

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

Division Name: Roanoke City Public Schools

School Name: **Addison Middle School, Hurt Park Elementary, Westside Elementary**

Person Completing Report: Dr. Vella Wright / Carl McDaniel

E-mail: [vwright@rcps.info](mailto:vwright@rcps.info) / [cmcdaniel@rcps.info](mailto:cmcdaniel@rcps.info)

Telephone: 540-853-6113 / 540-853-2957

**Application for Continuation of FY2009 1003(g) SIG Funding**

Using the current 2010 data, including preliminary 2011 SOL data, please respond to the following questions for continued FY2009 1003(g) grant funding.

1. When are the dates of the division team's monthly meetings through June 2012?

<b>Month</b>	<b>Date(s)</b>
August	August 19, 2011
September	September 16, 2011
October	October 21, 2011
November	November 18, 2011
December	December 16, 2011
January	January 20, 2012
February	February 17, 2012
March	March 16, 2012
April	April 20, 2012
May	May 18, 2012
June	June 15, 2012

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

Quarter	Date(s)
First Quarter	September 28, 2011
Second Quarter	December 2, 2011
Third Quarter	February 17, 2012
Fourth Quarter	May 2, 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. Vella Wright	<a href="mailto:vwright@rcps.info">vwright@rcps.info</a>	Assistant Superintendent for Teaching and Learning
Dr. Len Gereau	<a href="mailto:Lgereau5@verizon.net">Lgereau5@verizon.net</a>	DOE Division Liaison
Tom Dunleavy	<a href="mailto:tdunleavy@rcps.info">tdunleavy@rcps.info</a>	Executive Director for K-8 Instruction
Jean Pollock	<a href="mailto:jpollock@rcps.info">jpollock@rcps.info</a>	Director of Research, Testing, and Evaluation
Dr. Julie Drewry	<a href="mailto:jdrewry@rcps.info">jdrewry@rcps.info</a>	Special Assistant to the Superintendent for School Improvement
Barbara Flanagan	<a href="mailto:bflanagan@rcps.info">bflanagan@rcps.info</a>	Director of Special Education
Carl McDaniel	<a href="mailto:cmcdaniel@rcps.info">cmcdaniel@rcps.info</a>	Federal Programs Specialist
Christine McNair	<a href="mailto:cmcnair@rcps.info">cmcnair@rcps.info</a>	Reading Supervisor
Tom Fitzpatrick	<a href="mailto:tfitzpatrick@rcps.info">tfitzpatrick@rcps.info</a>	Science Coordinator

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

	<b>Agenda Item</b>
<b>1</b>	Review of division’s Indistar® improvement plan
<b>2</b>	Updates needed to the division’s Indistar® improvement plan
<b>3</b>	<b>Review of Division Liaison Monthly Report (DOE)</b>
<b>4</b>	<b>School Improvement Update - (School Oversight Committees)</b>
<b>5</b>	<b>Review of Quarterly Reports (when applicable)</b>
<b>6</b>	
<b>7</b>	

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

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

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

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

Copy and complete one chart for each school.

<b>School Name: Addison Middle School</b>
<b><u>2010-2011 School Year</u></b> 1. What objectives did the school meet by June 2011? <b>Based on preliminary data, Addison has met the goals of State Accreditation and are down to close numbers of possibly making Adequate Yearly Progress as well.</b>  Describe the school's progress with meeting the first year's annual goals proposed in the grant. <b>Addison met the goals of making State Accreditation and are close to making AYP, through Safe harbor. We made significant improvement this year in Math, Science, and English.</b>
2. What processes were initiated during the 2010-11 year to support the school with accomplishing the stated goals? <b>We opened the school year with a 20 day instructional plan to assess our data in all core area classes. Throughout the school year, the goal was to maintain strong data throughout the school year by analyzing snapshot, benchmark, and simulation data. Tutorials and remediation were provided from instructional coaches throughout the school year to support the data throughout the building. We closed the school year with the 45 day instructional countdown plan to prepare students for the Spring 2011 SOL tests.</b>
<b><u>2011-2012 School Year</u></b> 3. What are the school's objectives for 2011-12? <b>To make Adequate Yearly Progress and State Accreditation. Instruction will be monitored for the assurance of hands-on and student engagement throughout the school year. Weekly tutoring and remediation will also be monitored to support strong data throughout the school year. Addison will also participate in instructional planning meetings in the 2011 – 2012 school year with all other middle school core content area teachers to glean effective instructional practices to bring to our school to support positive data.</b>

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

**We will continue with the plan we used from the 2010 – 2011 school year. This year we will add in cross curricular meetings with all content areas from other schools to drive the collaboration and communication of our data and instructional plans throughout the district.**

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?

**Modifications will be made to indicators IF03, IIB01, IID09, and IIIA35. No indicators will be removed at this time.**

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:

**These students will receive targeted remediation within all core areas to drive the remediation and tutorials to drive the instruction in a positive direction throughout the school.**

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

**These students will receive targeted remediation weekly, through the after school program, and through SOL tutorials during the 45 day instructional countdown plan.**

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

**NOT APPLICABLE.**

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

**These students will receive targeted remediation weekly, through the after school program, and through SOL tutorials during the 45 day instructional countdown plan.**

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

**These students will receive Recovery Reading and Recovery Math classes all year in an effort to bring these students back on grade level in Mathematics and Reading.**

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.

**We will continue to use the monthly Oversight Meeting to monitor data throughout the building. Strand/Core Area Meetings will be used the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> Wednesday of each month to monitor core area data and have action plan conversations to fix weak data throughout the building. Voyager Mathematics will be used to support students who have deficiencies in Mathematics. Istation will be used to help support students who have deficiencies in Reading.**

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

<b>Department/Grade Level</b>	<b>Date(s)</b>
Ex. 2 <sup>nd</sup> grade team	First Friday of the Month
<b>6<sup>th</sup> Grade Team</b>	<b>Every Friday during Team Meeting</b>
<b>7<sup>th</sup> Grade Team</b>	<b>Every Friday during Team Meeting</b>
<b>8<sup>th</sup> Grade Team</b>	<b>Every Friday during Team Meeting</b>
<b>Math Team</b>	<b>2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> Wednesday of each month</b>
<b>Science Team</b>	<b>2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> Wednesday of each month</b>
<b>Language Arts Team</b>	<b>2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> Wednesday of each month</b>
<b>Math, Sci, Eng, History</b>	<b>Daily in the after school program</b>

9. Provide the agenda for the meetings

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

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

Copy and complete one chart for each school.

<b>School Name: Hurt Park Elementary</b>
<b><u>2010-2011</u>    <u>School Year</u></b> 1. What objectives did the school meet by June 2011? <b>In the Spring of 2011, the percent of students in grades 3-5 scoring 400 or more on the SOL English and Mathematics tests will meet or exceed AYP benchmarks (English - 86%, Mathematics - 85%). Hurt Park made state accreditation according to preliminary data. Hurt Park did not make the AYP benchmark in English (86%). However, according to preliminary data, the school made the AYP benchmark in mathematics.</b>  Describe the school's progress with meeting the first year's annual goals proposed in the grant. <b>The school has documented in the Indistar School Improvement Plan the indicators chosen to make the annual goals. Progress was made in mathematics, science, and social studies. However, English data seems to be similar to 2010/2011. The principal, instructional coach, and the leadership team have started collaboration efforts in order to develop a plan to improve English in 2011/2012.</b>  2. What processes were initiated during the 2010-11 year to support the school with accomplishing the stated goals? <b>The following Objectives were included in the Hurt Park School Improvement Plan: ID07; ID11; ID13; IIA01; IIA02; IIB01; IIB02; IIB04; IIB05; IIC01; IIIA33</b>  <b><u>Services and Activities:</u></b> <b>Saturday School for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade</b> <b>Certificated staff to provide academic support at 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade</b> <b>After-school support for all students</b> <b>Continue Oversight Committee meetings</b> <b>AIMS web</b> <b>School will continue with instructional support team to provide assistance to classroom teachers and students</b>

**2011-2012 School Year**

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

**In the Spring of 2012, the percent of students in grades 3-5 scoring 400 or more on the SOL English and Mathematics tests will meet or exceed AYP benchmarks (English - 91%, Mathematics - 90%).**

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

**English instruction will analyzed according to weaknesses. The school is making plans to employ another reading teacher. Additionally, students who did not pass the SOL English assessment will be monitored with the rising third graders that did not pass the second grade simulation assessment.**

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 school will continue and modify the following Indistar objectives:**

- ID07**
- ID11**
- ID13**
- IIA01**
- IIA02**
- IIB01**
- IIB02**
- IIB04**
- IIB05**
- IIC01**
- IIIA33**

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:

**Tier II and Tier III students will have intervention folders in place. Reading teachers will work with students in these tiers.**

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

- Provide in-services for all grade levels by Supervisor for Reading, Roanoke City Public Schools.
- Conduct benchmarks for reading instruction that document intervention.
- Provide consistent progress monitoring for students to inform and to promote flexible and regular regrouping of students.
- Initiate book study and application of the reading research in *How to Plan Differentiated Reading Instruction* by Sharon Walpole and Michael C. McKenna.
- Investigate implementation of the *Accelerated Reading Program* and *STAR* reading assessment program.
- Implement AIMSweb for progress monitoring and RTI assessments for grades K-5.

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

- Provide in-services for all grade levels by Supervisor for Reading, Roanoke City Public Schools.
- Conduct benchmarks for reading instruction that document intervention.
- Provide consistent progress monitoring for students to inform and to promote flexible and regular regrouping of students.
- Initiate book study and application of the reading research in *How to Plan Differentiated Reading Instruction* by Sharon Walpole and Michael C. McKenna.
- Investigate implementation of the *Accelerated Reading Program* and *STAR* reading assessment program.
- Implement AIMSweb for progress monitoring and RTI assessments for grades K-5.
- Provide a reading teacher for grades K-1 and a reading teacher for grades 1-2.

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

- **Target for after-school programs**
- **Identify for the Hurt Park Literacy Plan groups.**
- **Mathematics coach work with individual students.**
- **Math tutor will work with identified students.**
- **Provide in-services for all grade levels by Supervisor for Reading, Roanoke City Public Schools.**
- **Conduct benchmarks for reading instruction that document intervention.**
- **Provide consistent progress monitoring for students to inform and to promote flexible and regular regrouping of students.**
- **Initiate book study and application of the reading research in *How to Plan Differentiated Reading Instruction* by Sharon Walpole and Michael C. McKenna.**
- **Investigate implementation of the *Accelerated Reading Program* and *STAR* reading assessment program.**
- **Implement AIMSweb for progress monitoring and RTI assessments for grades K-5.**

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

- **Students who are two grade levels below will receive the *Wilson Reading Program*.**
- **Follow the goals of the IEP that promote reading and mathematics instruction.**
- **Provide in-services for all grade levels by Supervisor for Reading, Roanoke City Public Schools.**
- **Conduct benchmarks for reading instruction that document intervention.**
- **Provide consistent progress monitoring for students to inform and to promote flexible and regular regrouping of students.**
- **Initiate book study and application of the reading research in *How to Plan Differentiated Reading Instruction* by Sharon Walpole and Michael C. McKenna.**
- **Investigate implementation of the *Accelerated Reading Program* and *STAR* reading assessment program.**
- **Implement AIMSweb for progress monitoring and RTI assessments for grades K-5.**

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.

**The school uses Istation and plans to purchase AIMS web in order to have a reading diagnostic tool in place. Istation will continue to provide reading support along with the Hurt Park Literacy Plan which was designed with the guidance of Roanoke City Public Schools Reading Coordinator. AIMSweb will provide a diagnostic tool for the RTI process to match instructional strategies being studied. Three reading teachers will monitor Tier III students and provide daily instruction for Tier II and Tier III students.**

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

<b>Department/Grade Level</b>	<b>Date(s)</b>
Ex. 2 <sup>nd</sup> grade team	First Friday of the Month
<b>All Grade Levels</b>	<b>The RTI chair will meet with the RTI team and teacher presenting student on every other Friday at 11:30 AM.</b>
<b>All Grade Levels</b>	<b>Grade Levels will discuss individual student progress on every Monday during common planning times with the principal and the instructional coach.</b>

9. Provide the agenda for the meetings

	<b>Agenda Item</b>
<b>1</b>	<b>Positives</b>
<b>2</b>	Review of strategies and data analysis for students who are at-risk of failing a reading or mathematics SOL
<b>3</b>	Review of strategies and data analysis for students who have been identified for PALS intervention (K-3), if applicable
<b>4</b>	Review of strategies and data analysis for students who failed the SOL reading or mathematics assessment in 2010-2011
<b>5</b>	Review of strategies and data analysis for students who are below grade-level in reading or mathematics based on a disability
<b>6</b>	Review of division's Indistar® improvement plan
<b>7</b>	Updates needed to the division's Indistar® improvement plan
<b>8</b>	<b>After-School program connection to regular day</b>
<b>9</b>	<b>Follow Up</b>

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

Copy and complete one chart for each school.

<b>School Name: Westside Elementary</b>
<b><u>2010-2011</u>    <u>School Year</u></b>
1. What objectives did the school meet by June 2011? <ul style="list-style-type: none"><li>• <b><u>The LEA/School will directly align professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.</u></b></li><li>• <b><u>All teachers will demonstrate sound homework practices and communication with parents.</u></b></li><li>• <b><u>All teachers will employ effective classroom management</u></b></li><li>• <b><u>The principal will focus on building leadership capacity, achieving learning goals, and improving instruction.</u></b></li><li>• <b><u>All teachers will assess student learning frequently using standards-based classroom assessments.</u></b></li><li>• <b><u>All teachers, working in teams, will prepare standards-aligned lessons</u></b></li></ul>
Describe the school's progress with meeting the first year's annual goals proposed in the grant. <p><b>The goals listed above were included in the Transformational Toolkit. These goals were reached through careful planning and collaboration. These goals and the tasks that accompanied the goals were reviewed during weekly grade level meetings. The goals and task were also reviewed and scrutinized during monthly Transformation Meetings with the Internal Lead Partner and External Lead Partner.</b></p>
2. What processes were initiated during the 2010-11 year to support the school with accomplishing the stated goals? <p><b>The processes that were initiated during the 2010-2011 school year included:</b></p> <ul style="list-style-type: none"><li>• <b>Weekly Grade Level Meetings that included an agenda that focused on goals from the Transformation Toolkit.</b></li><li>• <b>Instructional Rounds/Walk-Through observations that were performed by pertinent school board personnel including all instructional coordinators.</b></li><li>• <b>Full Day Data Analysis sessions that were set aside each semester so teachers could assess their instruction</b></li><li>• <b>Weekly newsletters were sent home each week to make sure parents were aware of what was being taught in the classroom.</b></li></ul>

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

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

- **Meet State Accreditation and AYP**
- **Westside Students' Attendance Rate will be at or above 95%**
- **Westside will score at or above the district average on District Benchmarks on at least three of the four assessments.**
- **The LEA/School will develop a system of providing performance-based incentives using valid data on whether performance indicators have been met.**
- **The principal will include evaluation of student outcomes in teacher evaluation.**
- **The principal will make the evaluation process transparent.**
- **The LEA/principal will provide training to those conducting evaluations to ensure that they are conducted with fidelity to standardized procedures.**
- **The LEA/School will create a professional learning community that fosters a school culture of continuous learning.**
- **The LEA/School will offer an induction program to support new teachers in their first years of teaching.**
- **The LEA/School will have allocated funds to support extended learning time, including innovative partnerships.**
- **All teachers will provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.**

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

- 1) Professional Development (Interactive Achievement Refreshers, Book Study – Teaching with Intention, Instructional Walk-Throughs that encourages teachers to offer each other Constructive Criticism, In-Depth Review of District Standards, Technology Training, Istation Training.**
- 2) Attendance Incentives**
- 3) Continue to work with Supplemental External Lead Partner, New Teacher Center, to offer an induction program to support new teachers in their first years of teaching.**

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?

**Listed above in #3.**

<p>6. What specific interventions are being put in place as a result of the data analysis? Using a Response to Intervention model, describe the specific interventions planned next year for Tier 2 and Tier 3 students for each of the following populations:</p>
<p>i. Students who are/were at-risk of failing a reading or mathematics SOL</p> <ul style="list-style-type: none"> <li>• <b>Develop a Personalized Education Plan</b></li> <li>• <b>Student will be assigned to a teacher who has a track record of reaching failing students</b></li> <li>• <b>After school tutoring</b></li> <li>• <b>SRA corrective reading</b></li> <li>• <b>Small Group Instruction, including twenty minutes of extra time in istation</b></li> <li>• <b>Time with Reading Specialist and Math Resource Teacher</b></li> </ul>
<p>j. Students who are/were identified for PALS intervention (K-3), if applicable</p> <ul style="list-style-type: none"> <li>• <b>Teachers will administer PALS quick checks weekly to monitor improvement</b></li> <li>• <b>Students will be assigned a Reading Specialist or Reading Resource Teacher</b></li> <li>• <b>Student will be given the option of attending the after school tutoring through 21<sup>st</sup> Century</b></li> <li>• <b>Student will be given small group instruction, including twenty minutes of extra time in istation.</b></li> </ul>
<p>k. Students who failed the SOL reading or mathematics assessment in the previous year</p> <ul style="list-style-type: none"> <li>• <b>In the Fall semester the students will be given the option of attending the after school tutoring through 21<sup>st</sup> Century</b></li> <li>• <b>In the Spring if Benchmark scores are still showing deficits, the students will receive extended day services from his/her classroom teacher.</b></li> <li>• <b>Students who show considerably low reading scores may receive SRA Corrective Reading.</b></li> <li>• <b>Students will be given small group instruction, including twenty minutes of extra time in istation.</b></li> <li>• <b>To build the student's reading abilities, he or she will receive 30 minutes of reading instruction in the area where there are concerns (Team Time).</b></li> </ul>
<p>l. Students who are/were below grade-level in reading or mathematics based on a disability</p> <ul style="list-style-type: none"> <li>• <b>Depending of the student's IEP, he may receive one-on-one instruction from the Reading Specialist or Math Resource Teacher, SRA Corrective Reading, extra time in istation, extended day services from his/her classroom teacher.</b></li> </ul>

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.

- **To monitor the intervention process Westside will continue with Istation. This year we will utilize the interventions prescribed by Istation more to remediate students. We will also make a conscious effort to make sure our Tier 2 and Tier 3 students are receiving more time in the program.**
- **Westside will use the Transformation Team as a mechanism to guide us through the school year.**
- **Grade Level meetings will be utilized weekly to monitor the intervention process and monitor student growth. Data for each student, especially students who are in Tier 2 and/or Tier 3, will be analyzed weekly.**

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

<b>Department/Grade Level</b>	<b>Date(s)</b>
Ex. 2 <sup>nd</sup> grade team	First Friday of the Month
<b>K</b>	<b>Every Tuesday</b>
<b>1<sup>st</sup></b>	<b>Every Tuesday</b>
<b>2<sup>nd</sup></b>	<b>Every Tuesday</b>
<b>3<sup>rd</sup></b>	<b>Every Tuesday</b>
<b>4<sup>th</sup></b>	<b>Every Tuesday</b>
<b>5<sup>th</sup></b>	<b>Every Tuesday</b>
<b>Reading Specialists</b>	<b>First Friday of every Month</b>

9. Provide the agenda for the meetings

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

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

## **Application Submission**

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

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

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

Retain the original application in the division's files.