

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

Division Name: Portsmouth Public School
 School Name: Churchland Academy Elementary School School
 Person Completing Report: Karen D Clark
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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 | Wednesday, August 17, 2011 |
| September | Monday, September 26, 2011 |
| October | Wednesday, October 12, 2011 |
| November | Wednesday, November 16, 2011 |
| December | Wednesday, December 7, 2011 |
| January | Wednesday, January 11, 2012 |
| February | Wednesday, February 15, 2012 |
| March | Monday, March 12, 2012 |
| April | Monday, April 9, 2012 |
| May | Wednesday, May 9, 2012 |
| June | Friday, 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 | Wednesday, November 28, 2011 |
| Second Quarter | Wednesday, February 6, 2012 |
| Third Quarter | Friday, March 28, 2012 |
| Fourth Quarter | Friday, June 25, 2012 |
| Other | N/A |

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 |
|---------------------|--|-------------------------------|
| Barbara Jones-Smith | Barbara.J.Smith@pps.k12.va.us | Division Contact |
| Dr. Helen Taylor | Helen.Taylor@pps.k12.va.us | Director of English |
| Derrick Nottingham | Derrick.Nottingham@pps.k12.va.us | Director of Research |
| Fiona Nichols | Fiona.Nichols@pps.k12.va.us | Director of Mathematics |
| Ellen Giordano | Ellen.Giordano@pps.k12.va.us | Special Education Coordinator |

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 School's Indistar Update Form |
| 4 | Establish Non-Negotiable |
| 5 | Update from State Liaison |
| 6 | Reminders |
| 7 | Pluses |

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 | Update from State Liaison |
| 8 | Reminders |
| 9 | Pluses |
| 10 | |

Must include the items indicated in rows 1-6

Copy and complete one chart for each school.

| |
|--|
| School Name: <u>Churchland Academy Elementary School</u> |
| <u>2010-2011 School Year</u> |
| <ul style="list-style-type: none"> • 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. |

- Grade level teams effectively used student assessment data to plan instruction
 - Remediation and corrective instruction was based on post-assessment data
 - Teachers used a grade level collegial planning process to share ideas for content specific instructional strategies
 - Ongoing small-group remediation using flexible grouping based on student assessment data was in place
 - Scheduled ongoing professional development was provided for inclusion teaching teams
 - School Leadership Team served as a means of effective communication between administration and staff
- What processes were initiated during the 2010-11 year to support the school with accomplishing the stated goals?
 - Classworks software program training was provided for teachers in December 2010
 - Monthly VDOE Webinars were attended by Leadership Team members
 - Addition of three computer labs (two permanent, one temporary/adaptive)
 - All students in grades 3-6 completed online Benchmark testing in preparation for SOL testing
 - Utilized University Instructor tutors in grades 3, 4, and 5, as well as existing instructors in 6th grade
 - Instructional resources have been realigned and made more accessible for teachers and student use
 - Effective Schoolwide Discipline program was expanded

2011-2012 School Year

1. What are the school's objectives for 2011-12?
 - Maintain state accreditation, and AMO 's
2. What additional processes are being planned to meet these goals?
 - Develop a more focused professional development plan addressing differentiated instruction, formative assessment (checking for understanding), and higher level questioning
 - Improve Response to Intervention process and include more training for staff

1. 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?

A. The following indicators will be continued as part of the school improvement plan:

- ID08 – The Leadership Team serves as a conduit of communication to the faculty and staff.
 - ID10 – The school’s Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.
 - IID02 – The school will test each student at least 3 times each year to determine progress towards standards-based objectives.
 - IID09 – Instructional Teams use student learning data to plan instruction.
 - IIIA07 – All teachers will differentiate assignments in response to individual student performance on pre-tests and other methods of assessment.
- B. The following indicators will be added as part of the school improvement plan:
- IIIA31 – All teachers interact instructionally with students (explaining, checking, giving feedback).
 - IIIA25 – All teachers encourage students to paraphrase, summarize, and relate.
- C. The following indicators will be removed from the school improvement plan:
- ID13 – Instructional Teams will meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.
 - IF06 – Teachers will be required to make individual professional development plans based on classroom observations.
 - IIB04 – Teachers will individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
 - IIC03 – Materials for standards-aligned learning activities will be well-organized, labeled, and stored for convenient use by teachers.
 - IIIA35 – Students will be engaged and on task.
 - IIIC04 – Students will raise hands or otherwise signal before speaking.
 - IIIC05 – all teachers will use a variety of instructional modes.
 - IIIC08 – All teachers will display classroom rules and procedures in the classroom.
 - IIIC10 – All teachers will reinforce classroom rules and procedures by positively teaching them.

2. 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

- Small Group Instruction to supplement the classroom teacher's lesson
- Strengthen decoding/word attack skills
- Scaffold instruction by reviewing vocabulary and comprehension skills
- Model think-alouds
- Improve oral reading fluency by using data to determine specific objectives

TIER 3

- Same strategies as above using smaller groups of one or two students

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

TIER 2

- Small Group Instruction five days per week for 30 minutes in reading, phonics, and phonemic awareness
- Biweekly monitoring using PALS Quick Checks
- Weekly assessment using DIBELS to measure fluency with connected text

TIER 3

- Same strategies as above with individual students using higher intensity and more repetition of skills
- Close monitoring with classroom teacher
- Intervention Team or Child Study referral for non-responsive students

Early Up Program

- Small group instruction (flexible grouping)
- Interactive technology
- Differentiated instruction to include higher level questioning
- Scott Foresman leveled readers
- Manipulatives
- Decodable readers
- Multi-sensory approach to instruction
- Literacy centers
- Guided reading (flexible grouping)
- Reader's Workshop
- Writer's Workshop
- Journal writing

- Think alouds

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

TIER 2

- Small Group Instruction to supplement the classroom teacher's lesson
- Strengthen decoding/word attack skills
- Scaffold instruction by reviewing vocabulary and comprehension skills
- Model think-alouds
- Improve oral reading fluency by using data to determine specific objectives

TIER 3 – *My Sidewalks*

- Strengthen phonics skills
- Review vocabulary
- Monitor student instruction
- Model think-alouds
- Monitor oral reading fluency (DIBELS)
- Teach comprehension strategies (predicting, clarifying, asking questions, retelling, summarizing, & making connections with text, self, and world)

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

- IEP reviews to determine appropriate instructional goals and strategies
- Revision of services, accommodations, goals where necessary to provide needed services
- Pre-test and post-test, with on-going progress monitoring to allow for program adjustments to ensure continued effectiveness of instructional delivery
- Realignment of staff resources to provide optimum instructional services
- Identified Tier 3 students may participate in VMAST assessment
- Weekly audio of current reading stories provided for at-home use
- Extra practice with using context clues in reading material across the curriculum
- Teach and review weekly strategies before, during, and after reading
- Use reference posters for small group or one-on-one to give visual learners cues for math
- Identify key words in math word problems to signal which operation to use
- Utilize mathematic manipulatives to build conceptual understanding

- Use “Big Idea Cards” as a quick 3 minute review at the end of class to check for understanding
- Utilize computer-based instruction
- Plan remediation of specific SOL objectives based on Benchmark assessment data

3. 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.
- Plans are in place to use Pearson’s Waterford Learning Program in grades K-2 to track individual student progress and provide teachers with specific data to be used to design remedial instruction. For students in grades 3-6, Istation or Pearson’s SuccessMaker will be used to provide the same type of information. Both programs will enable instructional staff to assess students’ present levels, monitor progress as an ongoing process, and administer benchmark assessments at regular intervals.
 - The progress of all students who have been identified for intervention will be tracked. Division Benchmark and 4.5 week assessment scores will be tracked to follow trends toward improvement or decline using Achievement Series, as well as staff-designed tracking tools.
 - Monitoring of interventions is designed to allow adjustments for individuals and groups of students based on success or lack of response to intervention.

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

| Department/Grade Level | Date(s) |
|-------------------------------|------------------------------|
| Kindergarten grade team | Third Wednesday of the month |
| 1 st grade team | Second Thursday of the month |
| 2 nd grade team | First Thursday of the month |
| 3 rd grade team | Third Friday of the month |
| 4 th grade team | Third Thursday of the month |
| 5 th grade team | Third Tuesday of the month |
| 6 th grade team | Second Friday of the month |
| | |
| | |

5. 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 <ul style="list-style-type: none"> • Grade Level RTI (Response to Intervention) Meeting Agenda • Instructional Leadership Team Meeting Agenda |
| 2 | Review of strategies and data analysis for students who have been identified for PALS intervention (K-3), if applicable <ul style="list-style-type: none"> • Grade Level RTI (Response to Intervention) Meeting Agenda • Instructional Leadership Team Meeting Agenda |
| 3 | Review of strategies and data analysis for students who failed the SOL reading or mathematics assessment in 2010-2011 <ul style="list-style-type: none"> • Grade Level RTI (Response to Intervention) Meeting Agenda • Instructional Leadership Team Meeting Agenda |
| 4 | Review of strategies and data analysis for students who are below grade-level in reading or mathematics based on a disability <ul style="list-style-type: none"> • Grade Level RTI (Response to Intervention) Meeting Agenda • Instructional Leadership Team Meeting Agenda |
| 5 | Review of division's Indistar® improvement plan <ul style="list-style-type: none"> • Instructional Leadership Team Meeting Agenda |
| 6 | Updates needed to the division's Indistar® improvement plan <ul style="list-style-type: none"> • Instructional Leadership Team Meeting Agenda |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

Must include the items indicated in rows 1-6

Application Submission

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

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

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

Retain the original application in the division's files.