

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

Division Name: Newport News Public Schools

School Name: **Palmer Elementary School**

Person Completing Report: Virginia Hawkins

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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	8/18
September	9/15
October	10/20
November	11/17
December	12/15
January	1/19
February	2/16
March	3/15
April	4/19
May	5/17
June	6/21

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	October 6, 2011
Second Quarter	December 1, 2011
Third Quarter	February 3, 2012
Fourth Quarter	April 12, 2012
Other	June 21, 2012

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
a. Michael Williams-Hickman	michael.hickman@nn.k12.va.us	Executive Director, Elementary Education
b. Michele Mitchell	michele.mitchell@nn.k12.va.us	Executive Director, Student Advancement
c. Chris McLaughlin	chris.mclaughlin@nn.k12.va.us	Title I Supervisor
d. Carla Williams	carla.williams@nn.k12.va.us	ESL Supervisor
e. Terri McCaughan	terri.mccaughan@nn.k12.va.us	Program Administrator (K – 12) Curriculum & Instruction
f.		
g.		

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 of professional development plans and activities for schools in improvement
4	Review of school’s formative and summative performance data
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 of professional development plans and activities for schools in improvement
8	Review of school’s formative and summative performance data
9	
10	

Must include the items indicated in rows 1-6

Copy and complete one chart for each school.

<p>School Name: Palmer Elementary School</p> <p><u>2010-2011 School Year</u></p> <p>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.</p> <p>Palmer's objectives for the 2010-11 school year:</p> <ul style="list-style-type: none">1. 86 % pass rate English (all students)2. Improve subgroup performance (English)<ul style="list-style-type: none">a. Hispanic Studentsb. Economically Disadvantaged Students <p>Currently, we are awaiting Spring 2011 AYP results. Preliminary results from quarterly benchmark assessments indicate our Hispanic students made gains during the course of the year. Preliminary data from quarterly benchmark assessments also reveal an increase in the number of students meeting proficiency and advanced levels of achievement.</p> <p style="text-align: center;">Results from Division Benchmark Test 2010-2011</p> <table border="1"><thead><tr><th>English</th><th>MP1</th><th>MP2</th><th>MP3</th><th>Preliminary SOL Data (not including Spec. Ed)</th></tr></thead><tbody><tr><td>Grade 3</td><td>41.1%</td><td>47.1%</td><td>61.3%</td><td>71%</td></tr><tr><td>Grade 4</td><td>72.8%</td><td>72.2%</td><td>76.1%</td><td>78%</td></tr><tr><td>Grade 5</td><td>80.7%</td><td>90.4%</td><td>85.5%</td><td>88%</td></tr></tbody></table>	English	MP1	MP2	MP3	Preliminary SOL Data (not including Spec. Ed)	Grade 3	41.1%	47.1%	61.3%	71%	Grade 4	72.8%	72.2%	76.1%	78%	Grade 5	80.7%	90.4%	85.5%	88%
English	MP1	MP2	MP3	Preliminary SOL Data (not including Spec. Ed)																
Grade 3	41.1%	47.1%	61.3%	71%																
Grade 4	72.8%	72.2%	76.1%	78%																
Grade 5	80.7%	90.4%	85.5%	88%																

Results from quarterly benchmark assessments indicate our Hispanic students made gains during the course of the year.

Pass Rates of Palmer's Hispanic Population

Resource: Student's Ethnicity obtained through ESIS

Data Source: Division's Quarterly Assessment (Pass Rate=75%+)

English	MP1	MP2	MP3	Preliminary SOL Data
Grade 3	13/26=50%	13/26=50%	17/28=61%	17/27=63%
Grade 4	9/15=60%	8/16=50%	11/17=65%	8/12=67%
Grade 5	10/15=67%	12/14=86%	12/14=86%	9/12=75%
Total	32/56=57%	33/56=59%	40/59=68%	34/54=67%

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

Palmer continued to focus on high quality instruction with an emphasis on differentiating instruction for students. Teachers continuously analyzed data to track student performance. Interventionists worked with identified students (Tier II & Tier III) on a daily basis.

2011-2012 School Year

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

Palmer's objectives for the 2011-12 school year:

1. 91% Pass Rate English (All Students)
2. 91% Pass Rate (All Subgroups)

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

The School Improvement Team will establish processes to monitor the implementation of higher-level thinking activities within the classroom. The division team will assist the school in the development of the school culture and their continued use of data, professional development, and effective teaching strategies as a vehicle for student growth.

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?

Palmer projects the addition of the following indicators:

IIIA35 Students are engaged and on task.

IIIA31 All teachers interact instructionally with students (explaining, checking, giving feedback).

IIIA19 All teachers review with questioning.

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 (reading) Grades 3-5:

- Small groups are formed using SOL data from the previous year and Fall PALS data. The classroom teacher will follow a small group framework (rereading/fluency – word study – new read) based on targeted needs identified by the question by performance data to help students acquire skills by providing them instruction 5 days a week for 30 minutes in a small group (6 or less students). Progress will be monitored by informal assessments, district wide assessments, PALS quick checks, and classroom performance.
- Identified students will also be served by an interventionist who will pull a small group of students who are struggling with the same target objectives as other peers identified in their grade level by data 4 days a week for 30 minutes each day. Progress will be monitored by using PALS quick checks, SOAR assessments, Rigby assessments, and other informal measures of objectives. New goals will be set every 4-5 weeks.

Tier II (math) Grades 3-5:

- Small groups within the classroom will be formed using SOL data from the previous year and performance on released practice SOL tests. Classroom teachers will analyze targeted needs identified by the question by performance data to help students acquire skills. Progress will be monitored by assessments obtained from unit tests, district wide assessments, quick checks, and classroom performance.
- Identified students will also be seen by an interventionist who will pull a small group of students who are struggling with the same target objectives as other peers identified in their grade level by data 3-4 days a week for 30 minutes each day. Progress was monitored by assessments obtained from Mathletics, district wide assessments, quick checks, and small group performance. New goals will be set every 4-5 weeks.

Tier III (reading) Grades 3-5:

- Students who are identified by SOL data and had an ELL or Special Education placement were instructed by these specifically trained teachers based on data from SOL and question by performance data. These services were provided in accordance to IEPs and ELL plans.
- Third grade students are provided a triple dose of reading based on district testing scores by an interventionist 4 days a week for 20 minutes. Instruction focused on comprehension strategies based on data disaggregation of tests and classroom and small group performance. Progress will be monitored by informal assessments and observations.

Identified students will participate in one or more of the following (in addition to Tier 1, high quality instruction):

- Double and/or triple dose of instruction with an interventionist within the Intervention / Enrichment Block utilizing
 - Soar to Success
 - Mathletics
 - Foundations
 - Small Group Instruction utilizing non-fiction and fiction text at student's instructional level targeting instructional areas of need

Identified students will also participate in the school's

- Mentor program
- Homework Club
- Supplemental Educational Services Program

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

Tier II (reading) Grades K-3:

- Small groups were formed using PALS data and the flexible grouping application on the PALS website. The classroom teacher followed a small group framework (rereading/fluency – word study – new read) based on targeted needs identified by data to help students acquire skills by providing them instruction 5 days a week for 30 minutes in a small group (6 or less students). Progress was monitored by quick checks, informal assessments, district wide assessments, and classroom performance.
- Identified students were also seen by an interventionist who pulled a small group of students who were struggling with the same target objectives identified by data 4 days a week for 30 minutes each day. Progress was monitored by using quick checks and other informal measures of objectives. New goals were set every 3 to 4 weeks.
- Identified students were also seen by a PALS assistant 5 days a week for 30 minutes a day to work on identified areas of

need based on the PALS data. Progress was monitored by observation and conversations with teachers who provided the assistant with lessons and next steps.

Tier III (reading) Grades K-3:

- Students who were identified by PALS and had an ELL or Special Education placement were instructed by these specifically trained teachers based on data from PALS. These services were provided in accordance to IEPs and ELL plans.

Identified students will be paired with an interventionist and/or PALS assistant (in addition to Tier 1, high quality instruction) and receive instruction in one or more of the following areas:

- Oral rhyme
- Oral blending / segmenting
- Letter recognition
- Letter sounds
- Concept of word
- Sight words
- Text
- Fluency
- Comprehension

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

Tier II (reading) Grades 4-5:

- Small groups were formed using SOL data from the previous year. The classroom teacher followed a small group framework (rereading/fluency – word study – new read) based on targeted needs identified by the question by performance data to help students acquire skills by providing them instruction 5 days a week for 30 minutes in a small group (6 or less students). Progress was monitored by informal assessments, district wide assessments, and classroom performance.
- Identified students are also seen by an interventionist who pulled a small group of students who were struggling with the same target objectives as other peers identified in their grade level by data 4 days a week for 30 minutes each day. Progress was monitored by using SOAR assessments, Rigby assessments, and other informal measures of objectives. New goals are set every 4-5 weeks.
- Students were provided a Data Notebook in which daily participation was encouraged. In this notebook, students wrote daily objectives, set goals, tracked performance data, and identified strengths and weaknesses of skills and content. Each student was assisted by a mentor once a week for a minimum of 10 minutes to address strategies for success.

Tier II (math) Grades 4-5:

- Small groups within the classroom were formed using SOL data from the previous year and performance on released practice SOL tests. The classroom teacher based targeted needs identified by the question by performance data to help students acquire skills by providing them instruction in a small group (6 or less students) during math block. Progress was monitored by informal assessments, quick checks, district wide assessments, and small group performance.
- Identified students are also seen by an interventionist who pulls a small group of students who were struggling with the same target objectives as other peers identified in their grade level by data 3-4 days a week for 30 minutes. Progress is monitored by using Mathletics, informal assessments, and other informal measures of objectives. New goals are set every 4-5 weeks.
- Students are also provided a Data Notebook in which it was encouraged to be used daily. In this notebook, students set goals, tracked performance data, and identified strengths and weaknesses of skills and content. Each student was assisted by a mentor once a week for a minimum of 10 minutes to address strategies for success.

Tier III (reading) Grades K-3:

- Students who are identified by SOL data and had an ELL or Special Education placement will be instructed by specifically trained teachers based on data from SOL and question by performance data. These services were provided in accordance to IEPs and ELL plans.

Identified students will participate in one or more of the following:

- Tier 1 high quality instruction
- Tier 2 and /or 3 instruction with an interventionist
- SES or other extended learning time opportunity
- Mentor Program (Personal Data Notebook)
- Destination Math (This is an on-line math supplement provided by the district to all Title I elementary schools. It is presently being implemented into all grade 3-5 classrooms.

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

Identified students will participate in one or more of the following:

- Tier 1 high quality instruction (consistent with IEP)
- Tier 2 and/or 3 instruction with a special education teacher and/or interventionist. The special education teacher will utilize programs such as Wilson Reading Program, DORA and DOMA.

- [SES or other extended learning opportunity](#)

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.

- [Quarterly DI conference with each grade level team / teacher](#)
- [Literacy team meets weekly \(Tuesdays from 11:30 – 12:30\) to review individual student performance](#)
- [Quarterly report \(Indistar\) reviewed by Palmer’s conduit team \(School Improvement Team\)](#)
- [Daily quick checks – teacher clipboards to monitor daily mastery of objectives](#)
- [Quarterly Grade Distribution](#)
- [Data notebooks for identified students \(mentor program\)](#)
- [Wednesday Team Meetings: Interventionist and classroom teacher](#)
- [CS – 1 Monitoring Assessment\(s\) at the beginning and end of each intervention cycle](#)
- [“Extended Day” data talks \(staff\) / job embedded staff development](#)
- [Unit assessments and quizzes](#)

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

Department/Grade Level	Date(s)
Literacy Team	First Friday (Monthly)
Literacy Team & Grade Level Teams	Weekly (Tuesday Mornings)
Kindergarten & 1 st Grade	1 st Tuesday of Month
2 nd & 3 rd Grade	2 nd Tuesday of Month
4 th Grade	3 rd Tuesday of Month
5 th Grade	4 th Tuesday of Month
SIT – Conduit	Weekly (Wednesday Mornings)

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	
	8	
	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.