

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

Division Name: Petersburg City Schools
 School Name: **Vernon Johns Junior High**
 Person Completing Report: Danielle Belton
 E-mail: chbostick@petersburg.k12.va.us
 Telephone: (804) 862-7090 ext. N/A

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 30, 2011
September	September 22, 2011
October	October 20, 2011
November	November 17, 2011
December	December 15, 2011
January	January 19, 2011
February	February 16, 2012
March	March 15, 2012
April	April 19, 2012
May	May 17, 2012
June	June 14, 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	September 22, 2011
Second Quarter	December 15, 2011
Third Quarter	March 15, 2012
Fourth Quarter	June 14, 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
Patricia Herzig	patriciaherzig@aol.com	Math Consultant
John Mayo	jomayo@petersburg.k12.va.us	Assistant Superintendent
Willie Bell	wibell@petersburg.k12.va.us	Director of Secondary Education
Simmie Raiford, Cambridge Education	simmie_fsu@hotmail.com	Lead Turnaround Partner
Brenda Walton	brwalton@petersburg.k12.va.us	Internal Lead Turnaround Partner
Danielle Belton	dabelton@petersburg.k12.va.us	Supervisor of Federal Programs
Ahnjayla Hunter	ahhunter@petersburg.k12.va.us	Special Education Coordinator
Dimitric Roseboro	diroseboro@petersburg.k12.va.us	School Principal

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 all pertinent test data, i.e.; SOL , benchmark , lstation , ARDT
4	Quarterly Reports
5	Monitoring and adjusting strategies(teaching and student/teacher placements) based on test results and quarterly reports
6	Stakeholder Outreach
7	Review of strategies for recovery students and special needs students Report from LTP and ITP

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 benchmark tests and adjustments made as a result of outcomes
8	Monitoring of teachers on Improvement Plans
9	Status of participation in Teacher Evaluation Program
10	Review of 45/90 Day plans

Must include the items indicated in rows 1-6

Copy and complete one chart for each school.

School Name: Peabody 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.

The preliminary results show that the required pass rate score has been met in Math -80.00 %, Science – 76.96 % and in Reading – 76.64%.

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

- *Students were grouped according SOL mastery levels.*
- *ADRT strategies were implemented for all students based on their mastery levels. An additional tutor was hired to provide small group tutoring and enhance classroom instruction. The students practiced test-taking strategies and reviewed objectives that were taught. Students were regrouped based upon data aggregated from weekly assessments. Small group remediation was provided based on student needs. After school tutorial services were provided through Teen Excel to increase student performance. The 8th grade team met weekly to discuss ADRT strands and segments in order to correlate intervention strategies to address each student's area of weakness.*
- *All Math teachers implemented the current objectives and the 2009 math standards that were field tested this spring.*
- *The Literacy Coach meets with the English Department weekly to discuss student achievement and research based strategies.*
- *Weekly team meetings were held for all core areas*

2011-2012 School Year

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

To increase student achievement to 80% in all areas

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

Students have been identified for the summer academy. Students have been identified for intervention services for the 2011-2012 school year . Review on a quarterly basis, the analysis of students in different interventions according to benchmark score disaggregation.

<p>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? <i>The Lead Turnaround Partner (Cambridge Education), new principal and school leadership team will review the Indistar Lead Turnaround 25 Requirements as required by USED.</i></p>
<p>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:</p>
<p>a. Students who are/were at-risk of failing a reading or mathematics SOL iStation, a tiered reading and math intervention program, will be used with all students. iStation lessons, which are differentiated by tier, will be taught by the classroom teacher or specialist. In addition, Title I math and reading services, which are provided to Tier II and III students (with increased frequency for Tier III students) will be provided by a Title I specialist. Flexible scheduling will allow Tier III students to receive up to 45 minutes of additional mathematics instruction, taught by a highly qualified teacher, 2-5 times per week depending upon the identified Tier.</p>
<p>b. Students who are/were identified for PALS intervention (K-3), if applicable N/A</p>
<p>c. Students who failed the SOL reading or mathematics assessment in the previous year iStation, a tiered reading and math intervention program, will be used with all students. iStation lessons, which are differentiated by tier, will be taught by the classroom teacher or specialist. In addition, Title I math and reading services, which are provided to Tier II and III students (with increased frequency for Tier III students) will be provided by a Title I specialist. Flexible scheduling will allow Tier III students to receive up to 45 minutes of additional mathematics instruction, taught by a highly qualified teacher, 2-5 times per week depending upon the identified Tier.</p>
<p>d. Students who are/were below grade-level in reading or mathematics based on a disability iStation, a tiered reading and math intervention program, will be used with all students. iStation lessons, which are differentiated by tier, will be taught by the classroom teacher or specialist. These students participate in all services and programs offered to the general education population. In addition, individualized instruction is provided to scaffold special</p>

education students' learning as outlined in each student's IEP.

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.

Weekly core meetings will be held to analyze data and discuss strategies that will enhance student performance.

- a. Weekly assessments will take place*
- b. Sprint lesson plans will be completed daily and submitted to the principal*
- c. Infidel teachers will be required to maintain running data logs of students performance which will be review weekly*
- d. Istation program will administered with fidelity and monthly assessment data will be used to drive instruction*
- e. Teenbiz*
- f. ARDT*
- g. Accelerated Reader*
- h. Study Island*

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

- a. The Instructional, Reading, and Math Specialist will monitor progress of students to include SES and ESL*
- b. After School tutoring programs will be monitored by after school coordinators.*
- c. ARDT data will be monitored by the Math specialist.*
- d. Computer based initiatives will be monitored by Title I, administration and VDOE coach and AR coach.*

Department/Grade Level	Date(s)
Ex. 2 nd grade team	First Friday of the Month
All grade levels	First Monday of the Month

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			
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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.

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

Division Name: Petersburg City Schools
 School Name: **Peabody Middle School**
 Person Completing Report: Danielle Belton
 E-mail: chbostick@petersburg.k12.va.us
 Telephone: (804) 862-7090 ext. N/A

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At a minimum, identify the following:

- a. division representative for instruction
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Name	Email	Title
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John Mayo	jomayo@petersburg.k12.va.us	Assistant Superintendent
Willie Bell	wibell@petersburg.k12.va.us	Director of Secondary Education
Simmie Raiford, Cambridge Education	simmie_fsu@hotmail.com	Lead Turnaround Partner
Brenda Walton	brwalton@petersburg.k12.va.us	Internal Lead Turnaround Partner
Danielle Belton	dabelton@petersburg.k12.va.us	Supervisor of Federal Programs
Ahnjayla Hunter	ahhunter@petersburg.k12.va.us	Special Education Coordinator
Yardley Farquharson	yafarquharson@petersburg.k12.va.us	School Principal

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

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8	Monitoring of teachers on Improvement Plans

9	Status of participation in Teacher Evaluation Program
10	Review of 45/90 Day plans

Must include the items indicated in rows 1-6

Copy and complete one chart for each school.

School Name: Peabody Middle School
<p><u>2010-2011 School Year</u></p> <ol style="list-style-type: none"> 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. <i>Preliminary results show an increase in Reading 66.66% to 75.29%; History 62.26% to 69.78%</i> 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"> • <i>The students will be grouped according to the specific SOL objectives not mastered. THE ARDT teacher will also implement SOL essential knowledge and skills for all students and follow the mastery level of high, medium, and low for that particular SOL.</i> • <i>The SOL blueprint along with new curriculum framework (2009) will determine the priority of the objective and amount of time given to the objective. Based on the data from all BMAs, our teachers will coordinate along with our math specialist, create pre- and post-test to be utilized during the remediation period to measure student improvement.</i> • <i>Additional tutors have been put into place beginning February 22nd, 2011 to provide small group tutoring for days per week until SOL testing. Every Wednesday and Thursday all math teachers will have students work on ARDT for 45 minutes to practice test-taking strategies and review objectives taught.</i> • <i>Based on common weekly assessments, the students are regrouped and the team has the following additional support in place for mastering SOL objectives:</i> <ol style="list-style-type: none"> a. <i>The last 30 minutes of remediation for all students everyday beginning the final BMA</i> b. <i>Afterschool tutorials with Elliott for 6th grade beginning March 7th, 2011</i> c. <i>Continue to implement SES and 21st Century</i> d. <i>Continued use of Study Island and ARDT strands and segment</i> e. <i>The math specialist will continue to assist all math teachers on a daily basis with students who are repeatedly reporting as low performing and the bubble students</i> • <i>The 6th grade team to include the SLC teacher will utilize the ARDT strands and segments directly correlated to match each</i>

student's weakness.

- *The mathematics department along with the mathematics specialist will analyze the results of the 3rd 4 ½ week BMA and weekly assessments during the math in-services and during the planning segments on Wednesdays. This will be done up SOL implementation. Since the weaknesses have been identified, the team must create new effective strategies that have more rigor and relevance in the teaching.*
- *All math teachers have begun to implement along with the current objectives the 2009 Math standards that will be field tested this Spring.*
- *All Teachers must realign instructional practices geared to SOL strands that fall below 70% (6th and 7th)*
- *7th grade team will meet every week for 12 weeks to condense SOL strands that fall below 70%.*
- *Both teams will utilize the following resources:*
 - ✓ *SOL Released Items and Solar questions*
 - ✓ *ARDT segments every Wednesday and Thursday*
 - ✓ *Graphic organizers*
 - ✓ *Continued use of manipulatives to include Algeblocks, fraction bars, and Central Tendency models*
 - ✓ *Test-Taking Strategies that are proven and effective for middle school grades*
 - ✓ *“Do Now’s to be completed at the beginning and end of each class period*
 - ✓ *Small group instruction with our day tutors four days per week for the next weeks*
 - ✓ *Middle School Math Courses 1-3 Workbooks*

2011-2012 School Year

3. What are the school's objectives for 2011-12?
Achieve a minimum of 70% in math.

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

Students have been identified for the summer academy. Students have been identified for intervention services for the 2011-2012 school year. Review on a quarterly basis, the analysis of students in different interventions according to benchmark score disaggregation.

6. 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 Lead Turnaround Partner (Cambridge Education), new principal and school leadership team will review the Indistar Lead Turnaround 25 Requirements as required by USED.

7. 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

iStation, a tiered reading and math intervention program, will be used with all students. iStation lessons, which are differentiated by tier, will be taught by the classroom teacher or specialist. In addition, Title I math and reading services, which are provided to Tier II and III students (with increased frequency for Tier III students) will be provided by a Title I specialist. Flexible scheduling will allow Tier III students to receive up to 45 minutes of additional mathematics instruction, taught by a highly qualified teacher, 2-5 times per week depending upon the identified Tier.

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

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d. Students who are/were below grade-level in reading or mathematics based on a disability i iStation, a tiered reading and math intervention program, will be used with all students. iStation lessons, which are differentiated by tier, will be taught by the classroom teacher or specialist. These students participate in all services and programs offered to the general education population. In addition, individualized instruction is provided to scaffold special education students' learning as outlined in each student's IEP.

8. 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.

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- a. Weekly assessments will take place*
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- g. Accelerated Reader*
- h. Study Island*

9. Provide the monthly or weekly scheduled dates to review interventions by student. Include grade level/department
The school's Math Specialist tracks and monitors the progress of all SES students to determine their rates of attendance and participation in the services provided. After school tutoring programs will be monitored by the designated After School Coordinators. The ARDT data is monitored Title I Math Specialist and Algebra Readiness teacher monitors ARDT data to determine student placement. The Smaller Learning Community, our school within a school is observed by administration and Cambridge Education to monitor progress and pacing. District computer based initiatives are monitored by Title I; administration, VDOE coach and AR Coach. Progress monitoring will take place monthly, reports will be printed and reviewed to ensure program implantation and effectiveness. Weekly content meetings are used to review student

assessment data and to develop student remediation plans, these meetings are monitored by Grade level assistant principals and department chairpersons.

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All grade levels	First Monday of the Month

10. Provide the agenda for the meetings

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