

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

Division Name: Westmoreland County Public Schools

School Name: **Washington District Elementary**

Person Completing Report: Cathy Rice, Director of Instruction & Assessment

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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	Friday, August 19, 2011
September	Friday, September 23, 2011
October	Friday, October 14, 2011
November	Friday, November 11, 2011
December	Friday, December 16, 2011
January	Friday, January 20, 2012
February	Friday, February 17, 2012
March	Friday, March 16, 2012
April	Friday, April 13, 2012
May	Friday, May 18, 2012
June	Friday, June 8, 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	Friday, September 16, 2011
Second Quarter	Friday, November 18, 2011
Third Quarter	Friday, February 10, 2012
Fourth Quarter	Friday, April 20, 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
Cathy Rice (Instruction & Title I)	ricecr@wmlcps.org	Director of Instruction & Assessment
Carole Kelley (Special Ed.)	kelleycl@wmlcps.org	Director of Special Education
David Smith	smithdl@wmlcps.org	Data Management Specialist
Esmeralda Medina (ELL)	medinaea@wmlcps.org	ELL/MEP Coordinator
Thomasyne Beverly	tabeverly@verizon.net	VDOE Liaison

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 of each school’s Indistar Plan and Meeting Minutes
4	Review of monthly reports from consultants/coaches
5	Review of summaries from school visitation/observations by members of DLST
6	Review of interventions by student and student achievement data
7	Review of school data – student attendance, discipline, teacher attendance

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: Washington District Elementary		
<u>2010-2011 School Year</u>		
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.		
This school established three annual goals:		
<ul style="list-style-type: none"> Continue to meet the VDOE benchmarks for state accreditation; 		
Progress:		
Washington District did meet all benchmarks to maintain state accreditation, though third grade reading and fifth grade writing results fell short of the benchmark individually. Based on preliminary SOL data from Spring 2011, results are as follows:		
SOL Test	Benchmark	Pass Rate
Reading 3	75	73.68
Math 3	70	91.12
History 3	50	80.00
Science 3	50	87.71
Reading 4	75	85.29
Math 4	70	86.95
Reading 5	75	84.00
Math 5	70	86.33
Virginia Studies	70	80.00
Science 5	70	82.66
Writing 5	75	70.42
<ul style="list-style-type: none"> Meet the established Reading AMO of 86 % for all students and for each AYP subgroup; and 		
Progress:		
Washington District did meet the Reading AMO for the White subgroup; however, the AMO was not met for All Students or for the		

Disadvantaged, Black, Hispanic and Students with Disabilities subgroups. Pass rates are indicated in the table below:

Reading AMO	86.00
Disadvantaged	75.20
Students with Disabilities	30.77 *
Black	74.54
White	86.03
Hispanic	71.42 *
All Students	81.50

* Too small to count

- Meet the established Mathematics AMO of 85% for all students and for each AYP subgroup.

Progress:

Washington District did meet the Mathematics AMO for All Students and for the Hispanic, White and Disadvantaged subgroups; however the AMO was not met for the Black and Students with Disabilities subgroups.

Mathematics AMO	85.00
Disadvantaged	85.48
Students with Disabilities	53.84*
Black	81.81
White	87.85
Hispanic	93.75 *
All Students	87.56

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

Washington District put a number of processes in place during the 2010-11 school year to support the accomplishment of stated goals.

Strategies to support both reading and math included:

- A content consultant/coach was hired for both reading and math. Each of these coaches worked with the school/division on revising pacing guides and benchmark assessments to ensure close alignment with current SOL. Each coach also worked throughout the school year directly with teachers, primarily at grades three – five. This work took the form of classroom observations, assisting teams with data analysis, reviewing lesson plans, and providing coaching on lesson design and delivery. Each coach was hired for fifty days;
- Formative Assessment training was provided to staff using the Editure resources. During 2010-11, the focus was on the Assessment for Learning and Feedback modules. The formative assessment coach provided informal walk-through observations and provided feedback on those observations to the principal. The coach also assisted with planning and provided some additional resources;
- A PD 360 site license was purchased to allow access to online professional development for all instructional personnel. This resource may be used to address division, school or individual teacher level goals. During 2010-11, individual teachers were able to use PD 360 to complete professional development to address individual professional goals. The principal also assigned PD 360 modules to support teachers who demonstrated a need for improvement in particular areas of instruction.
- The school utilized grade level team meetings on a weekly basis to address collaborative data analysis, lesson planning, sharing instructional strategies and resources, and classroom management strategies. These meeting followed an established schedule and set agendas and meeting minutes were maintained and shared with administration.
- The school held Extended Day tutoring in reading and math for students identified as needing additional support in grades 3-5. The extended day sessions were part of the 45-day Plan in preparation for SOL testing. Students received support two days per week for 90 minutes each time;
- The school offered Supplemental Educational Services (SES) to eligible students in grades K-5. Forty-eight Washington District students participated.

Strategies to support specifically reading included:

- A three-credit graduate course was provided on-site at Washington District by UVA on Differentiated Small Group Reading Instruction. Seventeen Washington District teachers participated in the course;
- A four-day UVA Reading Academy was provided on-site at Washington District. This academy was geared to helping struggling readers. Twenty-three Washington District faculty members participated, including the principal, guidance counselor, eighteen teachers and three paraprofessionals.
- A bookroom was established for use by teachers at Washington District. The bookroom was stocked with a variety of texts to support differentiated reading instruction This included leveled readers and decodable texts, as well as a variety of texts from various genres;
- A consultant from UVA conducted classroom observations and provided coaching and feedback to teachers regarding

implementation of the strategies learned in both the graduate course and the academy;

- The school began using iStation to provide reading intervention and conduct monthly reading progress monitoring. iStation was used school-wide in grades PK- grade 5. Students completed iStation lessons during the computer lab rotation, as well as during small group rotation during the language arts block.
- Students identified as needing intensive reading intervention received small group intervention from the Title I Reading Specialist and/or paraprofessionals.

2011-2012 School Year

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

The 2011-12 objectives are as follows:

- Continue to meet the VDOE benchmarks for state accreditation;
- Meet the established Reading AMO of 91 for all students and each AYP subgroup;
- Meet the established Mathematics AMO of 90 for all students and each AYP subgroup.

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

- The school will significantly increase the school-wide focus on writing. The school plans to adopt and implement a unified approach to writing instruction, using the Lucy Calkins Units of Study for Teaching Writing in grades PK-5. Additionally, the school will adopt other effective writing strategies school-wide, as shared by the writing consultant from Virginia Beach Schools. The school will return to collecting writing samples to be placed in each student's writing portfolio. This portfolio will follow the student from grade to grade. The school will also conduct a quarterly assessment of writing. The school will promote/expect writing across the curriculum – both to support content mastery, and to improve writing skills.
- The school will have teacher representatives on the division team to revise the division pacing guides and benchmark assessments for reading/writing. Revisions are being made to reflect the revised SOL and to promote better integration of reading & writing.
- The school will continue training to strengthen all teachers' ability to provide effective language arts instruction, to include whole group, differentiated small group reading, word study and writing instruction;
- The school will continue training in formative assessment. The focus will be on reinforcing modules covered during 2010-11 and continuing with additional modules;
- The school will continue and expand the use of iStation – ensuring that students at Tiers I, II and III work in iStation for the minimum number of lessons recommended for their Tier. The school will also expand the delivery of intervention lessons.

- The school will explore more time efficient, effective ways to collect, organize and analyze assessment data and other relevant data, so that it may be used more effectively to guide instructional decisions. A consultant may be needed for this purpose.
- The school will add reading specialists and one math specialist (using various funding streams, to include School Improvement funds) to increase the intervention support being provided directly to students, as well as the coaching support being provided to teachers.
- The school will expand the Extended Day tutoring program, to include second grade students and to begin earlier in the year. The tutoring will focus on reading and math.

3. 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 does have a plan in Indistar. After initial review of preliminary Spring 2011 SOL results and other achievement data, the school plans to continue with the following indicators and related tasks: IIIA07, IF08, IF03, and IE08. Tasks may be added under IF08 to address professional development in writing instruction, as well as continuing professional development in reading instruction. This is due to Spring 2011 SOL performance in reading and in writing. Tasks may be added under IF03 related to acquiring additional reading specialist support and additional consultant support to assist with improving reading/writing instruction (small groups, differentiated instruction, writer's workshop); math instruction (differentiation); and data collection, organization and analysis. The school may add tasks under IIIA07 to address differentiation in math. Possible new tasks under IID02 will address incorporating quarterly writing assessments and collecting writing samples to compile writing portfolios that follow students from grade to grade. The school may also add a Indicator IIIB03 to address homework (assigning, checking, reviewing).

4. 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

Washington District determines “at-risk” to be those students who passed with a score of 400-415 in addition to those who actually failed. The number who scored in the 400-415 range are listed in this table:

	Reading	Math	Writing
Third Grade	5	0	NA
Fourth Grade	5	0	NA
Fifth Grade	3	7	8

Tier 3 Interventions:

- Daily 45-minute push-in intervention with reading specialist during Language Arts Block;
- Daily 45-minute pull-out intervention with reading specialist during Extension Block (4 days per week for those students who also see the math specialist one day);
- iStation a minimum of four days per week for 25-30 minutes;
- Weekly 45-minute pull-out intervention with math specialist during Extension Block;
- Extended Day Tutoring two days per week for 90 minutes each time, beginning January 2012 for grades 2-5;
- Individual or small group intervention lessons with a paraprofessional scheduled as formative assessment dictates for grades K-2;
- Plus Tier I interventions

Tier 2 Interventions:

- Daily 45-minute pull-out intervention with reading specialist during Extension Block ;
- Extended Day Tutoring two days per week for 90 minutes each time, beginning January 2012 for grades 2-5;
- Daily 45-minute remediation for reading and math provided by the classroom teacher during Extension Block (for those not with Reading Specialist);
- iStation a minimum of three days per week for 25-30 minutes;
- Plus all Tier I Interventions

Tier 1 Interventions:

- Daily differentiated small group reading instruction during the language arts block;
- Daily differentiated small group word study during the language arts block;
- Daily differentiated math instruction

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

	Number Identified – Spring 2011
Kindergarten	2
First Grade	16
Second Grade	9
Third Grade	11

Tier 3 Interventions:

- Daily 45-minute push-in intervention with reading specialist during Language Arts Block;
- Daily 45-minute pull-out intervention with reading specialist during Extension Block (4 days per week for those students who also see the math specialist one day);
- iStation a minimum of four days per week for 25-30 minutes;
- Weekly 45-minute pull-out intervention with math specialist during Extension Block;
- Extended Day Tutoring two days per week for 90 minutes each time, beginning January 2012 for grades 2-3;
- Individual or small group intervention lessons with a paraprofessional scheduled as formative assessment dictates for grades K-2;
- Plus Tier I interventions

Tier 2 Interventions:

- Daily 45-minute pull-out intervention with reading specialist during Extension Block ;
- Extended Day Tutoring two days per week for 90 minutes each time, beginning January 2012 for grades 2-3;
- Daily 45-minute remediation for reading and math provided by the classroom teacher during Extension Block (for those not with Reading Specialist);

- iStation a minimum of three days per week for 25-30 minutes;
- Plus all Tier I Interventions

Tier 1 Interventions:

- Daily differentiated small group reading instruction during the language arts block;
- Daily differentiated small group word study during the language arts block;
- Daily differentiated math instruction

c. Students who failed the SOL reading or mathematics assessment in the previous year (2010-11 unadjusted data)

SOL Test	Number Tested	Number Failed
Reading 3	58	16
Math 3	58	6
Reading 4	71	13
Math 4	71	11
Reading 5	76	13
Math 5	76	12
Writing 5	72	22

Tier 3 Interventions:

- Daily 45-minute push-in intervention with reading specialist during Language Arts Block;
- Daily 45-minute pull-out intervention with reading specialist during Extension Block (4 days per week for those students who also see the math specialist one day);
- iStation a minimum of four days per week for 25-30 minutes;
- Weekly 45-minute pull-out intervention with math specialist during Extension Block;
- Extended Day Tutoring two days per week for 90 minutes each time, beginning January 2012 for grades 2-5;
- Individual or small group intervention lessons with a paraprofessional scheduled as formative assessment dictates for grades K-2;
- Plus Tier I interventions

Tier 2 Interventions:

- Daily 45-minute pull-out intervention with reading specialist during Extension Block ;

- Extended Day Tutoring two days per week for 90 minutes each time, beginning January 2012 for grades 2-5;
- Daily 45-minute remediation for reading and math provided by the classroom teacher during Extension Block (for those not with Reading Specialist);
- iStation a minimum of three days per week for 25-30 minutes;
- Plus Tier I Interventions

Tier 1 Interventions:

- Daily differentiated small group reading instruction during the language arts block;
- Daily differentiated small group word study during the language arts block;
- Daily differentiated math instruction

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

Grade Level	Number Identified
Kindergarten	0
First Grade	4
Second Grade	1
Third Grade	7
Fourth Grade	1
Fifth Grade	5

Students with disabilities will be included in the same Tier III, Tier II and Tier I interventions as non-disabled peers, as appropriate. Additionally, these students will receive the support articulated in their Individualized Education Plans (IEP's). Students may be served in either an inclusion setting or pull-out session for reading or math, as determined by the IEP.

5. 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.

Washington District will use classroom observations, review of lesson plans, and focused discussion at team meetings (Grade Level and School Improvement Team) to monitor implementation of planned interventions. This will be done both to ensure

interventions are being implemented consistently and with fidelity and to monitor students' response to interventions, so that adjustments may be made as needed in a timely way.

Washington District will use both formal and informal assessments to monitor student growth in response to the intervention process. Informal measures will include classroom formative assessments. Formal assessments will include fall, mid-year and Spring PALS assessments (grades K-3), as well as quarterly benchmark assessments (grades 2-5), and quarterly STAR tests (grades 1-5). iStation will be used for monthly progress monitoring of achievement gains in reading.

In addition to reviewing assessment data regarding academic achievement, the school will review other data collected, such as, student and teacher attendance, student discipline data, and grades (as compared to benchmark assessment data).

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

Department/Grade Level	Date(s)
Ex. 2 nd grade team	First Friday of the Month
Grade level teams K-1	Second and fourth Mondays each month
Grade level team 2	Second and fourth Tuesdays each month
Grade level team 3	Second and fourth Wednesdays each month
Grade level team 4	Second and fourth Thursdays each month
Grade level team 5	Second and fourth Fridays each month
Specialists	Reading and math specialists , ELL teacher and special ed. Teacher will attend at least one of the two scheduled meetings per grade level each month
School Improvement Team	Monthly review of interventions by student – tentatively second Wednesdays

7. 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 school's Indistar® improvement plan
6	Updates needed to the school's Indistar® improvement plan
7	Review of summary of teacher observations
8	Review of summary of professional development activities & participation
9	
10	

Must include the items indicated in rows 1-6

Application Submission

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

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

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

Retain the original application in the division's files.