

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

Division Name: Norfolk City Public Schools

School Name: Lake Taylor Middle School and Ruffner Academy Middle School

Person Completing Report: Lisa A. Harris

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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 25, 2011
September	September 9, 2011
October	October 7, 2011
November	November 4, 2011
December	December 2, 2011
January	January 6, 2012
February	February 3, 2012
March	March 2, 2012
April	April 6, 2012
May	May 4, 2012
June	June 1, 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	October 27, 2011
Second Quarter	January 26, 2012
Third Quarter	March 29, 2012
Fourth Quarter	June 2, 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. Christine Harris	<a href="mailto:caharris@nps.k12.va.us">caharris@nps.k12.va.us</a>	Chief Academic Officer
Lisa A. Harris	<a href="mailto:laharris@nps.k12.va.us">laharris@nps.k12.va.us</a>	Internal Lead Partner/ Project Manager
Roni Myers-Daub	<a href="mailto:rmyersdaub@nps.k12.va.us">rmyersdaub@nps.k12.va.us</a>	Senior Coordinator, Special Education
Dr. Natalie Halloran	<a href="mailto:nhallora@nps.k12.va.us">nhallora@nps.k12.va.us</a>	Senior Coordinator, Compensatory Education and Title I
Dr. Sharon Byrdson	<a href="mailto:sbyrdson@nps.k12.va.us">sbyrdson@nps.k12.va.us</a>	Executive Director, Secondary Schools
Dr. Lisa Corbin	<a href="mailto:lcobin@nps.k12.va.us">lcobin@nps.k12.va.us</a>	Senior Director, Leadership and Capacity Development
Anhthy Nguyen	<a href="mailto:anguyen@nps.k12.va.us">anguyen@nps.k12.va.us</a>	Senior Coordinator, S.E.A.S. (Evaluation and Assessment)
Lillian Thomas	<a href="mailto:lthomas@nps.k12.va.us">lthomas@nps.k12.va.us</a>	Executive Director, Elementary Schools
Dr. Carolyn Taylor	<a href="mailto:ctaylor1@nps.k12.va.us">ctaylor1@nps.k12.va.us</a>	Executive Director, Elementary Schools
Jackie Gathers	<a href="mailto:jgathers@nps.k12.va.us">jgathers@nps.k12.va.us</a>	Assistant to the Chief Academic Officer
Dr. Gale Lee	<a href="mailto:glee@nps.k12.va.us">glee@nps.k12.va.us</a>	Senior Director, Compensatory Education and Title I
Karren Bailey	<a href="mailto:Kbailey1@nps.k12.va.us">Kbailey1@nps.k12.va.us</a>	Executive Director, S.E.A.S. . (Evaluation and Assessment)

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 VDOE liaison’s monthly report
<b>4</b>	School updates (additional support needed, observation feedback, etc.)
<b>5</b>	Discuss next steps for division support team

**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 school’s Indistar® improvement plan
<b>6</b>	Updates needed to the school’s Indistar® improvement plan
<b>7</b>	Review schools’ quarterly reports
<b>8</b>	Discuss next steps for division support team

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

Copy and complete one chart for each school.

<b>School Name: Lake Taylor Middle School</b>		
<b><u>2010-2011 School Year</u></b>		
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.		
<b>Objectives for 2010-11</b>	<b>Progress towards meeting 1<sup>st</sup> year annual goals</b>	
Annual Measurable Objective for Reading /Language Arts = 81	Not yet available	The preliminary unadjusted pass rate for the Spring SOL administration indicates that the school will not meet this goal.
Annual Measurable Objective for Mathematics =79	Not yet available	The preliminary unadjusted pass rate for the Spring SOL administration indicates that the school will not meet this goal.
Increase percentage of students reading on grade	Met	The percentage of Tier 1 (grade level) students for all grades increased from 49% in September 2010 to 58% in May 2011 as assessed in the iStation program.
Reduce Discipline Infractions (Baseline 2009/10 = 1,728)	Met	1,101 (-36.2%) (Through June 9, 2011 )
Increase student attendance rates to 94% (Baseline 2009/10 = 90.9%)	Met	94.5% (+3.6%) (Through June 9, 2011 )
Increase teacher attendance rates to 97% (Baseline 2009/10 = 94.7%)	Progressing	95.3% (+0.6%)
Increase Parental Involvement and Engagement	Progressing	Created Action Team to develop strategic plan for increasing parent and community involvement. The team developed an action plan and began implementation of associated tasks.
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"> <li>• The school identified actions and strategies for all 25 LTP indicators in the Indistar system. Teams met regularly to update progress of the identified action items.</li> <li>• The school began a lead turnaround partnership with Johns Hopkins University, Talent Development Model, including the addition of school-based instructional coaches for Reading, Math, Science and Social Studies; an Early Warning Indicators (EWI) facilitator; and a climate coach. Support is also provided for the school-based coaches and</li> </ul>		

teachers via technical assistance visits from JHU content facilitators.

- The school joined the National Network of Partnership Schools and received training to implement a parent and community engagement action plan. The school created an Action Team responsible for the monitoring and implementation of items on the action plan.
- The school initiated a work plan for each content area to outline baseline data, goals, strategies, and timelines for improvement in areas of identified need.
- The Internal Lead Partner worked with the school to create a monthly data snapshot report to update all members of the Transformation Team on progress in areas of academics, attendance, discipline, and climate.
- The school used the iStation system as a monthly assessment tool to monitor progress of students towards reading goals, including increasing the number of students reading on grade level.
- The school initiated a parent center within the school to include materials and support for parent involvement and engagement in the learning process for their students. The parent center will hold a grand opening in September.
- The internal lead partner and school principal met monthly to review the status of budgets and to ensure the alignment of finances with school goals.
- The school instituted a series of “parent night” workshops to provide opportunities for parents to participate in the learning process with their children.

**2011-2012 School Year**

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

Objectives for 2011-12	Goal
Annual Measurable Objective for Reading /Language Arts	86% or >
Annual Measurable Objective for Mathematics	85% or >
Increase percentage of students reading on grade level	70% or >
Reduce Discipline Infractions (Baseline 2009/10 = 1,728)	10% reduction
Increase student attendance rates (Baseline 2009/10 = 90.9%)	95% or >
Increase teacher and administrator attendance rates (Baseline 2009/10 = 94.7%)	97% or >
Increase Parental Involvement and Engagement	Continue to build a learning community where students are recognized for improvements and achievements, there is a sense of camaraderie, and competition for learning.

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

- The school will increase the use of the iStation program as an intervention tool for identified tier 2 and tier 3 reading students.
- The school will complete individualized professional development plans for all teachers based on identified needs.
- The school has started and will complete an individualized intervention plan for all tier 3 students in reading and mathematics.
- The school will add the use of additional targeted tutoring services for all students.
- The school will present a series of parent workshops designed to increase awareness of and commitment to assisting with the learning needs of students.
- The school will hold two summer retreats, one for the instructional leadership team and one for the entire staff, to plan and prepare for the upcoming school year.
- The school will add a position of special education coach to build the capacity of special and general educators to provide specially designed instruction.

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?

- As per requirements of the transformation model, the school will continue to assess and assign tasks to all 25 of the LTP indicators.
- The transformation team will complete a review of all indicators in the summer of 2011 to assign additional tasks related to each of the 25 indicators to ensure that all of required transformation strands and implementation indicators are addressed.

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 2	Tier 3
<ul style="list-style-type: none"> <li>• Computer adaptive program that differentiates instruction based on student responses; each student receives hints and individual feedback to responses</li> <li>• Teacher facilitated small group instruction</li> <li>• Teacher facilitated Algebra Readiness Curriculum Companion Resource lessons (VDOE resource)</li> <li>• Summer school is offered</li> <li>• After school and Saturday SOL Academy offered</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time and practice with Carnegie cognitive tutorial program to target weakest skills</li> <li>• Math semester support class</li> <li>• Intensive teacher facilitated small group instruction</li> <li>• Teacher facilitated Algebra Readiness Curriculum Companion Resource lessons (VDOE resource)</li> <li>• Summer school is strongly encouraged</li> <li>• After school and Saturday SOL Academy strongly encouraged</li> </ul>
<ul style="list-style-type: none"> <li>• Students will utilize iStation activities to practice areas of need once a week</li> <li>• Teacher facilitated small group instruction</li> <li>• Summer school is offered</li> <li>• After school and Saturday SOL Academy offered</li> </ul>	<ul style="list-style-type: none"> <li>• Students will utilize iStation activities to practice areas of need twice a week</li> <li>• Intensive teacher facilitated small group instruction</li> <li>• Reading semester support class</li> <li>• Summer school is strongly encouraged</li> <li>• After school and Saturday SOL Academy strongly encouraged</li> </ul>

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	Tier 3
<ul style="list-style-type: none"> <li>• Computer adaptive program that differentiates instruction based on student responses; each student receives hints and individual feedback to responses</li> </ul>	<ul style="list-style-type: none"> <li>• Additional time and practice with Carnegie cognitive tutorial program to target weakest skills</li> <li>• Math semester support class</li> </ul>

<ul style="list-style-type: none"> <li>• Teacher facilitated small group instruction</li> <li>• Teacher facilitated Algebra Readiness Curriculum Companion Resource lessons (VDOE resource)</li> <li>• Summer school is offered</li> <li>• After school and Saturday SOL Academy offered</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive teacher facilitated small group instruction</li> <li>• Teacher facilitated Algebra Readiness Curriculum Companion Resource lessons (VDOE resource)</li> <li>• Summer school is strongly encouraged</li> <li>• After school and Saturday SOL Academy strongly encouraged</li> <li>• SRA corrective reading program for tier 3 students</li> </ul>
<ul style="list-style-type: none"> <li>• Students will utilize iStation activities to practice areas of need once a week</li> <li>• Teacher facilitated small group instruction</li> <li>• Summer school is offered</li> <li>• After school and Saturday SOL Academy offered</li> </ul>	<ul style="list-style-type: none"> <li>• Students will utilize iStation activities to practice areas of need twice a week</li> <li>• Intensive teacher facilitated small group instruction</li> <li>• Reading semester support class</li> <li>• Summer school is strongly encouraged</li> <li>• After school and Saturday SOL Academy strongly encouraged</li> </ul>

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

- Special education school based coach to support professional development of special educators with the implementation of specially designed instruction
- Special education teachers will continue to participate in professional development opportunities specific to respective content areas of instruction
- Extend opportunities for self-contained students to receive direct instruction from content area teacher
- Increase iStation usage to include iStation lessons as interventions
- Maximize usage of the Carnegie Cognitive Tutorial program
- SRA corrective reading program for tier 3 students

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.

- Review of ARDT strand reports and Carnegie Cognitive Tutorial module placement by teachers twice a month
- Review of ARDT assignments and Carnegie Cognitive Tutorial module placement by school based math coach to support strand placement based upon identified needs twice a month
- Monthly review of iStation ISIP reports by teachers to support assignment of targeted interventions
- Review of iStation usage, ability index, and tier movement twice a month by school based coach
- Building administrators will support the review of each of the aforementioned monitoring efforts on a monthly basis

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

Department/Grade Level	Date(s)
Reading Department-iStation review	Third Week of the Month
Math Department -ARDT	Third Week of the Month
Transformation Team	October 27, 2011 January 26, 2012 March 29, 2012 June 2, 2012
Instructional Leadership Team	Second Week of the Month

9. Provide the agenda for the meetings

	Agenda Item
<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 (NOT 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 school's Indistar® improvement plan	
	<b>6</b>	Updates needed to the school's Indistar® improvement plan	
	<b>7</b>	Review of Early Warning Indicator data provided by Johns Hopkins (includes information about student attendance, behavior, and course performance)	
<b>Must include the items indicated in rows 1-6</b>			

**School Name:** Ruffner Academy Middle School

**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.

Objectives for 2010-11	Progress towards meeting 1 <sup>st</sup> year annual goals	
Annual Measurable Objective for Reading /Language Arts = 81	Not yet available	The unadjusted pass rate for the Spring SOL administration indicates that the school will not meet this goal.
Annual Measurable Objective for Mathematics =79	Not yet available	The unadjusted pass rate for the Spring SOL administration indicates that the school will not meet this goal.
Increase percentage of students reading on grade level	Met	The percentage of Tier 1 (grade level) students for all grades increased from 64% in September 2010 to 73% in May 2011 as assessed in the IStation program.
Reduce Discipline Infractions (Baseline # for 2009/10 = 1538	Met	1376 (-10.5%) (As of June 9, 2011)
Increase student attendance rates to 94% (Baseline 2009/10 = 93.8%)	Met	94.0% (+.2%) (As of June 9, 2011)
Increase teacher attendance rates to 97% (Baseline 2009/10 = 95.4%)	Not Met	95.13% (-.03%)
Increase Parental Involvement and Engagement	Progressing	Created Action Team to develop strategic plan for increasing parent and community involvement. The team developed an action plan and began implementation of associated tasks.  100% Teacher participation in PTSA 30% Student participation in PTSA

2. What processes were initiated during the 2010-11 year to support the school with accomplishing the stated goals?
  - This year Ruffner Academy incorporated the following: JHU Partnership, Instructional Coaches, EWI Process (Early Warning Indicators) meetings, iStation, Monthly Data Reports, Power Planning Sessions by Subject Area, After-School SOL Prep (Data-Driven), Individualize Plan for Tier 3 students, Peer Tutoring, Tutoring (Regent University Students), Extended Learning Hours for Math and Reading.

- Incorporation of SCA, Grade and Homeroom Representatives (students have a voice).
- We've increased student recognition through:
  1. Attendance celebration
  2. Quarterly honor roll celebration
  3. Benchmark progress
  4. Caught you doing something good
  5. High Five's A' and B's (JHU initiative)
  6. Dress for Success
  7. 600 Club
- The internal lead partner and school principal met monthly to review the status of budgets and to ensure the alignment of finances with school goals.
- The school joined the National Network of Partnership Schools and received training to implement a parent and community engagement action plan. The school created an Action Team responsible for the monitoring and implementation of items on the action plan.
- The school initiated a work plan for each content area to outline baseline data, goals, strategies, and timelines for improvement in areas of identified need.
- The Internal Lead Partner worked with the school to create a monthly data snapshot report to update all members of the Transformation Team on progress in areas of academics, attendance, discipline, and climate.
- The school initiated a parent center within the school to include materials and support for parent involvement and engagement in the learning process for their students.

**2011-2012 School Year**

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

Objectives for 2011-12	Goal
Annual Measurable Objective for Reading /Language Arts	86% or >
Annual Measurable Objective for Mathematics	85% or >
Increase percentage of students reading on grade level	70% or >
Reduce Discipline Infractions (Baseline # for 2009/10 = 1538)	10% reduction
Increase student attendance rates (Baseline 2009/10 = 93.8%)	95% or >
Increase teacher and administrator attendance rates	97% or >

(Baseline 2009/10 = 95.4%)	
Increase Parental Involvement and Engagement	Continue to build a learning community where students are recognized for improvements and achievements, there is a sense of camaraderie, and competition for learning.

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

- The school will begin the “Breakfast Club” and after-school programs for tier 3 students in September.
- The school leadership will recruit and train special education and reading teachers to increase small differentiated groups using the IStation interventions in classes and during the “Breakfast Club,” after-school program, SpEd resource classes and study hall period.
- The school is also planning to add the math component of IStation for next year if available.

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?

- As per requirements of the transformation model, the school will continue to assess and assign tasks to all 25 of the LTP indicators.
- The transformation team will complete a review of all indicators in the summer of 2011 to assign additional tasks related to each of the 25 indicators to ensure that all of required transformation strands and implementation indicators are addressed.
- The school administration and coaching team will meet on June 22 and 23, 2011 to review preliminary data and begin revisions to the Indistar improvement plan 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:

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

Tier 2	Tier 3
<p>Reading</p> <ul style="list-style-type: none"> <li>• IStation computer program interventions of a minimum of 60 minutes per week for tier 2 students.</li> <li>• Identify students and analyze individual student data from the previous year’s benchmark tests, CFAs, SOL, and mock tests to determine which students will require intensive instruction through re-teaching and/or remediation by specific objectives.</li> <li>• Develop and maintain an Individual Intervention Plan for all at-risk students.</li> <li>• Teachers will conference with at-risk students at least monthly following the IStation test about their performance and specific strengths and weaknesses.</li> <li>• Teachers will form differentiated groups by objective on a daily basis to include teacher-led IStation or alternative interventions.</li> <li>• Teachers will receive research-based professional development provided by the Instructional Coach for teachers to address specific teacher weaknesses based on classroom observations.</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>• IStation computer program interventions of a minimum 90 minutes per week for tier 3 students.</li> <li>• Develop and maintain an Individual Intervention Plan for all at-risk students.</li> <li>• Teachers will form differentiated groups by objective on a daily basis to include teacher-led IStation or alternative interventions.</li> <li>• “Breakfast Club” and after-school programs for tier 3 students beginning in September.</li> </ul>
<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Each day, throughout the lesson, teachers will use various strategies to check for understanding and adjust their instruction to meet the needs of their</li> </ul>	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• During the Math Breakfast Club, students will complete individualized Carnegie units that target their specific weaknesses with the monitoring and</li> </ul>

<p>students.</p> <ul style="list-style-type: none"> <li>Teachers will also use tiered lessons throughout each unit of study to provide additional support for students working at various levels of mastery while specifically targeting the struggling students. These students will also be provided with additional learning time to focus on the specific strands and SOL objectives in which they are struggling through the Math Breakfast Club.</li> </ul>	<p>assistance of a math teacher or math coach.</p> <ul style="list-style-type: none"> <li>During the Bulldog Believers Math Program after school, the Bulldog Buckle Down Bunches during electives, and the Math Madness Program on Saturdays, teachers will identify specific SOL objectives and invite the specific students that need additional assistance on those objectives. This will allow for focused, intensive small group instruction to help these students become more successful.</li> </ul>
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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

<b>Tier 2</b>	<b>Tier 3</b>
<p>Reading</p> <ul style="list-style-type: none"> <li>IStation computer program interventions of a minimum of 60 minutes per week for tier 2 students.</li> <li>Identify students and analyze individual student data from the previous year’s quarterly tests, CFAs, SOL, and mock tests to determine by specific objectives what intensive instruction is necessary.</li> <li>Develop and maintain an Individual Intervention Plan for all students who failed the SOL.</li> <li>Teachers will conference with at-risk students following the IStation and quarterly tests, as well as any CFAs and mock tests administered. Students will be familiar with their own progress as well as their performance and specific strengths and weaknesses.</li> <li>Teachers will form differentiated groups by objective on a</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>IStation computer program interventions of a minimum 90 minutes per week for tier 3 students.</li> <li>Develop and maintain an Individual Intervention Plan for all students who failed the SOL.</li> <li>Teachers will form differentiated groups by objective on a daily basis to include teacher-led IStation or alternative interventions.</li> <li>“Breakfast Club” and after-school programs for tier 3 students beginning in September.</li> </ul>

<p>daily basis to include teacher-led IStation or alternative interventions.</p> <ul style="list-style-type: none"> <li>Teachers will receive research-based professional development provided by the Instructional Coach for teachers to address specific teacher weaknesses based on classroom observations.</li> </ul>	
<p>Mathematics</p> <ul style="list-style-type: none"> <li>The math coach will assist math teachers as they analyze the SOL data to identify common student difficulties and misconceptions.</li> <li>Teachers will develop whole class remediation and support strategies to address these gaps in order to prepare students for success with the current curriculum.</li> </ul>	<p>Mathematics</p> <ul style="list-style-type: none"> <li>Teachers will also identify the individual weaknesses for students who were not successful on the math SOL.</li> <li>Teachers will use this data to identify specific students who may struggle with a given lesson and plan strategies specific to that objective to provide them with the additional support they may need to be successful. These strategies may include the use of manipulatives, graphic organizers, charts, tables etc.</li> <li>These students will also be provided with additional opportunities to improve these skills through the Math Breakfast Club and the Bulldog Believers Math Program.</li> <li>Teachers will continue to monitor each student's progress on these strands and objectives using teacher made tests and the Algebra Readiness Diagnostic Assessment.</li> </ul>
<p>d. Students who are/were below grade-level in reading or mathematics based on a disability</p> <p>Reading</p> <ul style="list-style-type: none"> <li>Identify students and analyze individual student data from the previous year's quarterly tests, CFAs, SOL, and mock tests to determine by specific objectives what intensive instruction is necessary.</li> </ul>	

- Regular education teachers should familiarize themselves with the students' IEPs.
- Develop and maintain an Individual Intervention Plan for students with disabilities based on his or her accommodations.
- Work directly with the student's case manager to determine specific student needs in order to plan for student instruction.
- Teachers will conference with students following the IStation and quarterly tests, as well as any CFAs and mock tests administered.
- Students will be familiar with their own progress as well as their performance and specific strengths and weaknesses.
- Teachers will form differentiated groups by objective on a daily basis to include teacher-led IStation or alternative interventions.
- All students with disabilities will utilize the IStation computer program interventions for a minimum of 90 minutes per week.
- Special education teachers will plan with the regular education teacher to address the needs of students with disabilities.
- SRA corrective reading program for tier 3 students

#### Mathematics

- The special education teachers and math teachers will analyze SOL data for students with disabilities who are below grade level in math. They will use this data to plan collaboratively to develop specific strategies that will provide the needed supports and accommodations to overcome student deficits and help these students to become successful with the curriculum.
- These students will also be provided with additional time to address their weaknesses through the Math Breakfast Club and Bulldog Believers Math Program. Teachers will monitor student progress on these skills using teacher made tests and the Algebra Readiness Diagnostic.

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.

- Review of ARDT strand reports and Carnegie Cognitive Tutorial module placement by teachers twice a month
- Review of ARDT assignments and Carnegie Cognitive Tutorial module placement by school based math coach to support strand placement based upon identified needs twice a month
- Monthly review of IStation ISIP reports by teachers to support assignment of targeted interventions
- Review of IStation usage, ability index, and tier movement twice a month by school based coach
- Building administrators will support the review of each of the aforementioned monitoring efforts on a monthly basis
- Division-sponsored implementation of SRA corrective reading program for tier 3 students
- The administration will review monthly reports from the tutoring services

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

Department/Grade Level	Date(s)
EWI Meetings by Grade Level	Every other Tuesday starting the 2 <sup>nd</sup> week of school.
Faculty Meeting	First Monday
Department Meeting	Second Monday
Instructional Team Meeting	Third Monday
Administrative Team Meeting	Second and Fourth Tuesday
Child Study Team Meeting	Wednesdays and Fridays

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 (NOT 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 school's Indistar® improvement plan
<b>6</b>	Updates needed to the school's Indistar® improvement plan
<b>7</b>	Review of Early Warning Indicator data (includes information about student attendance, behavior, and course performance)

**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.