

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

Division Name: Pittsylvania County
 School Name: **Kentuck Elementary**
School Name: Dan River Middle
 Person Completing Report: Ms. B. Teresa Petty
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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 22, 2011
September	September 19, 2011
October	October 17, 2011
November	November 21, 2011
December	December 19, 2011
January	January 23, 2012
February	February 20, 2012
March	March 19, 2012
April	April 23, 2012
May	May 21, 2012
June	June 4, 2012

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

Quarter	Date(s)
First Quarter	October 19, 2011
Second Quarter	January 18, 2012
Third Quarter	March 21, 2012
Fourth Quarter	June 13, 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. Lillian Holland	lillian.holland@pcs.k12.va.us	Assistant Superintendent for Instruction
Al Klugh	al.klugh@pcs.k12.va.us	Special Education Supervisor
Teresa Petty	teresa.petty@pcs.k12..va.us	Director of Instructional Support Programs (Title I, Part A)
Nancy Towler	nancy.towler@pcs.k12..va.us	Director of Elementary Education & ELL Representative
Clarke Scott	clarke.scott@pcs.k12.va.us	Director of Middle School Education

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	Discuss updates resulting from observations of schools’ grade level, school improvement team and content area meetings.
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Must include the items indicated in rows 1 and 2

5. Please provide a tentative agenda for the **division’s quarterly** meetings with princi 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 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	Discuss updates resulting from observations of schools’ grade level, school improvement team and content area meetings.
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Must include the items indicated in rows 1-6

Copy and complete one chart for each school.

School Name: Kentuck Elementary

2010-2011 School Year

1. What objectives did the school meet by June 2011?

IF08--Addressed consultant to improve writing K-5 - Completed with additional tasks to be added

IF10--Addressed vertical planning across grade levels - Completed with additional tasks to be added

IIB04--Addressed Tiered lessons, Formative Assessment training, and test data - Completed with additional tasks to be added

IID06--Addressed School Improvement team meeting quarterly to discuss reading goals and chart student growth - Completed with additional tasks to be added

IID08--Addressed the school's monthly Instructional Team meetings - Completed with additional tasks to be added

IIIA07--Addressed Circle, Seat, Station implementation, Guided Reading, Formative Assessment strategies, and creating ROS online assessments for Reading to identify targeted students and plan for subgroups remediation - Completed with additional tasks to be added

IIB01--Addressed School and Parent communication - Completed with additional tasks to be added

Describe the school's progress with meeting the first year's annual goals proposed in the grant.

Kentuck Elementary School's goal was to make AYP. Based on preliminary spring 2011 SOL testing data, there are still areas to be addressed. Pass rates are as follows: Reading, grade 3 (65.50%); Science, grades 3 (71.28%) and 5 (64.95%); and History, grades 3 – 5 average (51.55%). AYP goals were met in all other areas. (Subgroup data was not available when this report was completed.)

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

- Full-time School Improvement Coach hired

- Consultant for ROS online assessments was hired
- Writing Consultant worked with grades K-5
- Tutors hired to work with targeted students
- Formative Assessment training provided for teachers
- Staff development conducted in Reading, Math, and Differentiation
- Continued use of Study Island
- Technology materials purchased and used
- Added an additional Computer Lab
- Two week common assessments given in grades 3-5
- Data boards used to track students progress in grades K-5
- Continued scheduled weekly grade level meetings with focused agendas
- Vertical planning implemented across the grade levels
- Monthly Instructional meetings held
- Used disaggregated data to target students for remediation
- Implemented Circle, Seat, Station and Guided Reading in grades K-5
- Used PALS assessments to screen students for guided reading groups at the beginning of the school year
- Utilized VDOE division liaison support more frequently
- Participated in academic reviews from Division and State Level

2011-2012 School Year

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

Kentuck's objectives for 2011-2012 are to achieve AYP in Reading and Math and to continue being an accredited school.

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

Additional processes being planned include:

- Expand Formative Assessment training to include grades 3-5
- Add math assessments to ROS Online
- Develop and implement "Units of Instruction" in grades K-3
- Continue to use information on data boards to review student progress

- Continue to use ROS Online for reading assessment
- Purchase “Reading Eggs” (a computer program from Study Island for grades K-2)
- Continue to support technology hardware (memo boards, etc.)
- Continue use of literacy groups to support struggling readers
- Implement a new schedule that fosters remediation and enrichment in grades K-3
- Implement school-wide staff development on Word Study, Differentiation and Guided Reading
- Continue to add materials to the Leveled-Book Room to support Guided 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?

Kentuck completed all assigned tasks on the 2010-2011 School Improvement Plan. Additional tasks will be added to Indicators that are on-going as indicated under Question 1 (page 4 of this document). These tasks will be added pending teacher transfers, staffing expertise, and data disaggregation.

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

Targeted at-risk students will be identified and placed on a “Hot List” to receive additional remediation provided by the teachers and other intervention staff: PALS & Book Buddies Tutors and Title I Tutors & SOL Remediation Tutors, inclusive of retired teachers with endorsements in elementary education. “Hot List” students are identified by using the following information: PALS scores (below the benchmark), SOL test scores from the previous year (Tier 2 – 350-412 and Tier 3 – below 350), 9 & 18 week assessments, and two week common assessments.

Tier 2 students will receive intervention in math and reading twice weekly for 40 minutes by PALS tutors, Book Buddies tutors, Title I tutors, and SOL Remediation tutors.

Tier 3 students will receive intervention in reading and math three times weekly for 40 minutes by PALS tutors, Book Buddies tutors, Title I tutors, SOL Remediation tutors and reading specialists.

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

Spring data was used to group students targeted for intervention. Tutors will provide 30 minutes of remedial instruction daily for these students. Quick checks will be used to track student progress.

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

“Hot List” students are identified by using the following information; PALS scores (below the benchmark), SOL test scores from the previous year (Tier 2 – 350-412 and Tier 3 – below 350), 9 & 18 week assessments, and two week common assessments.

Tier 2 students will receive intervention in math and reading twice weekly for 40 minutes by PALS tutors, Book Buddies tutors, Title I tutors, and SOL Remediation tutors.

Tier 3 students will receive intervention in reading and math three times weekly for 40 minutes by PALS tutors, Book Buddies tutors, Title I tutors, SOL Remediation tutors, and reading specialists.

Other services provided to these targeted students include Supplemental Educational Services, during- and after-school tutoring, computer-based tutorials for grades 3-5 provided by the Title I math and Instructional Technology Resource Teacher (ITRT).

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

Students who are/were below grade level in reading or mathematics based on a disability will be served daily by the classroom teacher and an inclusion Special Education teacher in grades 2 - 5. The Special Education teacher will be a resource for the teacher. Word Study will also be provided in grades 3 - 5 for students with disabilities. The special education teachers and general education teachers will plan collaboratively and scaffold student learning using various instructional strategies and materials. Students with disabilities will receive the same intervention services as described in sections “a” and “c”.

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.

Student scores on two-week common assessments using ROS online data and Study Island data will be documented on data boards. Pre- and post-test from “Units of Instruction” will be used to monitor the effectiveness of the intervention process. PALS students will be assessed by “quick checks” in grades K-3. Reading progress will be monitored by monthly running records taken by classroom teachers. Plans are in progress to implement “Test for Higher Standards” for grades K-2. This information will be shared monthly in grade level meetings.

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

Department/Grade Level	Date(s)
	Once a month pending schedule rotation
K team	First or third Thursday
1 st grade team	First or third Thursday
2 nd grade team	First or third Thursday
3 rd grade team	Second or fourth Thursday
4 th grade team	Second or fourth Thursday
5 th grade team	Second or fourth Thursday
	Administrator will be present at these meetings

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 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 groups for flexible grouping if needed
8	Discuss remediation plans and strategies
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Must include the items indicated in rows 1-6

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

In response to questions #1 and #2, Dan River Middle School made significant progress in meeting the goals and objectives proposed in the 2010-11 school year grant. Interventions were put into place to ensure student achievement in both math and English. Based on the two and three year watch list, students were placed into sustained in-school remediation in math and reading labs that were co-taught by highly qualified teachers. These students were assessed at the beginning of the remediation and academic progress was tracked on a weekly basis to ensure academic gains. In addition, core area teams met each Tuesday with administration and the school improvement coach to discuss intervention strategies and classroom observations of students who were targeted for remediation. After-school tutoring programs through the 21st Century program, including supplemental education services provided by Huntington and Ace It! Tutoring were implemented for students in academic need. The school improvement coach facilitated the purchasing of remedial materials and manipulatives to ensure academic success at each grade level. In addition, an SOL remediation review competition and pep rally were implemented for the 2010-11 school year. This included homeroom, as well as grade level competitions that centered on student attendance, tutoring sessions, and academic progress during the SOL review period. This was in conjunction with the creation and implementation of the school's 45 day plan. Based on preliminary spring 2011 data, students who were a part of the two- and three-year math watch list had an 86% success rate on their specific grade level math test.

2011-2012 School Year

3. What are the school's objectives for 2011-12?
4. What additional processes are being planned to meet these goals?

In response to questions #3 and #4, Dan River Middle School plans to focus on both math and English progress for the 2011-12 school year, specifically in the subgroups of SWD, black males, and economically disadvantaged students. The school plans to continue with both the reading and math labs for students targeted as needing intervention. In addition, student watch-list folders will again be created to ensure teachers monitor student progress on an ongoing basis throughout the year. The administration and school improvement coach will continue to conduct weekly team meetings each Monday to monitor student progress. In addition, the school improvement coach will continue the implementation of formative assessment training for the entire faculty. The school plans to focus on the Checking for Understanding module from the Editure training received in July 2010.

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?

Dan River Middle School, in assessing preliminary 2011 SOL data, will modify the following indicators:

IIB04	<u>Teachers will individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)</u>
IID09	<u>Instructional Teams will use student learning data to plan instruction. (107)</u>
IIIB06	<u>All teachers will systematically report to parents the student’s mastery of specific standards-based objectives. (155)</u>
IIIA02	<u>All teachers will develop weekly lesson plans based on aligned units of instruction. (111)</u>
IF08	<u>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. (72)</u>
IF10	<u>The principal will plan opportunities for teachers to share their strengths with other teachers. (74)</u>

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

Math:

Students will be placed in a math lab at the beginning of the 2011-12 school year. Tier 2 students who scored 385-425 on the previous year's math SOL test will be placed in a 45-minute sustained in-school remediation period each day using a variety of math software including, but not limited to, ARDT, A+ Math, ExploreLearning Gizmos, and Study Island. Tier 3 students who scored below 385 on the previous year's math SOL test will be placed in the 45-minute sustained in-school remediation period each day. In addition, grant funds will be used to bring additional math tutors to the school for more individualized remediation for these students during the school day. These tutors will be highly qualified retired teachers in the math subject area.

Lab instructors will communicate with the classroom teacher to ensure students are receiving immediate remediation in identified areas of student weakness. Using the ARDT and A+ Math programs, students will be pre- and post-tested on each strand to ensure the students are meeting required benchmarks. Progress will be monitored weekly on an on-going basis using all available assessment data from the computer programs listed above, six week grades, and quarterly benchmark testing.

Reading:

Students will be placed in a reading lab at the beginning of the 2011-12 school year. Tier 2 students who scored 385-425 on the previous year's reading SOL test will be placed in the 45-minute sustained in-school remediation period each day using the Read 180 program, as well as other supplemental materials as deemed appropriate by the teacher. Tier 3 students who scored below 385 on the previous year's reading SOL test will be placed in the 45-minute sustained in-school remediation period each day as well. In addition, grant funds will be used to bring additional reading tutors to the school for more individualized remediation for these students during the school day. These tutors will be highly qualified retired teachers in the reading subject area. Lab instructors will communicate with the classroom teacher to ensure students are receiving immediate remediation in identified areas of student weakness. Using the Read 180 reading program, students will be pre- and post-tested on each strand to ensure the students are meeting required benchmarks. Progress will be monitored weekly on an on-going basis using all available assessment data inclusive of Read 180 data results, six weeks grades, and quarterly benchmark testing.

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

N/A

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

Math:

Students will be placed in a math lab at the beginning of the 2011-12 school year. Tier 2 students who scored 385-425 on the previous year's math SOL test will be placed in a 45-minute sustained in-school remediation period each day using a variety of math software including, but not limited to, ARDT, A+ Math, ExploreLearning Gizmos, and Study Island. Tier 3 students who scored below 385 on the previous year's math SOL test will be placed in the 45-minute sustained in-school remediation period each day. In addition, grant funds will be used to bring additional math tutors to the school for more individualized remediation for these students during the school day. These tutors will be highly qualified retired teachers in the math subject area.

Lab instructors will communicate with the classroom teacher to ensure students are receiving immediate remediation in identified areas of student weakness. Using the ARDT and A+ Math programs, students will be pre- and post-tested on each strand to ensure the students are meeting required benchmarks. Progress will be monitored weekly on an on-going basis using all available assessment data from the computer programs listed above, six week grades, and quarterly benchmark testing.

Reading:

Students will be placed in a reading lab at the beginning of the 2011-12 school year. Tier 2 students who scored 385-425 on the previous year's reading SOL test will be placed in the 45-minute sustained in-school remediation period each day using the Read 180 program, as well as other supplemental materials as deemed appropriate by the teacher. Tier 3 students who scored below 385 on the previous year's reading SOL test will be placed in the 45-minute sustained in-school remediation period each day as well. In addition, grant funds will be used to bring additional reading tutors to the school for more individualized remediation for these students during the school day. These tutors will be highly qualified retired teachers in the reading subject area. Lab instructors will communicate with the classroom teacher to ensure students are receiving immediate remediation in identified areas of student weakness. Using the Read 180 reading program, students will be pre- and post-tested on each strand to ensure the students are meeting required benchmarks. Progress will be monitored weekly on an on-going basis using all available assessment data inclusive of Read 180 data results, six weeks grades, and quarterly benchmark testing.

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

Students who are/were below grade-level in reading or mathematics based on a disability will be placed in either a math and/or reading lab at the beginning of the 2011-12 school year. This will allow the student a 45 minute sustained in-school remediation period each day. Tier 2 students who scored 385-425 on the previous year's math and reading SOL test will be placed in this 45-minute sustained in-school remediation period each day using ARDT, A+ Math, Read 180 program, as well as other supplemental materials as deemed appropriate by the teacher. Tier 3 students who scored below a 385 on the previous year's math and reading SOL test will be placed in the 45-minute sustained in-school remediation period each day as well. Lab instructors will communicate with the classroom teacher to ensure students are receiving immediate remediation in identified areas of student weakness. In addition, grant funds will be used to bring additional math and reading tutors to the school for more individualized remediation during the school day. These tutors will be high qualified retired teachers in each respective subject area. Additionally, Dan River Middle School will move to a full inclusion model for the 2011-12 school year to enable students with disabilities to receive classroom instruction from both a core area highly qualified instructor, as well as a special education teacher. Using the ARDT, A+ Math, and Read 180 reading program, students will be pre- and post-tested on each strand to ensure the students are meeting required benchmarks. Progress will be monitored weekly on an on-going basis using all available assessment data from the computer programs listed above, six week grades, and quarterly benchmark testing.

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.

Dan River Middle School will utilize ARDT and Read 180 to assess the weekly achievement gains of all students identified as needing intervention. Progress will be monitored weekly through teacher progress reports, 6-weeks grades, and quarterly benchmark testing. Both of these programs allow for constant and immediate monitoring of student growth.

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

Academic Team Meetings	Every Monday during planning period
Focus Team Meetings – English, Math, Community Relations, Staff Development, Transition, School Climate	First Monday of each month
Faculty Meetings	Second Monday of each month
Grade Level Meetings	Third Monday of each month
Math Department Meetings	Fourth Monday of each month
English Department Meetings	Fourth Monday of each month
Science Department Meetings	Fourth Monday of each month
Social Studies Department Meetings	Fourth Monday of each month
Exploratory Department Meetings	Fourth Monday of each month
School Leadership Team	First Wednesday of each month and as needed throughout the school year

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 intervention (K-3), if applicable N/A
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 school's Indistar improvement plan
	8	Updates needed to school's Indistar improvement plan
	9	Formative Assessment collaboration, as well as differentiated instruction and staff development specific to the team meeting
	10	Discussion and training on technology-enhanced SOL testing methods – committee specific
	11	Staff collaboration and staff development on 2009 SOL standards – math focus team and department meetings

Must include the items indicated in rows 1-6