

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

Division Name: 123
 School Name: Thompson Middle School
 Person Completing Report: Dr. Ernestine Scott
 E-mail: escott3@richmond.k12.va.us
 Telephone: 804-780-7790

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	8/3/2011
September	9/13/2011
October	10/18/2011
November	11/1/2011
December12	12/14/2011
January	1/25/2012
February	2/22/2012
March	3/21/2012
April	4/15/2012
May	5/2/2012
June	6/21/2012

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	11/17/2011
Second Quarter	2/6/2012
Third Quarter	4/16/2012
Fourth Quarter	6/22/2012
Other	9/12/2012

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. Irene Williams	iwillia2@richmond.k12.va.us	Executive Director of Elementary Education
Dr. Thomas Beatty	tbeatty@richmond.k12.va.us	Executive Director of Secondary Education
Mrs. Maria Crenshaw	mcrensa@richmond.k12.va.us	Director of Instruction
Dr. Ernestine Scott	escott3@richmond.k12.va.us	Director of Federal Programs
Dr. Harley Tomey	htomey @richmond.k12.va.us	Director of Exceptional Education
Mrs. Victoria Oakley	voakley@richmond.k12.va.us	Chief Academic officer
Dr. Dionne Ward	dward@richmond.k12.va.us	School Improvement Manager

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 assessment data with a particular emphasis on reading and mathematics (ARDT, Gates-McGinite, Voyager/Journeys, Bi-weekly, VGLA, etc.) for schools
4	Review Charting the Course Summaries and recommendations for improvement in key areas
5	Review alignment of school budgets with school improvement and schoowide plans
6	Progress on key intervention initiatives (iStation, Achieve 3000, I Can Learn, Voyager, Tutors and Coaches Program)
7	Review administrator’s observation notebook and walk-thru documentation

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 (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 assessment data with a particular emphasis on reading and mathematics (ARDT, Gates-McGinite, Voyager/Journeys, Bi-weekly, VGLA, etc.) for schools
8	Progress on key intervention initiatives (iStation, Achieve 3000, I Can Learn, Voyager, Tutors and Coaches Program)
9	Review administrator's observation notebook and walk-thru documentation
10	

Must include the items indicated in rows 1-6

Copy and complete one chart for each school.

<p>School Name: Thompson Middle School</p> <p><u>2010-2011 School Year</u></p> <p>1. What objectives did the school meet by June 2011?</p> <ul style="list-style-type: none"> • 100% of the teachers in core subjects (English, math, science and history) developed and implemented common assessments to improve student achievement. • The implementation of comprehensive reading (Istation) and math (I Can Learn Math and Algebra Readiness) programs used for 100% of students identified according to benchmark data, Gates, and ARTD scores. • 100% of the entire faculty participated in Professional Development provided by EdisonLearning to increase rigor in all classes. • EdisonLearning provided a needs assessment for 100% of the core teachers through informal assessments, classroom observations and analysis data. • The development of Thompson Middle School Alliance Team was created through a systematic approach in developing data-based strategies and techniques with a concentration on student achievement and 100% buy-in from 100% of the instructional staff. <p>Describe the school's progress with meeting the first year's annual goals proposed in the grant.</p>

- The Virginia PTA awarded Thompson Middle School with the President's Challenge Award with at least 10% increase in membership, November 2010.
- Communication with parents increased through 100% of the teachers implementing the TMS Parent Log weekly with lesson plans submission.
- Gains of least 10% were recognized through data in the subject of math with all teachers by the third benchmark.
- Tutors were monitored through remediation tracking by administration with 98% approval.
- SOL and AYP targets were the focus in all core subjects through daily conversation and conferences with students; there was a display of data charts in classrooms and an elaborate presentation of data charts for math and English in the Data Room.
- Student celebrations increased through grade level team meetings, morning announcements, awards ceremonies and well planned incentives to encourage students for high achievement.
- Faculty celebrations increased through the awarding of trophies for good attendance for the year, the Teacher of the Year award, increased scores for improved bi-weekly assessments, and benchmark assessments.

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

- The characteristics of effective team members were established and implemented throughout the year such as dedicated, committed, flexible, open minded, and being prepared; Team members shared leadership roles. They developed their own scope of work. They developed tangible work products. In addition, members were mutually accountable for work products. Individual performance was based on achieving team products; and problems were discussed and resolved by the team.
- Provided data points for all meetings to determine sound instructional strategies for targeted groups
- Implemented a tiered intervention program based on data analysis conducted at regular data review meetings
- Reviewed data at Departmental, Administrative and Alliance Team Meetings to drive data decisions
- Analyzed data to inform instructional decisions
- Created newsletters and public displays of recognition for all staff
- Increased communication with all stakeholders through a variety of methods (Parent Link, newsletters, parent workshops, PTA meetings, etc.)

- Engaged students in opportunities to participate in the SCA to promote student decision making
 - Showcase effective instruction encourage sharing at departmental meetings
 - Reward teachers and departments on increasing student proficiency student percentages via bi-weekly and benchmark assessments
 - Offer incentives for teachers modeling lessons for colleagues that impact effective instruction
 - Provide professional development to administrators and department chairs in developing professional development growth action plans
- Engage the HR Department in an ongoing account of feedback shared with teachers and staff to ensure the alignment and follow-through of proper of HR requirements

2011-2012 School Year

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

- To expand professional development topics, delivery methods, and resources to meet the everchanging needs of our students.
- To continue developing literacy skills in our students.
- To develop student intervention plans for at-risk students
- To use technology to improve student achievement
- To improve the academic performance of students
- To strengthen the collaboration of stakeholders

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

- Designing an action plan so that everyone involved knows specifically what they need to do differently.
- Continue to expand the availability and track the effectiveness of computer-based credit recovery opportunities for at-risk, homebound, and alternative education student of remediation and tutoring efforts
- Identify and implement the interventions necessary to reduce the number and percentage of students achieving at a less than satisfactory level in all subjects:
 - Differentiated instruction { iStation, Achieve 3000, I Can Learn, Voyager-Journeys}
 - Saturday tutorial classes

- After school enrichment classes
 - Small group instruction with heterogeneous or homogenous groups Tutoring that emphasizes diagnostic and prescriptive interactions
 - Peer tutoring
 - Computer-assisted instruction
- Continue capitalizing on opportunities to work with parents and other stakeholders

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 indistars will be added to enhance student achievement:

- Indicator 24. Our school works with school division to seek outside funding from the greater community (business, private foundations, federal and state sources) to support the reform effort.
- Indicator 25 . Our school integrates all academic and support services.

Indicator 10. Our school evaluates teacher and leader performance and outcomes and makes staffing recommendations accordingly.

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

We will provide:

- Regularly scheduled professional development for teachers to increase their repertoire of strategies
- Differentiated instruction { iStation, Achieve 3000, I Can Learn, Voyager-Journeys}
- Saturday tutorial classes
- After school enrichment classes
- Small group instruction with heterogeneous or homogenous groups Tutoring that

- emphasizes diagnostic and prescriptive interactions
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- Computer-assisted instruction

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:
“same as 6a”

d. Students who are/were below grade-level in reading or mathematics based on a disability
Data sheets have been created to display all currently enrolled students, their past SOL, ARDT, and Gates scores and other pertinent information. Students who are in need of intervention have been identified for both mathematics and reading. Teachers and administrators alike are in receipt of data sheets and intervention groups. SOL prep time (5th period) has been set aside to provide intervention classes by specific domains both reading and math. Additionally, after school tutoring will take place in the Fall to address individual and small group deficiencies. Finally, teachers will maintain data charts in the “War Room”, following the first benchmark, to layout every student’s weaknesses by SOL objective in both math and reading. These charts will be maintained by teachers and updated regularly as they provide remediation for their 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.
Following the submission of weekly data, teachers will develop corrective lesson plans and provide names of specific students in need of remediation. Once the corrective lesson plans have been submitted and students have been remediated, teachers will provide data demonstrating the effectiveness of the revised lesson plans. The Alliance team will monitor the intervention process as well. Frequent observations will be made and teachers will be required to maintain a data notebook.

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

Department/Grade Level	Date(s)
All Departments	Departmental meetings are held every Monday after school

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 as Recovery
3	Review of strategies and data analysis for students who failed the SOL reading or mathematics assessment in 2010-2011
4	Review of VGLA and VAAP portfolios and writing portfolios
5	Review of school's Indistar® improvement plan
6	Review of strategies and data analysis for the reading and math programs
7	Review of strategies and data analysis for students who are at risk of dropping out
8	Review of strategies and data analysis for students enrolled in history and science classes
9	Review of strategies and data analysis for improving graduation rates
10	Review of strategies and data analysis for attendance and discipline

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.

Division Name: 123
 School Name: **Boushall Middle School**
 Person Completing Report: Dr. Ernestine Scott
 E-mail: escott3@richmond.k12.va.us
 Telephone: 804-780-7790

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Dr. Harley Tomey	htomey @richmond.k12.va.us	Director of Exceptional Education
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Copy and complete one chart for each school. (Rows 1-9)

School Name: Boushall Middle School	
<u>2010-2011</u>	<u>School Year</u>
<p>1. What objectives did the school meet by June 2011?</p> <ul style="list-style-type: none"> • 100% of the teachers in core subjects (English, math, science and history) developed and implemented formative common assessments to improve student achievement. • The implementation of comprehensive reading (Istation) and math (I Can Learn Math and Algebra Readiness) programs used for 100% of students identified according to benchmark data, Gates, and ARTD scores. • The Boushall Middle School Alliance Team provided a systematic approach to review data and develop data-based strategies and techniques with a concentration on student achievement with 100% staff buy-in. • Teacher performance was documented through the RPS evaluation model and 4 ineffective teachers were placed on a plan of assistance for the 2011-12 school year. • 100% of the entire faculty participated in Professional Development provided by EdisonLearning to increase rigor, student engagement through the implementation of research-based instructional strategies in all classes. • EdisonLearning conducted joint walkthroughs in 100% of the core classrooms and used this information to identify and target professional development needs for individual and teams of 	

teachers.

- After School, Saturday School and SES tutoring provided students with extended learning time. Identified students also received tutoring during the school day.
- I Have a Dream and Higher Achievement are hosting summer programs for students at Boushall Middle School.

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

- Boushall reorganized the PTA and this organization met 3 times during the 2010-11 school year.
- Boushall communicated with parents through the development of a quarterly parent newsletter, parent link and quarterly scheduled Coffee with the Principal.
- Data on student achievement, safety and attendance was compiled regularly and made available to 100% of the staff through department and team meetings.
- The goal of 90% proficiency of the writing test were met and exceeded based on preliminary test data.
- The use of tutors was monitored through remediation tracking by administration with 98% approval.
- SOL and AYP targets were the focus in all core subjects through daily conversation and conferences with students; there was a display of data charts for Math, English, Social Studies and Science in the Data Room.
- Student celebrations increased through grade level team meetings, morning announcements, awards ceremonies and planned incentives to encourage the expectation of high achievement.
- Faculty celebrations increased through monthly recognitions during staff meetings, the Teacher of the Year award, increased scores for improved bi-weekly assessments, and benchmark assessments.
- Community partnerships with I Have a Dream Foundation, Higher Achievement, VCU Clark-Hill initiative and 100 Black Men provided additional instructional support for students.

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

- The characteristics of effective team members were established and implemented

throughout the year such as dedicated, committed, flexible, open minded, and being prepared; Team members shared leadership roles. They developed their own scope of work. They developed tangible work products. In addition, members were mutually accountable for work products. Individual performance was based on achieving team products; and problems were discussed and resolved by the team.

- Provided data points for all meetings to determine research-based instructional strategies for targeted groups
- Implemented a tiered intervention program based on data analysis conducted at regular team/departmental meetings
- Reviewed data at Departmental, Administrative and Alliance Team Meetings to drive data decisions
- Analyzed data to inform instructional decision
- Increased communication with all stakeholders through a variety of methods (Parent Link, newsletters, parent workshops, PTA meetings, etc.)
- Offer incentives for teachers implementing innovative lessons that impact increased student achievement
- Provide professional development to administrators and department chairs in developing professional development growth action plans
- Engage the HR Department in an ongoing account of feedback shared with teachers and staff to ensure the alignment and follow-through of proper of HR requirements

2011-2012 School Year

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

- To improve student achievement
- To improve teacher effectiveness
- To increase parental and community engagement
- Ensure high quality, safe, secure facilities
- To provide the resources and expertise necessary to demonstrate that Professional Development and Technology are essential in meeting the Goals and Objectives of the division.
- To increase student and staff morale and develop a positive culture of high student achievement
- To clearly articulate mission and goals of the school to all stakeholders

- To provide teachers with immediate and constructive feedback on classroom observations
- To establish administrative visibility and accessibility to all stakeholders
- To increase active student engagement and rigor in all classes

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

- Maintain and expand the use of Intervention and Enrichment opportunities provided to all students to ensure an instructional focus on every child, every day.
- Continue Action Research regarding Formative Assessment to evaluate and make recommendations regarding assessment and grading practices.
- Support increased use of all assessments for learning strategies and practices in the middle school grades
- Identify and implement the interventions necessary to reduce the number and percentage of students achieving at a less than satisfactory level in all subjects.
- Develop a systematic method to record, track, and access key student performance data (data notebooks)

A semester calendar will be developed to include professional development, parent activities and student/ staff celebrations.

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 previous principal indicated the desire to add indicators not covered this year, however, the current principal

plans to meet with Leadership team once SOL data is received and decide on Indistar indicators for the 2011-2012 school year.

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:

In general, the following interventions will be used next year. The teachers will:

- Provide clearly written instructions and instructions in a step-by-step manner with illustrations and use as few words as possible.
- Differentiate instruction by using all levels of Bloom’s Taxonomy to ask questions and plan learning activities.
- Explain clearly each academic task and the specific criteria needed to successfully complete the task.
- Increase opportunities for students to respond in a variety of ways (examples: questions, dry-erase boards, thumbs-up, graphic organizers).
- Use frequent monitoring to assess the progress and non-progress made by students so instruction can be adjusted in a timely manner.
- Reinforce conceptualization of steps using repetition in a variety of contexts where memory is required (examples: oral, written, act it out).
- Integrate real-life experiences into instruction.
- Present instruction at a lively pace using humor.
- Use illustrations, diagrams, demonstrations, charts, and manipulatives to present instruction.
- Illustrate key points, no matter the level of artistic ability, to focus attention and help with retention of information.
- Pause during a lesson to allow students to repeat a word or phrase about the concept being taught.
- Turn off room lighting and use a flashlight to highlight or draw the attention of students to key words/items.
- Keep desktop and/or table top free of clutter to help students focus on instruction.
- Provide access to a less distracting location for independent work.
- Department chairs and teachers will meet bi-weekly to review data and determine effective instructional and intervention strategies. Each teacher will keep a data notebook to include data on student achievement and plans for intervention.

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

We will provide:

- Regularly scheduled professional development for teachers to increase their repertoire of strategies
- Differentiated instruction to address needs of struggling students in math using I Can Learn and for students having reading difficulties we will use iStation and Voyager-Journeys

<ul style="list-style-type: none"> • Saturday tutorial classes • After school enrichment classes • Small group instruction with heterogeneous or homogenous groups Tutoring that emphasizes diagnostic and prescriptive interactions • Peer tutoring • Computer-assisted instruction using Compass Learning which supports intervention/remediation across core content areas
<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</p> <ul style="list-style-type: none"> • Identify students and target for early intervention (during the day tutorial) • Enroll students in I Can Learn Math class • Differentiated instruction in the regular math classroom • Assign reading teacher to each team to provide additional support for these students • Data sheets have been created to display all currently enrolled students, their past SOL, ARDT, and Gates scores and other pertinent information. • Teachers and administrators alike are in receipt of data sheets and intervention groups.
<p>d. Students who are/were below grade-level in reading or mathematics based on a disability</p> <p>Data notebooks will be created for each core which will include SOL data on all of their currently enrolled students, their past SOL, ARDT, and Gates scores and other pertinent information. Students who are in need of intervention have been identified for both mathematics and reading. Teachers and administrators alike are in receipt of data sheets and intervention group. Additionally, after school and during the day tutoring will take place in the Fall to address individual and small group deficiencies. Finally, teachers will maintain data charts, following the first benchmark, to layout every student’s weaknesses by SOL objective in both math and reading. These charts will be maintained by teachers and updated regularly as they provide remediation for their students.</p>
<p>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,</p>

Voyager, etc.

The school administration and the school Literacy Committee will closely monitor the process bi-weekly along with our Edison partners. Progress will be reported bi-weekly to the Alliance Team where an additional analysis of the data will be reviewed and suggestions for improvement will be given. School administrators will meet weekly with Edison personnel to analyze and discuss the progress. RPS' Instructional Specialists (Reading and English) will also assist in monitoring the data and will provide additional support as needed. An assistant principal has been assigned to oversee all remediation efforts.

Following the submission of weekly data, teachers will develop corrective lesson plans and provide names of specific students in need of remediation. Once the corrective lesson plans have been submitted and students have been remediated, teachers will provide data demonstrating the effectiveness of the revised lesson plans. The Alliance team will monitor the intervention process as well. Frequent observations will be made and teachers will be required to maintain a data notebook.

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

Department/Grade Level	Date(s)
All Departments	Departmental meetings are held during the school day, one day per month TBA
	The incoming principal will provide departments a day per month to meet for data analysis and intervention planning. Teams will meet one day per week on Wednesday.

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 as Recovery
3	Review of strategies and data analysis for students who failed the SOL reading or

		mathematics assessment in 2010-2011
	4	Review of VGLA and VAAP portfolios and writing portfolios
	5	Review of school's Indistar® improvement plan
	6	Review of strategies and data analysis for the reading and math programs
	7	Review of strategies and data analysis for students who are at risk of dropping out
	8	Review of strategies and data analysis for students enrolled in history and science classes
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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.

Division Name: 123
 School Name: **Armstrong HighSchool**
 Person Completing Report:Dr. Ernestine Scott
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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 (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 assessment data with a particular emphasis on reading and mathematics (ARDT, Gates-McGinite, Voyager/Journeys, Bi-weekly, VGLA, etc.) for schools

8	Progress on key intervention initiatives (iStation, Achieve 3000, I Can Learn, Voyager, Tutors and Coaches Program)
9	Review administrator's observation notebook and walk-thru documentation
10	

Must include the items indicated in rows 1-6

Copy and complete one chart for each school. (Rows 1-9)

School Name: Armstrong High School
<p><u>2010-2011 School Year</u></p> <p>1. What objectives did the school meet by June 2011? Four of the five objectives/25 SIG indicators were met by June 2011:</p> <ul style="list-style-type: none"> • Our school develops and engages teachers and the leader in professional development aligned to programmatic goals • Our school promotes student motivation for learning • Our school evaluates teacher and leader performance and outcomes and makes staffing recommendations accordingly • Our school provides comprehensive, coherent, manageable and integrated instructional and support programs <p style="margin-left: 40px;">Additionally:</p> <ul style="list-style-type: none"> • More IEPs were in compliance • The Attendance and Truancy rate improved by 50% • More students graduated with standard diplomas • The PLC program was more successful by graduating more students • Alliance Team met bi-weekly to a set agenda focused on school improvement <p>Describe the school's progress with meeting the first year's annual goals proposed in the grant. Excellent progress was made this year on the four indicators. The administration, with the support of the Internal and external partners, concentrated on a very limited number of changes to achieve early, visible wins for the school. This was done to achieve success in an important area, to motivate staff for further change, and to reduce resistance by those who oppose change.</p>

Additionally,

- Departments developed common assessments among like classes
- Lesson plans were collected in a centralized location and reviewed by administrators
- Teachers and administrators have been involved in professional development since the October (Baiting the Hook, Skill vs. Will, Effective Small Group Instruction)
- Literacy and learning meetings were held regularly to review data and improve strategies
- Improved attendance through comprehensive and regular meetings with students and parents
- Developed a common walk through observation format and form to be used by all administrators
- Increased the number and frequency of cooperative team teacher observations
- Increased the number of post observation team conferences
- Increased the number of small group student assemblies addressing behavioral goals and objectives
- Held regular Alliance Team meetings with all stakeholders focused on sharing data and resolving issues
- Developed a PBIS initiative with the specific purpose of fostering data driven positive changes to the school culture
- Awards recognition held after the first 9 weeks (Freshmen Academy) and the 1st semester honoring students who earned honor roll, perfect attendance and good citizenship
- March 31, 1022 State Delegate McQuinn recognized scholar roll and honor roll at student assembly
- Student of the month selected and recognized each month since January
- Grade level meetings conducted to review second semester academic expectations since February
- 135 students recognized during a pizza party that met the Istation goal of usage and/or

increased tier level

- Principal engaged with student body each week to provide inspiration and awareness of the importance school's mission and vision
- Pizza Party held for 11th grade students who passed the Work Keys, participated in Writing Camp for at least two days, and took the SOL writing test.
- Successful GRAD 2014 Convocation: RPS administration, School Board member and Richmond City representative charged 9th grade students
- School-wide Culture Team met monthly after March to plan and implement student and teacher recognition and incentives.
- Teachers with the greatest number of parent conferences and greatest number of phone calls to parents received incentives by the administration (Parent conference dates: March 10-11)
- School administrators developed an observation schedule to submit to district personnel at the beginning of every month
- Math intervention available for incoming 9th grade students who scored below proficiency on 8th SOL
- School wide Health Fair coordinated by PE/Health department to support student and family awareness of student relevant topics
- Advanced Placement: Parent Empowerment Session held on March 2 and organized by the Guidance department
- Lesson plans submitted two weeks in advance to monitor content and implementation of instructional strategies by Leadership Team and Edison Learning Team
- Assessments generated prior to delivery of instruction and directly correlated to objectives covered and submitted to Department Chairs and administrators for review
- Math tutors utilized to support classroom teacher with facilitating small group instruction

- Teachers submit Intervention Plans bi-weekly in response to bi-weekly and benchmark test results; intervention plans are checked and monitored by content area administrators: tutoring, small group instruction and individualized practice/make-up packets are utilized
- EdisonLearning provided the principal with a Diagnostic Report of school's needs in the areas of Leadership, Teaching and Learning, and Culture of High Expectations and Achievement
- Weekly classroom co-walks by EdisonLearning and school administration were scheduled
- Co-walks focused on Math and English to monitor individualized professional development provided by EdisonLearning's Alliance curriculum specialists
- EdisonLearning's Director of Special Education, Dr. Tim Ulmer, provided observations of successes and challenges, along with recommendations for Exceptional Education instruction (March, 2011)
- Dr. Dionne Ward, RPS Turnaround manager, held teacher meetings jointly with the principal to discuss teacher progress and instructional expectations

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

Systems were set up to measure and report interim results often. This enabled the rapid discard of failed tactics and increased number of successful strategies for fast results. The data was analyzed, hypotheses were formed, and a plan was implemented with suggested changes in instruction. Additionally, resources were reallocated as needed and data became a vehicle for noting success and celebrating the achievements of the staff and students.

Bi-weekly Alliance meetings were scheduled and were instrumental in having a venue where everyone was held accountable. The meetings provided an opportunity for the team to shift from power plays and blaming to one of problem solving and a team effort.

Weekly I-Station meetings played a significant role in making teachers aware of their own attitudes about student learning, the reading process, and using the program to fidelity. As teachers saw how others used strategies successfully, they became more aware of the learning

potential of all students. As a result, teachers became more focused on improving the reading level of the students via this program and students' progress began to increase.

2011-2012 School Year

3. What are the school's objectives for 2011-12?
 1. To motivate the teachers and staff and keep the motivation levels high. The new principal will strive to keep the atmosphere upbeat and positive.
 2. To clearly communicate the goals and mission of the school
 3. To be visible in the classrooms and the hallways
 4. To provide immediate, constructive feedback
 5. To improve parent and community relationships
 6. To improve the graduation rate
 7. To increase the number of students receiving advanced diplomas
 8. To increase the rigor in all classes
 9. Provide an array of instructional strategies and opportunities for intervention and enrichment to meet the individual needs of every child in Salem City Schools
 10. Sustain and expand the division's capacity for assessing, monitoring, and analyzing student performance data in order to ensure academic success for every child
 11. Monitor and continue to provide high quality Career and Technical Education programs to prepare students for work and continued education in the 21st Century.

4. What additional processes are being planned to meet these goals?
 - The leadership team will design an action plan so that everyone involved knows specifically what they need to do differently. This will allow people to focus on changing what they do, rather than worrying about impending change. The new principal plans to make sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals. Developing the leadership capacity of others in the school will also be a focus as well as a strong communication system in which the expectations are clearly articulated and implemented.
 - Continue to expand the availability and track the effectiveness of computer-based credit recovery opportunities for at-risk, homebound, and alternative education students.
 - Identify and implement the interventions necessary to reduce the number and percentage of students achieving at a less than satisfactory level in all subjects.

- Examine trends, anticipate pitfalls, and capitalize on opportunities to expand the provision of high quality virtual coursework for students

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 will be added this year:

1. Our school provides formative and ongoing reports of program effectiveness to include, but not limited to, student engagement, parental involvement, student attendance, and student discipline
2. Our school promotes parental capacity to support student engagement, motivation, and learning within school, at home, and in the community
3. Our school requires commitment from parents to allow for additional time for instruction (such as after school support
4. Our school organizes programming to engage students’ sense of adventure, camaraderie, and competition
5. Our school develops and implements evidence-based discipline programs that minimize time out of school and / or class
6. Our school identifies and recommends supporting partners to address social, emotional and behavioral issues (e.g. over-age students)

Our school integrates all academic and support services.

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:

In general, the following interventions will be used next year. The teachers will:

- Provide clearly written instructions and instructions in a step-by-step manner with illustrations and use as few words as possible.
- Differentiate instruction by using all levels of Bloom’s Taxonomy to ask questions and plan learning activities.
- Explain clearly each academic task and the specific criteria needed to successfully complete the task.

- Increase opportunities for students to respond in a variety of ways (examples: questions, dry-erase boards, thumbs-up, graphic organizers).
- Use frequent monitoring to assess the progress and non-progress made by students so instruction can be adjusted in a timely manner.
- Reinforce conceptualization of steps using repetition in a variety of contexts where memory is required (examples: oral, written, act it out).
- Integrate real-life experiences into instruction.
- Present instruction at a lively pace using humor.
- Use illustrations, diagrams, demonstrations, charts, and manipulatives to present instruction.
- Illustrate key points, no matter the level of artistic ability, to focus attention and help with retention of information.
- Pause during a lesson to allow students to repeat a word or phrase about the concept being taught.
- Turn off room lighting and use a flashlight to highlight or draw the attention of students to key words/items.
- Keep desktop and/or table top free of clutter to help students focus on instruction.
- Provide access to a less distracting location for independent work.

To better communicate the message of a renewed focus on academic achievement for all students, we will:

- Send regular updates to parents on the progress of remediation/extended learning opportunities
- Develop newsletters with identified information and distributed monthly to students, teachers and parents
(Guidance)
- Train administrative team and department chairs in Skill vs. Will (professional development provided by EdisonLearning Alliance)

To better build leadership capacity during the change process, we will:

- Train department chairs in non-evaluative classroom walkthrough observations to include collaborating with administrative team and EdisonLearning Alliance to monitor identified indicators of effective teaching across all content areas
- Analyze school-wide patterns/trends evidenced in walkthroughs to identify school wide professional development needed
- Lead school wide professional development based on needs evidenced in classroom

walkthroughs/ observations (Department Chairs, Edison)

To better communicate the transformation efforts, we will:

- Meet monthly for sharing and feedback and next steps with REA building representatives
 - Publish summary notes of meetings for teacher and staff review
- Update teachers via a weekly update/newsletter and in all meetings to report progress, upcoming events, and how faculty can be involved in the transformation process

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

The school will provide:

- Differentiated instruction to address needs of struggling students in math using I Can Learn and for students having reading difficulties we will use iStation and Voyager-Journeys program
- Saturday tutorial classes and after school enrichment classes
- Small group instruction with heterogeneous or homogenous groups
- Small groups of either like-ability or mixed-ability students
- Tutoring that emphasizes diagnostic and prescriptive interactions using retired teachers, college students and content specific professionals (math, English, Reading, science)
- Peer tutoring, including classroom-wide peer tutoring, peer-assisted learning strategies, and reciprocal peer tutoring

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

- Identify students and target for early intervention (during the day tutorial)
- Enroll students in I Can Learn Math class, iStation and Journey's for Reading
- Differentiated instruction in the regular math classroom
- Assign reading teacher to each team to provide additional support for these students
- Data sheets have been created to display all currently enrolled students, their past SOL, ARDT, and Gates scores and other pertinent information.
- Teachers and administrators alike are in receipt of data sheets and intervention groups.

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

We will:

1. Analyze the data to determine areas of strengths and weaknesses
2. Schedule students in the appropriate courses to strengthen area of weakness

Provide additional support in the general education or self-contained classes using differentiated strategies

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.

Department Chairs and teachers meet bi-weekly to discuss and review data and to determine other strategies that may be beneficial. Administrators are also responsible for monitoring the interventions and reporting progress at every Alliance meeting (held every two weeks).

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

Department/Grade Level	Date(s)	
All Departments	September 19	February 6
	October 3	February 20
	October 17	March 5
	November 7	March 19
	November 21	April 9
	December 5	April 23
	January 9	May 7
	January 23	May 21
		June 4

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 are participating in the reading program

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 as well as for general education population
5	Review of division's Indistar® improvement plan
6	Review of strategies and data analysis for students who are at risk of dropping out
7	Review of strategies and data analysis for students enrolled in history and science classes
8	Review of strategies and data analysis for improving graduation rates
9	Review of strategies and data analysis for attendance and discipline
10	

Must include the items indicated in rows 1-6

Richmond City does not have Tier III schools

Describe the process that was used or will be used to select each school's Tier III coach. (Use as much space as needed.)

Check the expertise of the coach or prospective coach. Check all that apply.

School 1: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	School 2: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	School 3: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)
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School 4: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	School 5: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	School 6: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)
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