

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

Division Name: Suffolk-127
 School Name: **Elephant's Fork Elementary**
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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	10
September	14
October	12
November	9
December	14
January	11
February	8
March	14
April	25
May	9
June	20

In collaboration with principals and school leadership teams, Suffolk Public Schools established Non-negotiable Action Steps for schools in Year 1 - 3 Improvement for the 2011-12 school year. These efforts will be monitored monthly by the District Level School Improvement Team. Using a School Improvement Rubric with measurable values, the district team will examine Year 1 - 3 schools' improvement strategies (**CII-#IB02**), performance data, aggregated classroom observation data and professionals development plans (**CII-#ID10**). School Improvement Monitoring Rubrics have a point value system that is aligned to the schools' improvement plans and *Indistar* indicators. A central office person is assigned to each of the schools identified for Improvement/"Watch" to maintain close communication with the school and an interest in its progress (**CII-#IC02**).

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	Nov. 22, 2011
Second Quarter	February 22, 2012
Third Quarter	April 18, 2012
Fourth Quarter	June 21, 2012
Other	District-Based School Improvement Rubric Monitoring-TBA

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
Pamela Connor	pamconnor@spsk12.net	Coordinator of Elementary Instruction
Antoine Hickman	anthickman@spsk12.net	Director of Special Education
Bettie Swain	betswain@spsk12.net	Coordinator of Compensatory Programs
Steven Edwards	steedwards@spsk12.net	Supervisor of Testing and Research/ELL
Charlene Christian-Andrews	charleneandrews@spsk12.net	Coordinator of Staff Development
Melody Mondell	melmondell@spsk12.net	Data Analyst
Jacqueline Chavis	jacchavis@spsk12.net	Deputy Superintendent
James Tucker	3tuckers@cox.net	VDOE District Liaison

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

	Agenda Items
1	Review of Division’s Indistar® Improvement Plan
2	Updates Needed to the Division’s Indistar® Improvement Plan
3	Adoption of Agenda, Meeting Minutes, and VDOE District Liaison’s Monthly Report
4	Update on Professional Development
5	Division Support Team Members Site Visits with Targeted Schools
6	Issues for SOL Testing-Critical Areas
7	Next Steps for Division Support Team

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 Items
1	Review Strategies and Data Analysis for Students At-risk of Failing a Reading or Mathematics SOL
2	Review Strategies and Data Analysis for Students Identified for PALS intervention (K-3), if applicable
3	Review Strategies and Data Analysis for Students Who Failed the SOL Reading or Mathematics Assessment in 2010-2011
4	Review Strategies and Data Analysis for Students Below Grade-Level in Reading or Mathematics Based on a Disability
5	Review of Division’s Indistar® Improvement Plan
6	Updates Needed to Division’s Indistar® Improvement Plan
7	Progress Monitoring Towards Non-Negotiables
8	Review Strategies Used To Support Targeted Teachers
9	Monitoring of Student Assessments with Student Performance
10	Parent Involvement

Must include the items indicated in rows 1-6

Copy and complete one chart for each school.

School Name: Elephant's Fork Elementary

2010-2011 School Year

What objectives did the school meet by June 2011?

The school met the following objective for the 2010-11 academic year:

1. **IID10**-The School's Leadership Team regularly looks at the school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.
2. **IE08**- The principal will spend at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations
3. **IID06**- Yearly learning goals will be set for the school by the Leadership Team utilizing student learning data
4. **IID11** - Instructional Teams will review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention and
5. **IIB01** - All teachers will maintain a file of communication with parents

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

A significant amount of funds are set-aside in the 1003(g) grant for personnel that includes an Academic Coach, In-school Remediation Specialists, SES Site Coordinator, and Staff Incentives.

The academic coach has been a vital part of the school improvement program and serves on the school's administrative team. Throughout the year, the Coach promoted a collegial relationship between school administrators and staff as evidenced during school Leadership Team and faculty meetings. The Academic Coach assisted the administration with data driven decisions, modeling of instructional strategies and evaluation of instructional programs and practices, which is evident by increased classroom engagement and reading by students.

At Elephant's Fork, teachers are required to implement skill training strategies within 2 weeks of a presentation or workshop session, which is monitored by the administration through classroom observations and lesson plan reviews. Based upon training from Marcia Tate, a national educational consultant, 90% of the school staff used brain-compatible strategies in their classes to promote learning this year. Moreover, over 90% of students [298 out of 331] met their reading goals as identified by *Accelerated Reading* reports. The librarian reported that student circulation increased to 10,710 this year when compared to data 4 years ago [2,300].

In conjunction to the VDOE 45 Day Plan and school's achievement data, the academic coach served as a resource for one of the 4th grade teachers who needed extra support with math instruction. During the 45 Day timeframe, the academic coach modeled lessons and observed the teacher's instructional delivery and classroom management. This intervention was designed to help

students reach math proficiency on the grade 4 math *SOL* test.

Secondly, as noted on *Indistar Indicators IE08* and *ID10*, student intervention has been ongoing as measured by remediation data. The master schedule reflects daily set-aside time for small group or individual assistance with three part-time remediation tutors that are supported by the 1003(g) grant funds. These tutors averaged 16 clock hours weekly and worked with students in reading instruction who were identified by assessment data [*PALS and STAR Testing*] and teacher recommendation.

The 2011 *STAR Reading and STAR Math* assessment data and Running Records show that this intervention was successful. In fact, the 45 of the 47 students who received tutoring from the remediation specialists made gains and increased in their grade equivalency in reading as measured by *STAR Reading*. The smallest increase was 1 month. The greatest increase was 1 year and 5 months. The overall average increase in grade equivalency for the group of students was just above 6 months. The average for first grade students was 6 months. The average for the second grade students was 8 months. The average for the third grade students was 6 months. The data shows that 13 students' reading grade equivalency increased by 1 year or more (three 1st grade students, eight 2nd grade students, and two 3rd grade students). For grades 1-3, data shows that 22 students' reading grade equivalency increased by 5 – 9 months (six 1st grade students, five 2nd grade students, and eleven 3rd grade students). It is also noted that 10 students' reading grade equivalency increased by less than 5 months (five 1st grade students, 3 - 2nd grade students and two 3rd grade students). Two students did not show an increase in their grade equivalency level according to pre- and post-test data (one 1st grade student, zero 2nd grade students, and one 3rd grade student).

Funded through 1003(g) School Improvement funds, six classroom teachers referred to as Instructional Support Teachers Received a "Strategic Staffing Initiative" to teach at the school. These highly qualified teachers demonstrated success in teaching of *SOLs* in challenging environments. We find that collaboration has increased at the school due to these personnel positions While their priority is teaching, they also serve as grade level chairs and part of the school's leadership team. According to the principal, these teachers raised the level of professional development and accountability among staff. They modeled how to report and analyze student performance data in meetings for instructional decision-making. Additionally, the general population of teachers at Elephant's Fork do not feel threatened by these Instructional Support Teachers and are encouraged to observe their classes for examples of effective instructional strategies. Data shows that this initiative has increased the use of high-yield teaching, assessing and learning strategies across content areas as evidenced by classroom observation and walkthroughs.

With the employment of a SES-Site Coordinator, the Supplemental Educational Services Program enrolled 159 students in the Tutoring program that is served by 16 vendors for the 2010-11 school year. Based on the eligible population of 224 free and reduced students in PreK-5 grades, the school maintains open enrollment and hosted four SES Vendor Fairs for the 2010-11 academic year. As of June 1, 2011, the district spent \$148,842.00 of the \$377,538.00 SES set-aside for services at Elephant's Fork Elementary School.

(Indicator IE09) In support of this objective, community visits and parental contact by teachers 5 times per week were a priority for the school during the 2010-11 school year. A total of 110 families were visited by the school's teachers in the attendance neighborhoods. Although Parent University was not initiated this year as was stated in the grant, it will be implemented in the 2011-12 school year. **[Initiate a Parent University for parents throughout the year with a focus on providing parents with skills to help students succeed at school.]** For the 2010-11 academic year, a total of 50 parents attended the 9 hosted parent workshops that focused on a wide array of skill building topics.

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

For the 2010-11 school year, Literacy Centers were instituted for all grades to facilitate differentiated instruction in reading. Instructional delivery was also changed to meet students' needs during the VDOE 45 Day Plan. One successful strategy involved the establishment of rotational stations that were instructionally focused. In this plan, students rotated and moved to selected teachers' stations for data-driven instruction.

(Indicator ID10) - After the administration of the local benchmark tests in reading and math, formative agendas are set at all grade-level and team meetings. The agendas include specific goals on academic performance. Minutes are recorded and attendance is checked at all team and grade-level meetings.

(Indistar Indicators IE08 and ID10) The academic coach and principal are involved in the intervention procedures and Have established "look for" in classroom observations so that monitoring can continue. The academic coach participates in post-conference sessions with teachers after coaching sessions or implementation of professional development strategies. The principal continues to monitor and comment to staff about their lesson plans that are placed on the BLOG in advance of the next school week.

2011-2012 School Year

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

The school will retain the same *CII- Indistar* Indicators and modify tasks and strategies for the new year. Suffolk Public Schools will close two elementary Title I schools for the 2011-12 academic year, which will cause Elephant's Fork's enrollment to increase significantly by 208 students. Moreover, with an integrated staff from other schools, the administration will conduct team building activities and administer a school-based pre-/post- assessment of professionals needs. More specifically, the administration and Leadership Team will facilitate training for new staff on Teacher Leader Training and Formative Assessment. New staff will be provided professionals development on teaching students of poverty and school-based data disaggregation.

On site consultation will occur with the new staff and mentors, classroom-based demonstrations and coaching for teachers who need additional support. Additionally, the district Lead Reading and Math teachers will work with identified staff to promote *SOL* proficiency.

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

Due to the closing of two elementary schools for the 2011-12 academic year, Elephant's Fork 's enrollment will increase by 208 students. With an expanded attendance zones, the school will infuse new initiatives into the 2011-12 School Improvement Plan. New staff will participate in the Teacher Leader Training (*Indicator ID10*), Formative Assessment (*Indicator IID11*), and Ruby Payne's Poverty (*Indicator ID10*) Connections.

(*Indicator IE08*)The principal also monitors the School Improvement process through the lesson plan review. Plans are submitted on the BLOG. The administration engages in classroom observations at a minimum of 4 times per week; meets with individual teachers to conference about their data, which is housed in their data notebooks.

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?

Elephant's Fork will move to Year 4 School Improvement for 2011-12 school year and must plan for restructuring according to the *NCLB* guidelines.

Moreover, Based on the analysis of the school's preliminary Spring 2011 *SOL* results and other academic achievement data collected during the 2010-11 school year, Elephant's Fork Elementary School needs to focus on students' math performance. Preliminary *SOL* data for grade 5 shows that four subgroups are scoring below the math benchmark pass rate of 85%: All-84%; Black -78%; and Economically Disadvantaged-79% and Students with Disability- 71%. The white subgroup is meeting proficiency - 100%. Furthermore, at grade 5, a significant gap is seen in the math performance of the white students when compared to all other subgroups. In 2009-10, the school scored 94% in math. For the 2008-2009 school year, the math *AYP* performance at Elephant's Fork was 82%.

Reading proficiency also remains a challenge for some of the students. Preliminary 5th grade *SOL* reading data shows that four sub-groups are scoring below proficiency: All-78%; Black-69%; Economically Disadvantaged-71%; and Students with Disability-43%. Again, the White subgroup at grade 5 is meeting and exceeding the 86% pass rate. The school administered the 2010 Released Reading test in the spring of the year to serve as a predictor of students' performance on the 2011 *SOL* tests. The administration found that grades 3-5 scored below the proficiency rate on these tests. One teacher at third and one at fourth grade exceeded and scored above proficiency on the 2010 Reading Released test.

On the Preliminary 2011 Writing Results for Elephant's Fork, data shows that 42.9% of the 5th grade students passed the test with 75.6 % meeting proficiency and 7.3% scoring advanced proficiency. A total of 41 students were tested. This is a decrease from last year's performance [90%].

The end of the year *PALS* data indicates that 10 % [6] of students were identified as needing interventions in Kindergarten when compared to the 17% [10] identified during the 2010 fall administration. In first grade, 13% [5] of the students were identified in the 2011 Spring administration of *PALS* compared to 0% in the 2010 fall testing ; in second grade, 35% [18] of the students were identified in the spring administration. Fewer students [4] were identified in the Spring 2011 *PALS* administration for grade 3 than in the fall [6]. This data is significant because it substantiates and validates that students in the lower grades need additional support in early literacy skills to positively impact reading scores on State and local assessments.

The school will retain the same *CII- Indistar* Indicators below and modify the tasks and strategies to reflect an emphasis on math achievement and sustained reading efforts. Specific modifications will be made to ***Indistar Indicators IID10, IID06, and IID11*** to reflect students' performance on the 2011 *SOLs* in math and reading. As applicable, new staff will be encouraged to pursue course work in *Reading Across the Curriculum*, which is supported fiscally by Title I and II-A. For the 2011-12 school year, grades 4 and 5 will be self-contained (***Indicator ID10***). Furthermore, with the adoption of new textbooks, staff will embed reading across the curriculum and integrate reading strategies into the math discipline.

1. **IID10**-The School's Leadership Team regularly looks at the school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.
2. **IE08**- The principal will spend at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.
3. **IID06**- Yearly learning goals will be set for the school by the Leadership Team utilizing student learning data.
4. **IID11** - Instructional Teams will review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention and
5. **IIB01** - All teachers will maintain a file of communication with parents.

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:

Using a Response to Intervention model, the staff at Elephant's Fork will utilize their Data notebooks to develop and track (***Indicator IID11***) **Tier II and III** students during the 2011-12 academic year. The administration will track student performance on *STAR Reading* and benchmarks tests.

a. Students who are/were at-risk of failing a reading or mathematics SOL:						
Tier Group for Grades 3-5	Reading Interventions	Who Is Responsible	How Monitored	Math Intervention	Who Is Responsible	How Monitored
Tier I	Analyze data for summative and formative evaluation of students' progress	Administrative Team/Teachers	State and local data	Analyze data for summative and formative evaluation of students' progress	Administrative Team/Teachers	State and local data
	Grade level teams will meet with administration and academic coach to discuss specific instructional changes that need to be made for benchmark (enhanced), strategic (targeted) and intensive (pre-requisite) groups	Grade Level Teams/Academic Coach/Principal	State and local data	Grade level teams will meet with administration and academic coach to discuss specific instructional changes that need to be made for benchmark (enhanced), strategic (targeted) and intensive (pre-requisite) groups	Grade Level Teams/Academic Coach/Principal	State and local data
	Assessments will be used by teachers to identify instructional groups and skills that students' need to be remediated in for	Classroom Teachers and Administrative Team	Classroom Assessments developed by teachers from look-a-like	Assessments will be used by teachers to identify instructional groups and skills that students' need to be	Classroom Teachers and Administrative Team	Classroom Assessments developed by teachers from look-a-like questions and <i>PALS Quick Checks</i>

	reading		questions and <i>PALS Quick Checks</i>	remediated in mathematics		
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Throughout the year, a student's tiered assignment may be fluid based on assessment data. Reading Projected tiered assignments for students in grades 3 - 5 may range as follows:

Tiered Group	Identification of Tiered Groups Based On SOLs Scores Between
Tier 1	400-600
Tier 2	350-399
Tier 3	Below 350
Grade 3 Tiered Group for Math	Identification of Tiered Groups based on Grade 3 SOL Data
Tier 1	426-600
Tier 2	383-425
Tier 3	Below 383

Leadership team will meet monthly to discuss data, monitoring efforts, modeling and coaching in designated classrooms, and professional development needs.

Tier Group for Grades 3-5	Reading Interventions	Who Is Responsible	How Monitored	Math Interventions	Who Is Responsible	How Monitored
Tier II [Indicator IID11]	Students will receive targeted intervention from the Remediation Specialist.	Remediation Specialist-3	Monitoring Log of skills taught is reviewed weekly by principal.	Students will receive targeted intervention from the Remediation Specialist.	Remediation Specialist-3	Monitoring Log of skills taught is reviewed weekly by principal.
	Students will participant in the school-based after school tutoring program and/or SES {Supplemental	Principal and After School Tutorial and/or SES Site Coordinators	School-based After School Tutoring will be monitored by	Students will participant in the school-based after school tutoring program and/or SES {Supplemental	Principal and After School Tutorial and/or SES Site-Coordinators	School-based After School Tutoring will be monitored by reviewing

	<p>Educational Services}. SES serves students who qualify for free/reduced lunch.</p>		<p>reviewing report cards and end of Nine Week's assessments in Reading.</p> <p>SES will be monitored by data from SES Provider Progress Reports/Post-Assessments and Spring <i>SOL</i> test results.</p>	<p>Educational Services}. SES serves students who qualify for free/reduced lunch.</p>		<p>report cards and end of Nine Week's assessments in Math.</p> <p>SES will be monitored by data from SES Provider Progress Reports/Post-Assessments and Spring <i>SOL</i> test results.</p>
	<p>Title I Reading teacher will provide small group differentiated reading instruction daily for targeted assistance students in 3-5 grades through a pull-out/in-class delivery model for 30 minutes.</p>	<p>Title I Reading Specialists</p>	<p>Quarterly monitoring through <i>STAR Reading</i>, running records, and Fountas and Pinnell Benchmark tests is reviewed by administrators and school Leadership Team.</p>	<p>Students will participant in the school-based after school tutoring program and/or Supplemental Educational Services {SES}. SES serves students who qualify for free/reduced lunch.</p> <p>Students will also receive targeted intervention from <i>Study Island</i>.</p>	<p>Principal and Classroom Teachers</p>	<p>Progress is Monitored monthly by <i>Study Island</i> Data and quarterly with <i>STAR Math</i> at Data Teams and School Leadership Team Meetings.</p>

	Students in grades 3-5 will also receive targeted reading intervention 2-4 times per week for 20-30 minutes.	Remediation Specialist	The principal will maintain two monitoring forms. The first includes data from <i>SOL</i> scores, <i>STAR Reading</i> , local cumulative assessments and Nine Week's grades. This information will be collected quarterly to ensure that students are maintaining mastery of specific skills. The second form, Intervention Tracker, is used to monitor interventions for students who are receiving academic and behavioral support from tiered interventions.	Students in grades 3-5 will also receive targeted math intervention in flexible small groups within the math instructional block.	Classroom Teacher or Para-professional	The principal will maintain two monitoring forms. The first includes data from <i>SOL</i> scores, <i>STAR Math</i> , local cumulative assessments and Nine Week's grades. This Information will be collected quarterly to ensure that students are maintaining mastery of specific skills. The second form, Intervention Tracker, is used to monitor interventions for students who are receiving academic and behavioral support from tiered interventions
	Eligible students may receive SES in reading from a VDOE	SES Provider/ Principal, Parent and	Data from SES Provider Progress	Eligible students may receive SES in reading from a	SES Provider/ Principal, Parent and	Data from SES Provider Progress

	approved SES Provider twice a week for 1.5 hours.	Eligible Student	Reports/Post-Assessment Data and 2012 SOL test results is reviewed by Principal and Title I Coordinator.	VDOE approved SES Provider twice a week for 1.5 hours.	Eligible Student	Reports/Post-Assessment Data and 2012 SOL test results is reviewed by Principal and Title I Coordinator.
Tier III	Students in 3-5 grades will receive targeted reading intervention 4 times per week for 40 minutes.	Remediation Specialist/Principal	Quarterly by reviewing report card grades and end of Nine Week's assessments in Reading.	Students in grades 3-5 will be required to attend the school-based after school tutoring program for math remediation twice a week for 45 minutes.	Principal and Assistant Principal/ After School Tutors	Quarterly by reviewing report card grades and end of Nine Week's assessments in Math.
	Students in grades 3-5 will be required to attend the school-based after school tutoring program for reading remediation twice a week for 45 minutes.	After-School Tutors and Principal	Principal, classroom teacher and Data Teams will review data from Running Records, <i>Study Island</i> Reports [monthly] and quarterly from <i>STAR Reading</i> .	Students in grades 3-5 will be required to attend the school-based after school tutoring program for math remediation twice a week for 45 minutes.	After-School Tutors and Principal	Progress is Monitored monthly from from <i>Study Island Data</i> and quarterly from <i>STAR Math</i> by Principal, classroom teacher and Data Teams.
	Eligible students in grades 3-5 may receive SES in	SES Provider/ Principal, Parent and Eligible	Data from SES Provider Progress Reports/Post-	Students in grades 3-5 may receive SES in reading from a	SES Provider/ Principal, Parent and Eligible	Data from SES Provider Progress Reports/Post-

	reading from a VDOE approved Provider twice a week for 1.5 hours.	Student	Assessment Data and 2012 <i>SOL</i> test results is reviewed by Principal and Title I Coordinator.	VDOE approved Provider twice a week for 1.5 hours.	Student	Assessment Data and 2012 <i>SOL</i> test results is reviewed by Principal and Title I Coordinator.
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b. Students who are/were identified for PALS intervention (K-3), if applicable:

Tier Group for Grades 3-5	Reading Interventions	Who Is Responsible	How Monitored	Math Interventions	Who Is Responsible	How Monitored
Tier 1	Universal screening of students occurs with the administration of Fall <i>PALS</i> assessments for K-3 students and <i>STAR Reading</i> for Grades 4-5 that is administered by the classroom teacher.	Classroom Teacher	<i>PALS</i> Benchmark And/ <i>PALS Quick Checks</i>	Not Applicable for <i>PALS</i> Intervention	Not Applicable for <i>PALS</i> Intervention	Not Applicable for <i>PALS</i> Intervention
Tier II (Indicator IID11)	Selected students receive additional 2 ½ hours of instruction per week	Remediation Specialists and <i>PALS</i> assistant		Not Applicable for <i>PALS</i> Intervention	Not Applicable for <i>PALS</i> Intervention	Not Applicable for <i>PALS</i> Intervention
	Students in K-3 grades who scored above the <i>PALS</i> benchmark (10%) will receive small	Classroom Teacher, Remediation Specialist and/or	Progress will be monitored with <i>PALS Quick</i>	Not Applicable for <i>PALS</i> Intervention	Not Applicable for <i>PALS</i> Intervention	Not Applicable for <i>PALS</i> Intervention

	group targeted skill instruction 2 times per week.	Paraprofessional	<i>Checks</i> and monthly classroom performance records.			
Tier III	Students in K-3 grades who scored below the <i>PALS</i> benchmark will receive targeted instruction for 20 minutes 5 times per week.	Remediation Specialist and/or <i>PALS</i> Teacher Assistant	Progress monitored Weekly with <i>PALS Quick Checks</i>	Not Applicable for <i>PALS</i> Intervention	Not Applicable for <i>PALS</i> Intervention	Not Applicable for <i>PALS</i> Intervention

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

The students who failed the *SOL* in reading or mathematics assessments the previous year

May be placed in Tier II or III for instructional intervention. Identification of tiered intervention is based on State and local data.

Projected tiered assignments for students in grades 3 - 5 may range as follows:

Tiered Group Identification of Tiered Groups Based On SOLs Scores Between

Tier 1 400-600
 Tier 2 350-399
 Tier 3 Below 350

Tier Group for Grades 3-5	Reading Interventions	Who Is Responsible	How Monitored	Math Interventions	Who Is Responsible	How Monitored
Tier II	Referred to S.T.E.P. [Transitional Program]	Principal/ Academic Coach	Weekly Progress Reports and Pre-/Post-Assessment data are reviewed by program coordinator. Prior to opening of school, data is submitted to principal for further grouping or intervention.	Recommended for <i>Title I Summer Enrichment and Remediation Program (S.T.E.P.)</i>	Principal/ Academic Coach	Weekly Progress Reports and Pre-/Post-Assessment data are reviewed by program coordinator. Prior to opening of school, data is submitted to principal for further grouping or intervention.
	School-based After School Tutoring Program	Principal/ Academic Coach	<i>Study Island</i> Data reports are reviewed by principal and Leadership Team.	School-based After School Tutoring Program	Principal/ Academic Coach	<i>Study Island</i> Data reports are reviewed by principal and Leadership Team.

Tier III	Classified as Recovery Students-Receive In-school Tutoring/ Remediation for 30 minutes during reading block to lower teacher-student ratio	Remediation Specialists-3	Data from <i>Study Island</i> and <i>STAR Reading</i> are reviewed by administration and Data Teams.	Classified as Recovery Students-Receive In-school Tutoring/ Remediation for 30 minutes during math block to lower teacher-student ratio by school's resource teachers and/or tutors.	Principal and Assistant Principal	Data from <i>Study Island</i> and <i>STAR Math</i> are reviewed by administration and Data Teams.
	Recommended for <i>Title I Summer Enrichment and Remediation Program (S.T.E.P.)</i>	Principal/ Academic Coach	Weekly Progress Reports and Pre-/Post-Assessment data are reviewed by program coordinator. Prior to opening of school, data is submitted to principal for further grouping or intervention.	Recommended for <i>Title I Summer Enrichment and Remediation Program (S.T.E.P.)</i>	Principal/ Academic Coach	Weekly Progress Reports and Pre-/Post-Assessment Data Weekly Progress Reports and Pre-/Post-Assessment data are reviewed by program coordinator. Prior to opening of school, data is submitted to principal for further grouping or intervention.
	Assigned to flexible grouping scheduling based on their non-mastery of concepts tested throughout the	Principal	Local assessments	Assigned to flexible grouping scheduling based on their non-mastery of concepts tested throughout the	Principal	Local assessments

	school year . The flexible grouping will entail Reading Rotations designed to provide alternate learning experiences for the students.			school year The flexible grouping will entail Math Reading Rotations designed to provide alternate learning experiences for the students.		
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d. Students who are/were below grade-level in reading or mathematics based on a disability (*Indicator IID11*) Tier II and III instruction for students who are functioning below grade level in reading and math is based on data from *PALS, STAR Reading, STAR Math* and Running Records. Special Education teachers receive training in reading with *Foundations*.

Tier Group for Grades 3-5	Reading Interventions	Who Is Responsible	How Monitored	Math Interventions	Who Is Responsible	How Monitored
Tier II	Students in grades 3-5 participate in the after school tutorial program.	Principal	<i>Study Island</i> Data is reviewed quarterly by principal and classroom Teacher and Data Teams.	Students in grades 3-5 participate in the after school tutorial program.	Principal	<i>Study Island</i> data <i>Study Island</i> Data is reviewed quarterly by principal and classroom Teacher and Data Teams.
	The classroom teacher provides in-school intervention for Tier II students.	Classroom Teacher	In addition to the classroom teacher, progress is monitored quarterly by <i>STAR Reading</i> and	The classroom teacher provides in-school intervention for Tier II students.	Classroom Teacher	In addition to the classroom teacher, progress is monitored quarterly by <i>STAR Reading</i> and benchmark

			benchmark assessments in reading by administration, Leadership Team and Data Teams.			assessments in reading by administration, Leadership Team and Data Teams.
Tier III	Students are assigned to Special Education self-contained or resource classes within the grade-level for 4 th and 5 th grade. Interventions are scheduled for 30 minutes within the special education classroom. IEP Progress Reports.	Special Education Teacher and Special Education Para-professional	IEP Progress Reports are reviewed by principal [quarterly] and Special Education Compliance Specialist [yearly].	Students are assigned to Special Education self-contained or resource classes within the grade-level for 4 th and 5 th grade. Interventions are scheduled for 30 minutes within the special education classroom. IEP Progress Reports.	Special Education Teacher and Special Education Para-professional	IEP Progress Reports are reviewed by principal [quarterly] and Special Education Compliance Specialist [yearly].

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

For the 2011-12 academic year, the school will use *Study Island* to assess student growth in reading and math. *Study Island* is research-based and aligned to the State’s *Standards of Learning (SOLs)*. This program provides additional practice and test preparations in the core content areas for students to use at their appropriate educational levels. Staff will use the web-based program to supplement classroom instruction and track student performance.

Staff can view usage statistics for each student, the class, and school. The Elephant’s Fork Leadership team and teachers will monitor the data to analyze, track and report student growth. The teachers and administrators can also print detailed reports

for parents that shows real time data (including graphs).

Study Island data will be monitored every 30 days for growth among the subgroups. Data Teams will meet with the administration quarterly to analyze and track student achievement. Using the VDOE template for the Quarterly Analysis Data Reports, the principal will monitor attendance, discipline, formative assessment data every quarter to ensure assignment of appropriate interventions for individual students. Furthermore, the principal will meet with the District School Improvement Support Team quarterly to review and discuss the interventions that have been put in place for the following:

- Students who are/were at-risk of failing a reading or mathematics SOL
- Students who are/were identified for PALS intervention (K-3), if applicable
- Students who failed the SOL reading or mathematics assessment in the previous year and
- Students who are/were below grade-level in reading or mathematics based on a disability.

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

Indicator ID10

Department/Grade Level	Date(s)
Ex. 2 nd grade team	First Friday of the Month
Leadership Team	3 rd Wednesday
Grade Level - K	Weekly on Thursday
Grade Level - 1	Weekly on Thursday
Grade Level - 2	Weekly on Thursday
Grade Level - 3	Weekly on Tuesdays
Grade Level - 4	Weekly on Tuesdays
Grade Level - 5	Weekly on Tuesdays
Data Meeting	Weekly on Tuesday

9 Provide the agenda for the meetings

	Agenda Items
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	Curriculum Pacing of Reading and Math (<i>Indicator IE07</i>)
8	Professional Development Needs (<i>Indicator ID10</i>)
9	Monitoring of Student Assessment (<i>Indicator IID11</i>)
10	Parent Involvement (<i>Indicator IIB01</i>)
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.

Application for Schools Eligible for Federal FY 2010 1003(g) Funding

Under the *No Child Left Behind Act of 2001*, PL 107-110

Due: June 17, 2011

PART I: DIVISION INFORMATION

School Division Name:	127-Suffolk Public Schools		
Division Contact:	Bettie J. Swain		
Telephone (include extension if applicable):	757-925-6759	Fax:	757-925-6751
E-mail:			

***Assurances:** The local educational agency assures that School Improvement 1003(a) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under the *No Child Left Behind Act of 2001* (NCLB). The division agrees to the conditions of award in Attachment B.

****SPECIAL DIVISION ASSURANCE, IF ANY,
DISCUSSED WITH THE DIRECTOR OF THE OFFICE OF SCHOOL IMPROVEMENT MUST BE ATTACHED.***

Certification: I hereby certify that, to the best of my knowledge, the information contained in this application is correct. 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 to Janice Pierson by Friday, June 17, 2011 from the division's Superintendent's office. The notification through SSWS will serve as a certification that a signed copy of the application is located in the division's files.

Superintendent's Signature:	
Superintendent's Name:	Deran R. Whitney
Date:	June 17, 2011