
First Grade	First Monday of the Month
Second Grade	First Tuesday of the Month
Third Grade	First Tuesday of the Month
Fourth Grade	First Thursday of the Month
Fifth Grade	First Friday of the Month
AUTISM Program	First Friday 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 (focused on benchmark and unit assessments data).

<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>	

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

**Application Submission**

Applications are due on **Friday, June 17, 2011**.

The application must be submitted to the Office of School Improvement via the Virginia Department of Education's Single Sign-On for Web Systems (SSWS) Drop Box from the division's Superintendent's office to Janice Pierson by Friday, June 17 2011.

In the subject line, indicate the division name and application type (e.g., Portsmouth 1003g Continuation Application). (If there is a need for a drop box user name and password, please contact the division's SSWS division administrator.)

Retain the original application in the division's files.