

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

Division Name: Orange County  
School Name: **Orange Elementary School**  
Person Completing Report: Charles Winkler  
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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	8/10
September	9/7
October	10/18
November	11/15
December	12/7
January	1/24
February	2/21
March	3/14
April	4/17
May	5/2
June	6/12

2. When are dates of the division team quarterly meetings with principals of schools receiving school improvement funds through June 2012?

<b>Quarter</b>	<b>Date(s)</b>
First Quarter	Between 11/14 to 11/28
Second Quarter	Between 2/1 to 2/15
Third Quarter	Between 4/12 to 4/26
Fourth Quarter	Between 6/4 to 6/22
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.

<b>Name</b>	<b>Email</b>	<b>Title</b>
Chuck Winkler	cwinkler@ocss-va.org	Director of Elementary and Title I
Linda Carlton	lcarlton@ocss-va.org	Director of Secondary and Title III
Eugene Kotulka	ekotulka@ocss-va.org	Director of Student Services
Jan Carpenter	jcarpenter@ocss-va.org	Director of Special Education
William L. Berry	bberry@ocss-va.org	Principal
Jim Yurasits	jyurasits@ocss-va.org	Director of Accountability

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 division data
<b>4</b>	Discuss updates from directors
<b>5</b>	
<b>6</b>	
<b>7</b>	

**Must include the items indicated in rows 1 and 2**

5. Please provide a tentative agenda for the **division’s quarterly** meetings with principals of schools receiving school improvement funds.

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

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

**Copy and complete one chart for each school.**

<b>School Name: Orange Elementary School</b>						
<b><u>2010-2011 School Year</u></b>						
1. What objectives did the school meet by June 2011?						
<ul style="list-style-type: none"> <li>• The objective was to increase both Reading and Math scores to the AMO requirements or better. Our current preliminary SOL results show that we have met this goal.</li> </ul>						
Describe the school’s progress with meeting the first year’s annual goals proposed in the grant.						
<ul style="list-style-type: none"> <li>• When our original application was originally submitted, the Orange Elementary School goal was:               <ul style="list-style-type: none"> <li>○ “.... to attain AYP and remain fully accredited according to VADOE”</li> </ul> </li> </ul>						
Over the past two years, we have made great strides in achieving this goal. During this past school year, we have achieved the following based upon <b>preliminary 2010-11 scores</b> :						
	2010-11				2009-10	2008-09
	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Overall	Overall	Overall
Math – Overall (AMO = 85)	98.9	92.6	92.0	94.5	89	78
Black	100.0	95.0	89.7	94.1	82	62
Disadvantaged	100.0	90.9	92.9	94.9	81	67
Students with Disabilities	100.0	87.5	100.0	96.1	84	62
Reading – Overall (AMO = 86)	88.0	92.6	91.5	90.7	84	76
Black	68.4	100.0	89.6	86.9	74	62
Disadvantaged	84.0	90.9	90.4	88.0	89	77
Students with Disabilities	100.0	80.0	90.0	89.0	76	66
This year’s results coupled with the results from the 2009-10 school year will provide us with having made AYP for two consecutive years.						

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

- The Learning Leadership Team (LLT) consisting of a representative from each grade level/department, principal, assistant principal, Literacy Coach, Math Coach, Director of Elementary Instruction, Director of Testing, School Psychologist (representing Central Office Special Education Department), and a parent representative met twice monthly to discuss instructional practices and student data based on formative and summative assessments.
- Monthly extended planning periods of 3.5 hours in length were held for grade level teachers, administration, and coaches to meet and discuss student achievement and progress, county curriculum, pacing guides, parent involvement, instructional practices, and student groupings.
- Bi-weekly Response to Intervention (RTI) meetings were held to discuss students and create a plan for how to help those who are struggling either academically or behaviorally.

### **2011-2012 School Year**

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

- During the 2011-12 school year we will:
  - meet the AMOs in all sub-groups,
  - continue to monitor instructional practices and provide support to those teachers in need of improvement
  - continue to provide professional development via practices provided via Editure

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

- We feel the practices put into place for the 2010-11 school year were highly effective. This is shown in the double digit increase in scores in several of our sub-groups and in our overall scores. Therefore, we do not plan to change what we have found to be effective across all grade levels.

5. The school should have a school improvement plan on the Indistar® website. This plan will need to be updated based on current 2011 data. Based on the analysis of the school's preliminary Spring 2011 SOL results and any other academic achievement data collected during the 2010-11 school year, which Indistar® indicators will the school modify, add or remove in the current school improvement plan?

The following indicators have been a key to our success during the 2010-11 school year. We will continue to use them during the 2011-12 school year in the same manner.

- IIB04 -- Teachers will individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.

- IID09 -- Instructional Teams will use student learning data to plan instruction.
- IIIA01 -- All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment.
- IIIA31 -- All teachers will interact instructionally with students (explaining, checking, giving feedback).

Based upon this success, it is difficult to for us to add or remove any indicator. Once final SOL results are in, we will make an analysis to determine where modifications need to be made.

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:

- During the bi-weekly RTI meetings, held solely for the purpose of discussing students who are struggling either academically or behaviorally, a plan is created to determine how to best meet student’s needs.
- Students who are struggling in reading will be provided instruction via SRA Direct Instruction or via Wilson Reading Instruction.
  - “Struggling students” will be identified based upon the results from formative and summative assessments, PALS, SOL released tests, and Aimsweb benchmarking and progress monitoring.
  - SRA Direct Instruction will be provided by either the classroom teacher or the instructional assistant. Both of these individuals will be/have been trained in the SRA program.
  - Instruction will be provided during:
    - the two hour reading block for each grade level,
    - the PowerUp 40 minute block four days per week, and
    - the after-school remediation period two days per week for one hour at a time.
  - Aimsweb progress monitoring will be used to determine the student’s progress being made in the program.
  - SuccessMaker will continue to be used to address specific instructional/academic needs in reading.
  - Student achievement will be partially diagnosed via benchmark.
- Use of Hampton Eleven, test taking strategies, and student incentive programs.

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

- Students who are struggling in reading will be provided instruction via SRA Direct Instruction or via Wilson Reading Instruction.
- Students who are struggling in math will be provided instruction via SuccessMaker and small group instruction provided by the Math Coach during the PowerUp time four days per week at 40 minutes per session.

- Bi-weekly RTI discussions will continue to be held for the sole purpose of discussing the status of those students who are struggling academically or behaviorally.
- Aimsweb benchmarking and progress monitoring will be used to determine the students current level.
- SuccessMaker will continue to be used to address specific instructional needs in both reading and math.
- Use of Hampton Eleven, test taking strategies, and student incentive programs.

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

- Students who are struggling in reading as determined by PALS will be provided instruction via SRA Direct Instruction (grades 2-3) or via Wilson Reading Instruction.
- Instruction will be provided by the reading specialist, classroom teacher, hired tutor, or after-school tutor.
- Bi-weekly RTI discussions will continue to be held for the sole purpose of discussing the status of those students who are struggling academically or behaviorally.
- Aimsweb benchmarking and progress monitoring will be used to determine the students current level.
- SuccessMaker will continue to be used to address specific instructional needs in both reading and math.
- Use of Hampton Eleven, test taking strategies, and student incentive programs.

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

- Students who are struggling in reading as determined via their 2010-11 SOL scores will be provided instruction via SRA Direct Instruction or via Wilson Reading Instruction.
- Bi-weekly RTI discussions will continue to be held for the sole purpose of discussing the status of those students who are struggling academically or behaviorally.
- Instruction will be provided by the reading specialist, classroom teacher, hired tutor, or after-school tutor.
- Aimsweb benchmarking and progress monitoring will be used to determine the students current level.
- SuccessMaker will continue to be used to address specific instructional needs in both reading and math.
- Use of Hampton Eleven, test taking strategies, and student incentive programs.

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

- Students who are struggling in reading will be provided instruction via SRA Direct Instruction or via Wilson Reading Instruction.
- Bi-weekly RTI discussions will continue to be held for the sole purpose of discussing the status of those students who are struggling academically or behaviorally.

- Aimsweb benchmarking and progress monitoring will be used to determine the students current level.
- SuccessMaker will continue to be used to address specific instructional needs in both reading and math.
- Instruction will be provided by the reading specialist, classroom teacher, hired tutor, or after-school tutor.
- Use of Hampton Eleven, test taking strategies, and student incentive programs.

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.
- Students who are struggling in reading will be provided instruction via SRA Direct Instruction or via Wilson Reading Instruction.
  - Bi-weekly RTI discussions will continue to be held for the sole purpose of discussing the status of those students who are struggling academically or behaviorally.
  - Aimsweb benchmarking and progress monitoring will be used to determine the students current level.
  - SuccessMaker will continue to be used to address specific instructional needs in both reading and math.

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

<b>Department/Grade Level</b>	<b>Date(s)</b> (NOTE: actual days of the week are tentative)
Kindergarten team	80 minute block each Monday – alternating weeks of RTI discussions and grade level planning
1 <sup>st</sup> grade team	80 minute block each Friday – alternating weeks of RTI discussions and grade level planning
2 <sup>nd</sup> grade team	80 minute block each Wednesday – alternating weeks of RTI discussions and grade level planning
3 <sup>rd</sup> grade team	80 minute block each Tuesday – alternating weeks of RTI discussions and grade level planning
4 <sup>th</sup> grade team	80 minute block each Tuesday – alternating weeks of RTI discussions and grade level planning
5 <sup>th</sup> grade team	80 minute block each Thursday – alternating weeks of RTI discussions and grade level planning

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
<b>3</b>	Review of strategies and data analysis for students who failed the SOL reading or mathematics assessment in 2010-2011
<b>4</b>	Review of strategies and data analysis for students who are below grade-level in reading or mathematics based on a disability
<b>5</b>	Review of division's Indistar® improvement plan
<b>6</b>	Updates needed to the division's Indistar® improvement plan
<b>7</b>	Review of school's Indistar® improvement plan
<b>8</b>	Updates needed to the school's Indistar® improvement plan
<b>9</b>	Review of instructional practices
<b>10</b>	

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

**Application Submission**

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

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

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

Retain the original application in the division's files.