

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

Division Name: Culpeper County Public Schools
 School Names: **Pearl Sample and Sycamore Park**
 Person Completing Report: Karie Lane
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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?

Month	Date(s)
August	****TBD- typically the fourth Thursday of the month (in the process of coordinating with outside entities)
September	
October	
November	
December	
January	
February	
March	
April	
May	
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	<ul style="list-style-type: none"> The Division Representatives meet monthly with school improvement teams (dates TBA)
Second Quarter	
Third Quarter	
Fourth Quarter	
Other	

3. Who are the members of division team?

At a minimum, identify the following:

- division representative for instruction
- special education representative
- Title I representative
- ELL representative, if applicable.

Name	Email	Title
Rob Hauman	rhauman@culpeperschools.org	Director of Curriculum, Instruction and Technology
Angie Neely	aneely@culpeperschools.org	Director of Special Education
Karie Lane	klane@culpeperschools.org	Supervisor of Federal Programs and ELL

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

	Agenda Item
1	Review of division’s Indistar® improvement plan
2	Updates needed to the division’s Indistar® improvement plan
3	Review current data relevant to each school (SPES and PSES)
4	Restructuring report for PSES
5	
6	
7	

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.

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

Must include the items indicated in rows 1-6

Copy and complete one chart for each school.

School Name: Pearl Sample

2010-2011 School Year

1. 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.

Preliminary SOL reading scores indicate that pass percentages are 82% in 3rd grade, 74% in 4th grade and 84% in 5th grade. 3rd grade scores increased from 77% to 82% passing, there was a decline in 4th grade and 5th grade stayed the same. We completed indicators ID03, ID06, IID09, IIC10, and IIIA28. This is documented on the Indistar website.

The number of students receiving Tier I instruction increased in grades K, 2nd, 3rd and 5th according to AIMSweb assessment results. Teachers and staff focused on implementing 21st Century Skills into daily lessons along with formative assessments.

Teachers turned in and shared work samples from lessons to demonstrate their mastery.

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

Pearl Sample implements and follows CCPS' Multi-Tiered System of Support (MTSS) Plan. Data is collected from a universal screening tool and DRA's to create fluid homogeneously student groups in reading. Students are grouped according to their reading instructional level. School wide screenings occurred 3 times this school year using AIMSweb. DRA's are given as a diagnostic tool to students identified as at-risk. Data was reviewed weekly in grade level teams, monthly in district team meetings as well as monthly with the faculty as a whole. Placement changes, concerns and celebrations were discussed about individual student progress. Tier III students were progress monitored weekly and Tier II students bi-weekly. Quick Reads was used as an intervention in Tiers II and III for students struggling with fluency in 2nd-5th grade. Students in Tier II and III received additional instruction for 15 minutes daily. Students not making progress became part of STRIDES, our formal RTI Problem Solving process, and received targeted interventions where their progress was monitored. Classroom walk throughs by administration and central office personnel insure fidelity of instruction in all grade and tiers. School staff posted explicit breakdowns of their reading and language arts instructional times outside of their rooms as well as inside. An outside consultant from RONNIS provided monthly coaching and support to insure best practices and targeted instruction occurred in Tier III. Feedback was provided to teachers and administration in individual monthly reports. Another report was

submitted for the overall summary of the two day visit. The staff participated in professional development and taught lessons utilizing formative assessments (Teach First). After school tutoring was offered to students in 3rd-5th grades focusing on reading skills and test taking strategies. Additionally, an enrichment and remediation day was created and placed into the resource schedule allowing for student participation in the following reading specific clubs: Banana Grams, Scrabble, Lucky 7 and Twist and Shout. These reading specific clubs were offered by the reading specialist to provide Tiers II and III students with 40 additional minutes of remediation every six days. Parent workshops were held throughout the year on interpreting their child's reading assessment results, activities that could be used to provide support at home, preparing their child for SOL tests and explaining how the writing process develops for children.

2011-2012 School Year

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

Pearl Sample will continue to hone in and refine a laser like focus on reaching our low socioeconomic and African American sub groups. Reading will remain the primary area being addressed as it affects every core academic subject. Differentiated instruction within tiered homogeneous groups will be emphasized and developed with staff. Specifically Pearl Sample, will work to meet the Annual Measurable Objective for reading and math in all subgroups.

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

- Continued professional development and implementation on Formative assessments
- Continued progress monitoring of students in Tiers II and III
- Professional Development on differentiation
- Additional seats purchased for the Quick Reads program
- Restructuring committee support in planning and implementing school goals
- Data meetings to continue to focus on what areas and students need to be addressed

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?

Pearl Sample will complete indicator III A28 this year. We will continue to work towards completing tasks for indicators ID03, ID08, IE09, IIB05, IID09, IIC10. Tasks will be added to IIB05 (reteaching based on post-test results, along with

reteaching as necessary after formative assessing) and IE09 (teacher time on task and time for instruction). IIIA07 will be added based on walk-through data (where administration discovered that teacher differentiation of instruction was an area of weakness). Staff development on differentiation of instruction will be provided. Finally, VA01 will be added (developing an understanding of and a common language for formative assessments). Most of the changes are based on walk-through data, classroom observations, student data and discussions with the Building Leadership Team and grade level data teams.

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:

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

Tier II and Tier III students receive supplemental, targeted instruction. Tier II students either receive an additional 45 minutes instructional time with highly certified reading specialists or participate in Direct Instruction (Reading Mastery Plus Programs). Interventions are targeted and designed to address specific skill deficits of individual students (examples of programs used are: Voyager Math, Quick Reads, Scott Foresman Sidewalks, and Reading Mastery Plus). Tier III students typically receive an alternative core program that is more explicit and systematic (Corrective Reading, Wilson, Edmark). Students in Tier II are progress monitored twice a month and students in Tier III are progress monitored each week.

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

Tier II and Tier III students receive supplemental, targeted instruction. Tier II students either receive an additional 45 minutes instructional time with highly certified reading specialists or participate in Direct Instruction (Reading Mastery Plus Programs). Interventions are targeted and designed to address specific skill deficits of individual students (examples of programs used are: Quick Reads, Scott Foresman Sidewalks, Reading Mastery Plus). Tier III students typically receive an alternative core program that is more explicit and systematic (Corrective Reading, Wilson, Edmark). Students in Tier II are progress monitored twice a month and students in Tier III are progress monitored each week.

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

Students who failed an SOL n reading or math test receive Tier II or Tier III instruction based on specific skill deficits as determined by multiple data sources (AIMSweb, program data, SOL results, etc).

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

Students with disabilities are served in accordance with their IEPs. Special Education students are represented in all three Tiers. Special education students below grade level in reading would either be considered Tier II or Tier III and would be

placed in the most appropriate education setting according to their IEPs.

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 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.

Grade levels discuss data at weekly team meetings. The principal meets with grade level teams monthly. Once a month, CCPS holds data meetings to address the progress of Tier II and Tier III students. The progress of ALL students is discussed three times a year at the district level after Universal Screening results have been analyzed. The district utilizes Ronnis Systems as an outside entity to coach staff and offer objective, instructional recommendations for at-risk students. Additionally, all of the programs that CCPS utilizes have assessments that inform instruction. AIMSweb is used as a universal screening and progress monitoring tool. All students are screened in the fall, winter and spring (RCBM and MAZE). Tier II students are progress monitored twice a month and Tier III students once a week.

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

Department/Grade Level	Date(s)
Ex. 2 nd grade team	First Friday of the Month
Kindergarten team	Every Tuesday
1 st grade team	Every Thursday
2 nd grade team	Every Monday
3 rd grade team	Every Wednesday
4 th grade team	Every Tuesday
5 th grade team	Every Thursday
Resource team	Every Tuesday
School Leadership /Improvement Team	Second and fourth Wednesday's of the month
Faculty	Third Wednesday of the month
County Data Team	One time monthly
Data Day –school level	Friday's
STRIDES Team	Every Wednesday & Thursday

9. Provide the agenda for the meetings

	Agenda Item
1	Review of strategies and data analysis for students who are at-risk of failing a reading or mathematics SOL
2	Review of strategies and data analysis for students who have been identified for PALS intervention (K-3), if applicable
3	Review of strategies and data analysis for students who failed the SOL reading or mathematics assessment in 2010-2011
4	Review of strategies and data analysis for students who are below grade-level in reading or mathematics based on a disability
5	Review of division's Indistar® improvement plan
6	Updates needed to the division's Indistar® improvement plan
7	Create a plan of action based on the data
8	Data analysis of classroom walk throughs
9	Instructional strategy focus
10	Share out the minutes from the meeting

Must include the items indicated in rows 1-6

School Name: Sycamore Park

2010-2011 School Year

10. 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.

According to Preliminary Sol Reading Results, we tentatively met AYP benchmarks in the black subgroup for reading (R10), which was a school goal. We met AYP benchmarks in reading for grades 3-5 in all subgroups but disadvantaged. We completed indicators IIF10, IIB01 and IIB03. This will be documented on the Indistar Website.

Our PALS scores in K-2 increased from 70% to 84%.

All Tiers of reading implemented the differentiated spelling program called Word Study.

All teachers learned about 21st Century Skills.

We made significant progress in reading scores and were able to maintain or do better in some areas/subgroups. We implemented the Multi-Tiered System of Supports (MTSS)-more details in question #2.

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

We implemented and refined CCPS' Multi-Tiered System of Supports (MTSS) in Reading. Data was collected from a universal screening tool to flexibly and homogenously group students according to reading instructional level (Tiers II, III or III). School wide screenings occurred three times this year for all students using the division mandated screening tool, AIMSweb. We also utilized the DRA as a diagnostic tool for at-risk students. Data was reviewed throughout the year (monthly and quarterly) and placement changes and/or concerns were discussed. Placement changes had to go through a formal process where teachers were required to fill out a form on the student based on current data. We initiated using AIMSWEB to progress monitor Tier III and Tier II students. We initiated PALS Quick checks in grades K-2 to progress monitor students not benchmarking in PALS.

Reading data was collected, systematically reviewed and analyzed once a month at the county data meetings and once every six weeks at the school level for the purpose of responding to school, grade level, class and student performance. A formal problem solving process (STRIDES) was initiated for students who were unresponsive to instruction.

Administration was part of these meetings and met with the reading teachers each quarter to discuss and continually refine the MTSS model. Classroom walk-throughs by administration were conducted to insure fidelity of the instruction at all tiers.

An outside coach from Ronnis Systems worked with teachers monthly to insure fidelity to Tier 3 research based interventions. Feedback was given to teachers and administrations in the form of reports. These reports were also discussed at the Monthly county data meetings.

The kindergarten teachers initiated the Reading Streets (for Tier I and II) and Sidewalks program (for Tier III).

We held In services on Formative Assessment (Teach First), Word Study and 21st Century Learning.

2011-2012 School Year

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

Sycamore Park will strive to increase the number of students receiving Tier I instruction. Also, we will successfully implement the new reading series, Reading Streets/Sidewalks in grades 1-5. Specifically Sycamore Park, will work to meet the Annual Measurable Objective for reading and math in all subgroups.

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

- *Implement a new Reading Series-Scott Foresman- Reading Streets and Sidewalks for grades 1-5;*
- *Continue to progress monitor Tier III students and progress monitor all Tier 2 students*
- *Implement the Audacity fluency program. During the process, teachers record students while they are reading. They do this in order for students to hear themselves read. They also do this so that the teacher and student can analyze and reflect on the student's reading.*
- *Professional goals for teachers will reflect the Tier they are teaching.*
- *Teachers will meet monthly by Tiers with the reading specialists to exchange ideas, discuss challenges and reflect on their teaching practices.*
- *The six week school data meetings will be longer in order to have more time to analyze the data-from 40 minutes to 80 minutes.*
- *Utilize PALS screenings for 3rd graders in Tier 3 that did not benchmark in PALS.*
- *5th grade teachers will initiate writing student performance goals for their students in all Tiers of reading*

14. 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:

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

Tier II and Tier III students receive supplemental, targeted instruction. Tier II students either receive an additional 45 minutes instructional time with highly certified reading specialists or participate in Direct Instruction (Reading Mastery Plus Programs). Interventions are targeted and designed to address specific skill deficits of individual students (examples of programs used are: Lexia Learning, Scott Foresman Sidewalks, Reading Mastery Plus). Tier III students typically receive an

<p>alternative core program that is more explicit and systematic (Corrective Reading, Wilson, Edmark). Students in Tier II and Tier III are progress monitored using AIMSweb and PALS Quick Checks.</p>
<p>f. Students who are/were identified for PALS intervention (K-3), if applicable Tier II and Tier III students receive supplemental, targeted instruction. Tier II students either receive an additional 45 minutes instructional time with highly certified reading specialists or participate in Direct Instruction (Reading Mastery Plus Programs). Interventions are targeted and designed to address specific skill deficits of individual students (examples of programs used are: Lexia Learning, Scott Foresman Sidewalks, Reading Mastery Plus). Tier III students typically receive an alternative core program that is more explicit and systematic (Corrective Reading, Wilson, Edmark). Students in Tier II are progress monitored twice a month and students in Tier III are progress monitored each week.</p>
<p>g. Students who failed the SOL reading or mathematics assessment in the previous year Students who failed an SOL reading or math test receive Tier II or Tier III instruction based on specific skill deficits as determined by multiple data sources (AIMSweb, program data, SOL results, etc).</p>
<p>h. Students who are/were below grade-level in reading or mathematics based on a disability Students with disabilities are served in accordance with their IEP. Special Education students are represented in all three Tiers. Special education students below grade level would either be considered Tier II or Tier III and would be placed in the most appropriate education setting according to their IEPs.</p>
<p>15. 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. Grade levels discuss data at weekly team meetings. The principal meets with grade level teams every six weeks. Once a month, CCPS holds data meetings to address the progress of Tier II and Tier III students. The progress of ALL students is discussed three times a year at the district level after Universal Screening results have been analyzed. The district utilizes Ronnis Systems as an outside entity to coach staff and offer objective, instructional recommendations for at-risk students. Additionally, all of the programs that CCPS utilizes have assessments that inform instruction. AIMSweb is used as a universal screening and progress monitoring tool. All students are screened in the fall, winter and spring (RCBM and MAZE). Students in Tiers II and III are progress monitored.</p>

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

Department/Grade Level	Date(s)
Ex. 2 nd grade team	First Friday of the Month
K-5 Grade Teams	Every Friday during resource-reading planning/data
Tier 1 teachers	First Thursday of the Month
Tier 2 teachers	Second Thursday of the Month
Tier 3 teachers	Third Thursday of the Month
K-5 Grade Teams	Meet Monday or Tuesday during resource for planning-40 minutes
3 rd Grade team	Monday after school-math planning/data
4 th Grade Team	Tuesday after school-math planning/data
5 th Grade Team	Wednesday after school-math planning/data

17. Provide the agenda for the meetings

	Agenda Item
1	Review of strategies and data analysis for students who are at-risk of failing a reading or mathematics SOL
2	Review of strategies and data analysis for students who have been identified for PALS intervention (K-3), if applicable
3	Review of strategies and data analysis for students who failed the SOL reading or mathematics assessment in 2010-2011
4	Review of strategies and data analysis for students who are below grade-level in reading or

		mathematics based on a disability
	5	Review of division's Indistar® improvement plan
	6	Updates needed to the division's Indistar® improvement plan
	7	Instructional strategy focus
	8	Data analysis of classroom walk throughs
	9	
	10	
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.