

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

Division Name: Essex County Public Schools
 School Name: Tappahannock Elementary/Essex Intermediate
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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	August 17
September	September 21
October	October 19
November	November 16
December	December 14
January	January 18
February	February 15
March	March 21
April	April 18
May	May 16
June	June 20

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 14
Second Quarter	February 13
Third Quarter	April 16
Fourth Quarter	June 11
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. Joseph Melvin	jmelvin@essex.k12.va.us	Superintendent
Stephanie Bassett	sbassett@essex.k12.va.us	Interim Director of Instruction
Wayne Lewis	wlewis@essex.k12.va.us	Asst. Superintendent
Debbie Johnson	djohnson@essex.k12.va.us	Director of Special Education
Patrick Dispirito	pdispirito@essex.k12.va.us	Principal
Andrea Roane	aroane@essex.k12.va.us	Principal
Darnell Carter	dcarter@essex.k12.va.us	Principal
Ron Largett	rlargett@essex.k12.va.us	Director of Technology

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	Building level administrators will provide feedback of teacher observations and next steps
4	Director of Instruction will provide feedback from central office walkthroughs and next steps
5	Building level administrators will provide data from weekly assessments and interventions/ enrichments
6	Building level administrators will report of parental involvement activities
7	Building level administrators will report on the outcomes of professional learning communities

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	Building level administrators will provide information on teachers, instructional concerns, and supports
8	Building level administrators will provide update of implemented strategies and changes that will be implemented based on benchmark data
9	Discuss necessary professional developments
10	

Must include the items indicated in rows 1-6

Copy and complete one chart for each school.

School Name: Tappahannock Elementary
<u>2010-2011 School Year</u> 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. <ul style="list-style-type: none">• Using preliminary SOL data, Tappahannock Elementary has achieved 81% in overall reading. While the goal was to raise the overall reading rate to 86%, 81% represents an increase of 6%.• Using preliminary SOL data, Tappahannock Elementary has increased its overall math to 92%. This represents an increase of 8%. 2. What processes were initiated during the 2010-11 year to support the school with accomplishing the stated goals? <ul style="list-style-type: none">• Tappahannock Elementary employed a full-time literacy coach for K-4 to support teachers and classroom instruction, provide targeted instructional strategy training and develop benchmarks.• TES also contracted a part-time math coach for K-4 to support teachers and classroom instruction, provide targeted instructional strategy training and develop benchmarks.• Benchmark data was used to target students for small group intervention.• Teachers were provided with a full day of planning each quarter under the supervision of the principal, director of instruction, university partner and literacy and math coaches• Teachers implemented formative assessment strategies to guide instruction.• Restructure afterschool program to target individual needs and provide small group instruction
<u>2011-2012 School Year</u> 3. What are the school's objectives for 2011-12? The objectives for the 2011-2012 school year will be to focus on increasing the overall reading pass rate to 91%. This will represent an increase of 10%. Tappahannock Elementary will also focus on increasing the reading pass rate of students within the Black, White, Hispanic, SWD and Disadvantaged subgroups. In math, Tappahannock Elementary will focus on closing the achievement gap between white and black students while increasing the overall pass rate. 4. What additional processes are being planned to meet these goals?

- Tappahannock Elementary will continue to employ a literacy and math coach to assist with data disaggregation, modeling instructional strategies and provide professional developments.
- They will also have a clearly defined 2 ½ hour reading block.
- Teachers will continue curriculum development and unit planning over the summer of 2011 to prepare for the 2011-2012 school year.
- Teachers will utilize i-Station for diagnostic and prescriptive reading.

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?

Tappahannock Elementary will continue or modify the following:

- IE09: The principal will challenge, support, and monitor the correction of unsound teaching practices. Through continued teacher observations and feedback by the principals, assistant principal, literacy and math coaches’ instructional practices can be monitored.
- IF08: Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. Weekly meetings with professional learning communities (comprised of grade level teachers, including one trained teacher leader), disaggregation of data, and monitoring of instructional practices will determine areas needing professional growth.
- II10: Instructional teams will use student learning data to identify students in need of instructional support or enhancement. Weekly data meetings will determine which students are in need of additional supports.

Additional indicators will be added as needed.

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:

Students considered “at-risk” of failing will begin on a Tier II; Students failing an SOL test or identified as not meeting the PALS benchmark will begin at a Tier III. During data meetings, interventions will be reviewed and students, if necessary, will be moved to a Tier III where they will receive the additional Tier III interventions as indicated.

<p>a. Students who are/were at-risk of failing a reading or mathematics SOL</p> <p>Tier II</p> <ul style="list-style-type: none"> • Students receive small group differentiated instruction from the classroom teacher 5 times per week for 30 minutes • Reading Specialist provides small group differentiated instruction 2 - 3 times per week for 30 minutes • As determined by progress on specific skills and objectives, students will receive intervention 2-3 times per week by the math remediation teacher • i-Station comprehensive online intervention program 30 minutes 2-3 times per week • Progress is monitored through formative assessments, common assessments, and i-Station's Indicators of Progress which are analyzed weekly by the teacher and discussed bi-weekly during data meetings with the building administration, classroom teacher, reading specialist and literacy coach to determine if additional interventions are necessary
<p>b. Students who are/were identified for PALS intervention (K-3), if applicable</p> <p>Tier III</p> <ul style="list-style-type: none"> • Students receive small group differentiated instruction from the classroom teacher 5 times per week for 30 minutes • Reading Specialist provides small group differentiated instruction 4-5 times per week for 30 minutes (pull-out) • Paraprofessionals provides push-in support during literacy centers 4-5 times per week for 30 minutes • Reading tutor provides intervention 4-5 times per week for 30 minutes during non-instructional time • i-Station comprehensive online intervention program 30 minutes 4-5 times per week • Students are targeted for afterschool tutoring which meets 2 days per week for 28 weeks • Progress is monitored through PALS Quick Checks, formative assessments, common assessments, and i-Station's Indicators of Progress which are analyzed weekly by the teacher and discussed bi-weekly during data meetings with the building administration, classroom

teacher, reading specialist and literacy coach to determine if additional interventions are necessary

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

Tier III

- Students receive small group differentiated instruction from the classroom teacher 5 times per week for 30 minutes
- Reading Specialist provides small group differentiated instruction 4-5 times per week for 30 minutes (pull-out)
- Paraprofessionals provides push-in support during literacy centers 4-5 times per week for 30 minutes
- Reading tutor provides intervention 4-5 times per week for 30 minutes during non-instructional time
- Math Remediation Teacher provides intervention 4-5 times per week for 30 minutes (pull-out)
- Math Coaches provide support and intervention (push-in and pull-out) 2-3 times per week
- i-Station comprehensive online reading and intervention program 4-5 times per week
- Students are targeted for afterschool tutoring which meets 2 days per week for 28 weeks
- Progress is monitored through PALS Quick Checks, LLI assessments, formative assessments, common assessments, and i-Station's Indicators of Progress which are analyzed weekly by the teacher and discussed bi-weekly during data meetings with the building administration, classroom teacher, reading specialist and literacy coach to determine if additional interventions are necessary

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

Tier III

- Students receive small group differentiated instruction from the special education or general education teacher as indicated by IEP
- Support with collaborative teacher or paraprofessional as indicated by IEP
- i-Station comprehensive online reading and intervention program 4-5 times per week
- Students are targeted for afterschool tutoring which meets 2 days per week for 28 weeks

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.

- Progress is monitored through PALS Quick Checks, LLI assessments, formative assessments, common assessments, and i-Station's Indicators of Progress which are analyzed weekly by the teacher and discussed bi-weekly during data meetings with the building administration, classroom teacher, reading specialist and literacy coach to determine if additional interventions are necessary

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	Weekly (Tuesdays)
1 st grade team	Bi-Weekly (Wednesdays)
2 nd grade team	Bi-Weekly (Mondays)
3 rd grade team	Bi-Weekly (Tuesdays)
4 th grade team	Bi-Weekly (Thursdays)
	All grade level meetings take place during the teachers' planning time

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 school's Indistar® improvement plan
6	Updates needed to the school's Indistar® improvement plan
7	Discuss outcomes of professional learning communities
8	Teachers will also discuss attendance and behaviors which are impacting learning
9	Literacy and math coaches will provide suggestions for observed patterns
10	
Must include the items indicated in rows 1-6	

School Name: Essex Intermediate

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.

- Using preliminary SOL data, Essex Intermediate has achieved a pass rate of 83% in reading. This represents an increase of 8%.

- Using preliminary SOL data, Essex Intermediate has a pass rate of 78% in mathematics. This represents a decrease of 6%.

11. What processes were initiated during the 2010-11 year to support the school with accomplishing the stated goals? During the 2010-2011 school year, Essex Intermediate:

- Employed a full-time literacy coach for grades 5-8 to support teachers and classroom instruction, provide instructional strategy training and develop benchmarks
- Contract a part-time math coach for grades 5-8 to support teachers and classroom instruction, provide instructional strategy training and develop benchmarks
- Use spring benchmark data and SOL scores to target students for Title I reading program and/or ARDT math remediation
- Use ARDT as diagnostic for all students in grades 5-7
- Provide teachers with full day of planning each quarter under the supervision of the principal, director of instruction, university partner and literacy and math coaches
- Restructure the afterschool program to target individual needs and provide small group instruction

2011-2012 School Year

12. What are the school's objectives for 2011-12? Essex Intermediate will focus on increasing the overall math pass rate to 90%. Essex Intermediate will also focus on increasing the overall reading pass rate to 91%. In addition, Essex Intermediate will focus on increasing the pass rate among the subgroups and closing the achievement gap.

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

- Tappahannock Elementary will continue to employ a literacy and math coach to assist with data disaggregation, modeling instructional strategies and provide professional developments.
- Teachers will continue curriculum development and unit planning over the summer of 2011 to prepare for the 2011-2012 school year.
- Teachers will utilize i-Station for diagnostic and prescriptive reading.

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?

Essex Intermediate will continue or modify the following indicators:

- IF01: The principal will compile reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. Through continued teacher observations and feedback by the principals, assistant principal, literacy and math coaches’ instructional practices can be monitored.
- IIA01: Instructional teams will develop standards-aligned units of instruction for each subject and grade level. Beginning in the summer of 2011, the literacy and math coaches and teachers will develop standards-aligned units of instruction. The coaches will also create benchmarks and mid-quarter benchmarks to assess student growth.
- IID09: Instructional teams will use student learning data to plan instruction. Weekly data meetings will determine which students are in need of additional supports.

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:

Students considered “at-risk” of failing will begin on a Tier II; Students failing an SOL test or identified as not meeting the PALS benchmark will begin at a Tier III. During data meetings, interventions will be reviewed and students, if necessary, will be moved to a Tier III where they will receive the additional Tier III interventions as indicated.

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

Tier II

- Students receive small group differentiated instruction from the classroom teacher 5 times per week for 30 minutes
- Students will receive intervention 2-3 times per week by the math remediation teacher in lieu of electives

- i-Station comprehensive online reading and intervention program 30 minutes 2-3 times per week
- Students will be targeted for afterschool tutoring
- Progress is monitored through formative assessments, common assessments, and i-Station's Indicators of Progress which are analyzed weekly by the teacher and discussed monthly during data meetings with the building administration, classroom teacher and literacy coach to determine if additional interventions are necessary

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

g. Students who failed the SOL reading or mathematics assessment in the previous year
Tier III

- Students receive small group differentiated instruction from the classroom teacher 5 times per week for 30 minutes
- Students will receive intervention 4-5 times per week by the math remediation teacher in lieu of electives
- Students will be targeted for afterschool tutoring
- i-Station comprehensive online reading and intervention program 30 minutes 4-5 times per week
- Progress is monitored through formative assessments, common assessments, and i-Station results which are analyzed weekly by the teacher and discussed monthly during data meetings with the building administration, classroom teacher and literacy coach to determine if additional interventions are necessary

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

- Students receive small group differentiated instruction from the special education or general education teacher as indicated by IEP
- Support with collaborative teacher or paraprofessional as indicated by IEP
- i-Station comprehensive online reading and intervention program 4-5 times per week
- Students are targeted for afterschool tutoring which meets 2 days per week for 28 weeks

16. 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.

- Progress is monitored through formative assessments, common assessments, and i-Station's Indicators of Progress which are analyzed weekly by the teacher and discussed monthly during data meetings with the building administration, classroom teacher and literacy coach to determine if additional interventions are necessary

17. 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
5 th grade reading/math	Second Tuesday of the month
6 th grade reading/math	Second Tuesday of the month
7 th grade reading/math	Second Wednesday of the month
8 th grade reading/math	Second Wednesday of the month
	All data meetings take place during the content planning time.

18. 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 school's Indistar® improvement plan		
6	Updates needed to the school's Indistar® improvement plan		
7	Discuss outcomes of professional learning communities		
8	Teachers will also discuss attendance and behaviors which are impacting learning		
9	Literacy and math coaches will provide suggestions for observed patterns		
10			
Must include the items indicated in rows 1-6			

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.