

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

Division Name: Shenandoah County Public Schools

School Name: Ashby Lee Elementary

Person Completing Report: Tonya Parker , Holly Rusher, and Kelly Storey

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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	22, 2011
September	19, 2011
October	17, 2011
November	21, 2011
December	19, 2011
January	16, 2012
February	20, 2012
March	19, 2012
April	16, 2012
May	21, 2012
June	18, 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	October 13, 2011
Second Quarter	December 8, 2011
Third Quarter	March 8, 2012
Fourth Quarter	June 21, 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
Evelyn Linaburg	eklinaburg@shenandoah.k12.va.us	Asst. Superintendent
Kelly Storey	kcstorey@shenandoah.k12.va.us	Federal Programs Coordinator
Stacey Leitzel	skleitzel@shenandoah.k12.va.us	Director of Elementary Education
Jaycee Bova	jlbova@shenandoah.k12.va.us	Special Education Supervisor

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	
4	
5	
6	
7	

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	
8	
9	
10	

Must include the items indicated in rows 1-6

Copy and complete one chart for each school.

School Name: Ashby Lee Elementary School

2010-2011 School Year

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

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

*86% pass rate for SES and White subgroups in Reading

*85% pass rate for SES and White subgroups in Math

*Preliminary data for Grade 3 – Reading White subgroup 83% passing and Reading SES subgroup 79% passing, Math White subgroup 72% passing, and Math SES subgroup 73% passing

*Preliminary data for Grade 4 – Reading White subgroup 86% passing and Reading SES subgroup 82% passing, Math White subgroup 64% and Math SES subgroup 54% passing

*Preliminary data for Grade 5 – Reading White subgroup 87% passing and Reading SES subgroup 88%, Math White subgroup , Math White 63% and Math SES subgroup 66% (this excludes bubble students 350-399 which will increase the Math percentages)

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

*Monthly ½ day grade level meetings that focused on grade level data from formative and summative assessments

*Lesson plans formats that followed the before, during, and after components

*Small group reading time (SGR) following the guided reading plan and consultation services provided by Kathy Northcutt (Fountas and Pinnell)

*Literacy by Design small group reading sets for grade levels K-5

*Formative Assessment professional development through Editure

*Title I reading specialists, ELL, and other resource teachers providing reading instruction during small group reading time as a support

*Math specialists analyzed and documented grade 3-5 summative data and led discussions during monthly grade level meetings

*Math specialist created formative assessments to be used in grades 3-5

- *After school reading and math SOL remediation 7 weeks prior to the beginning of testing
- *Implementation of Read 180 for 20 students in grades 4 and 5
- *SES after school reading tutoring by state approved vendors

2011-2012 School Year

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

- *91% pass rate for SES and White subgroups in Reading
- *90% pass rate for SES and White subgroups in Math

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

- *Ray Jones lesson design consultation with whole staff and with individual grade levels during ½ day plannings as well as peer observation of lesson design
- *Debbie Diller consultation of literacy and math workstations for differentiation during small group classroom instruction
- *Continued Fountas and Pinnell consultation of Kathy Northcutt on effective reading instruction
- *After school reading and math SOL remediation 7 weeks prior to the beginning of testing
- *Special Education pushing in to small group reading time and using guided reading instruction
- *Continued addition to the small group Literacy by Design sets and Sunburst book room
- *Implementation of Read 180 reading program for 20 students in 4th and 5th grade
- *Formative Assessment professional development through Editure
- *Istation for Tier 2 and 3 students in Reading
- *RTI with progress monitoring through AIMS Web
- *SES after school reading tutoring by state approved vendors

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?

ALES will continue with the five current indicators IIB01, IID08, IID09, IIIA01, and IIIA07. ALES will also add from the category of Principal's Role indicator IE08 due to faculty members expressed when speaking to the Superintendent about candidate characteristics for the incoming principal. Finally, under the category professional development indicator IF04 will be added due to lesson design professional development that Ray Jones will lead throughout the school year. One of the expectations

with the professional development will be peer observations.

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

*Grade 3 students who are at risk of failing reading (tier 2 and 3) will have Title I reading as an intervention

*Grade 4 and 5 students who are risk of failing reading (tier 2 and 3) will have small group reading (guided reading) , modified Wilson reading program, Read 180, I Station, literacy workstations during small group reading time and specific reading interventions developed by the RTI school committee that focuses on a weakness like repeated readings for fluency improvement and progress monitored through the AIMS Web program. After school reading remediation will be offered to those students 7 weeks prior to testing beginning.

*Grade 3 – 5 students who are or were at risk of failing the Math SOL will have Math Workstations instruction, grade level sharing of students based on formative and summative assessment data, and specific math interventions developed by the RTI school committee that focuses on a weakness like single digit addition intervention. After school math remediation will be offered to those students 7 weeks prior to testing beginning.

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

*Title I reading and Reading Recovery

*classroom small group reading instruction (guided reading)

*Istation

*Specific reading interventions developed by the RTI school committee that focuses on the weakness of the reader's diet

*Literacy Workstations during small group reading time

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

*Grade 3 students who are at risk of failing reading (tier 2 and 3) will have Title I reading as an intervention

*Grade 4 and 5 students who are risk of failing reading (tier 2 and 3) will have small group reading (guided reading) , modified

Wilson reading program, Read 180, I Station, literacy workstations during small group reading time and specific reading interventions developed by the RTI school committee that focuses on a weakness like repeated readings for fluency improvement and progress monitored through AIMS Web. After school reading remediation will be offered to those students 7 weeks prior to testing beginning.

*Grade 3 – 5 students who are or were at risk of failing the Math SOL will have Math Workstations instruction, grade level sharing of students based on formative and summative assessment data, and specific math interventions developed by the RTI school committee that focuses on a weakness like single digit addition intervention. After school math remediation will be offered to those students 7 weeks prior to testing beginning.

- d. Students who are/were below grade-level in reading or mathematics based on a disability
- *Special education teachers will be implementing the inclusion model in the regular education classroom
 - *modified Wilson reading program
 - *small group reading instruction (guided reading)
 - *Literacy Workstations
 - *Math Workstations
 - *Specific reading and math interventions developed by the school RTI committee that focuses on an area of weakness and then progress monitor using the AIMS Web program

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.

Each grade level will hold a monthly meeting during their planning period to discuss Tier 2 and 3 students progress monitoring through AIMS Web and if students need to move among Tiers. Half day grade level plannings will also be used to look at reading, math, science, and social studies data. Individual student meetings will be held when needed to meet with parents. Those students being progressed monitored will be discussed in two week intervals to look at the results of interventions taking place. Documentation will take the form of running records, AIMS web progress monitoring reports, Istation reports, PALS quick checks, and modified Wilson reading assessments.

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

	Department/Grade Level	Date(s)	
	Grades K-5 and resource staff	*second Tuesday of each month during their common grade level planning period	
9. Provide the agenda for the meetings			
	Agenda Item		
1	Review of strategies and data analysis for students who are at-risk of failing a reading or mathematics SOL		
2	Review of strategies and data analysis for students who have been identified for PALS intervention (K-3), if applicable		
3	Review of strategies and data analysis for students who failed the SOL reading or mathematics assessment in 2010-2011		
4	Review of strategies and data analysis for students who are below grade-level in reading or mathematics based on a disability		
5	Review of division's Indistar® improvement plan		
6	Updates needed to the division's Indistar® improvement plan		
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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.