

**APPROVED**

Virginia Department of Education  
Office of Program Administration and Accountability and Office of School Improvement  
P.O. Box 2120  
Richmond, Virginia 23218-2120

**1003(a)**

**Application for Schools in YEAR ONE of Title I School Improvement**

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

**DIVISION INFORMATION**

School Division Name: Henrico County Public Schools  
Mailing Address: 3820 Nine Mile Road, Henrico, Virginia 23223  
Division Contact: Dr. Martha (Penny) Blumenthal  
Telephone (include extension if applicable): 804-652-3838 Fax: 804-652-3734  
E-mail: [mglblumen@henrico.k12.va.us](mailto:mglblumen@henrico.k12.va.us)

**SCHOOL INFORMATION**

Provide information for each year one Title I School Improvement school within the division that will receive support through the 1003(a) funds. Copy as many blocks as needed.

School Name: Adams Elementary  
Mailing Address: 600 South Laburnum Avenue, Henrico, Virginia 23223  
School Contact: Mr. Roy Holloway, Jr., Principal (through June 30, 2010)  
Telephone (include extension if applicable): 804-226-8745 Fax: 804-226-8768  
E-mail: [rholloway@henrico.k12.va.us](mailto:rholloway@henrico.k12.va.us)

School Name: Highland Springs Elementary  
Mailing Address: 600 Pleasant Street, Highland Springs, Virginia 23075  
School Contact: Mr. Jonathan Hochman, Principal  
Telephone (include extension if applicable): 804-328-4045 Fax: 804-328-4038  
E-mail: [jehochman@henrico.k12.va.us](mailto:jehochman@henrico.k12.va.us)

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**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).

**\*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.

Superintendent's Signature: \_\_\_\_\_

Superintendent's Name: Dr. Patrick J. Russo

Date: 6/18/10

**The division will submit one application packet.**

**PART I: SCHOOLS TO BE SERVED**

Complete the requested information for the schools identified for your division in pink. See Appendix A-a

Name of School	Grade Span	Targeted Assisted School (Check)	Schoolwide Program School (Check)	School Membership	Percent Identified as Disadvantaged	Percent Students with Disabilities	Percent Limited English Proficient
Highland Springs Elementary	PK-5			516	85%	14%	<1%
Adams Elementary	PK-5			468	64.9%	4.9%	4.3%

**PART II: STUDENT ACHIEVEMENT AND DEMOGRAPHIC DATA**

The LEA must provide the following information for each of the year one Title I School Improvement schools to be served with 1003(a) funds.

- a. Student achievement data for the past two years (2007-2008, 2008-2009) in reading/language arts and mathematics: by school for the “all students” category and for each AYP subgroup; and by grade level in the “all students” category and for each AYP subgroup;
- b. Analyzed student achievement data with identified areas that need improvement;
- c. Information about the demographics of the student population to include attendance rate, total number of students, and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged status; and
- d. Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics.

**a. SCHOOL DATA**

<i>2007-2008</i>	READING	MATH
<b>Highland Springs</b>	77% (target)	75% (target)
<b>All Students</b>	<b>69.2%</b>	<b>77.2%</b>
Disadvantaged	65.9%	74.5%
LEP	50.0%	25.0%
Disabilities	35.9%	64.1%
Black	68.9%	76.5%
White	73.9%	87.0%
Hispanic	100.0%	75.0%
<b>Adams</b>	77% (target)	75% (target)
<b>All Students</b>	<b>77.0%</b>	<b>72.9%</b>
Disadvantaged	73.5%	66.2%
LEP	90.0%	66.7%
Disabilities	48.8%	42.9%
Black	75.4%	71.9%
White	80.0%	100.0%
Hispanic	87.5%	85.7%

<i>2008-2009</i>	READING	MATH
<b>Highland Springs</b>	81% (target)	79% (target)
<b>All Students</b>	<b>73.49%</b>	<b>76.2%</b>
Disadvantaged	69.1%	73.6%
LEP	0.0%	100.0%
Disabilities	65.5%	66.7%
Black	73.7%	76.4%
White	87.5%	71.7%
Hispanic	72.7%	100.0%
<b>Adams</b>	81% (target)	79% (target)
<b>All Students</b>	<b>76.5%</b>	<b>74.0%</b>
Disadvantaged	72.5%	66.2%
LEP	85.7%	80.0%
Disabilities	43.6%	39.4%
Black	75.7%	73.8%
White	85.7%	83.3%
Hispanic	79.2%	78.3%

## GRADE LEVEL DATA

<i>2007-2008 %s</i>	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Highland Springs</b>			
<b>Reading/English (ALL Students)</b>	58	75	82
Disadvantaged	64	63	70
LEP	~	~	~
Disabilities	30	33	41
Black	67	64	76
White	~	~	82
Hispanic	~	~	~

<b>Math (ALL Students)</b>	77	58	80
Disadvantaged	72	75	77
LEP	~	~	~
Disabilities	70	58	65
Black	74	74	81
White	~	~	91
Hispanic	~	~	~
<b>Adams</b>			
<b>Reading/English (ALL Students)</b>	74	67	81
Disadvantaged	70	71	61
LEP	50	100	50
Disabilities	42	39	100
Black	71	68	81
White	50	100	100
Hispanic	50	~	100
<b>Math (ALL Students)</b>	75	52	81
Disadvantaged			
LEP	100	100	100
Disabilities	71	43	100
Black	79	57	85
White	100	100	100
Hispanic	~	~	100

<i>2008-2009 %s</i>	<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<b>Highland Springs</b>			
<b>Reading/English (ALL Students)</b>	66	63	75
Disadvantaged	58	65	87
LEP	~	~	~

Disabilities	40	80	80
Black	66	68	88
White	~	~	~
Hispanic	~	~	~
<b>Math (ALL Students)</b>	76	74	81
Disadvantaged	67	75	79
LEP	~	~	~
Disabilities	60	70	70
Black	72	77	81
White	~	~	~
Hispanic	~	~	~
<b>Adams</b>			
<b>Reading/English (ALL Students)</b>			
	71	74	72
Disadvantaged			
LEP	100	100	100
Disabilities	20	40	39
Black	69	74	75
White	100	50	100
Hispanic	75	67	100
<b>Math (ALL Students)</b>	71	73	75
Disadvantaged			74
LEP	100	100	~
Disabilities	17	27	54
Black	66	73	73
White	75	50	100
Hispanic	100	67	~

## **b. Analysis of Data**

### **Highland Springs Elementary:**

The overall reading score for HSES on SOL's in 2008-09 was 73.76. Third grade students scored 63.22, fourth grade students scored 67.09, and fifth grade students scored 87.14.

To compare the 2008-09 HSES overall reading scores with the HSES overall reading scores from 2005-06 (68.58), 2006-07 (74.17), and 2007-08 (68.50), it can be determined that reading is an area needing improvement. The data indicates that reading scores have flat-lined in third grade and fourth grade while fifth grade has seen growth in the reading scores.

In third grade, areas needing improvement are: Word Analysis – Use of Antonyms, Comprehension – Drawing Conclusions, Graphic Organizers to Identify Sequence of Events, Setting a Purpose for Reading a Non-Fiction Text, and Identifying Questions Answered in a Paragraph.

In fourth and fifth grades, areas needing improvement are: Comprehension – Inferences, Cause and Effect, Word Analysis – Using Context to Determine the Specific Meaning of Multiple Meaning Words, Applying Knowledge of a Dictionary, and Applying Knowledge of Prefixes.

### **Adams Elementary:**

The 2008-09 targeted benchmark was 81% for reading and 79% for math. A comparison between 2007-08 and 2008-09 SOL performance data indicated the following: 3rd grade reading: 76.5% to 71.2%; 4th grade reading: 67.7% to 73.6%; 5th grade reading: 83.5% to 79.4%. 3rd grade math: 80.7% to 73.8%; 4th grade math 61% to 81.8%; 5th grade math: 88.7% to 79.3%; 5th grade writing: 77.6% to 64.6%. The disadvantaged group did not make the AYP benchmark. They achieved a 71.5% pass rate in reading and a 66.2% pass rate in math.

A comparison of Adams' math HAT data between 2007-08 and 2008-09 indicated the following: Kindergarten improved from 84% to 85%. 1st grade improved from 58% to 76%. 2nd grade improved from 43% to 55%. A comparison of Adams' reading HAT data indicated the following: 1st grade: 59% to 50%; 2nd grade: 35% to 51%.

Demographic data indicated: 36% of Adams' students come from single parent homes; 62% of Adams students are considered disadvantaged; and only 21% of Adams' students attend from kindergarten through 5th grade.

In third grade, areas needing improvement in reading are: Word Analysis – Use of Antonyms, Comprehension – Drawing

Conclusions, Graphic Organizers to Identify Sequence of Events, Setting a Purpose for Reading a Non-Fiction Text, and Identifying Questions Answered in a Paragraph.

Third grade areas of improvement in math are: Number and Number sense, Computation, Measurement and Graphs

In fourth and fifth grades, areas needing improvement in reading are: Comprehension – Inferences, Cause and Effect, Word Analysis – Using Context to Determine the Specific Meaning of Multiple Meaning Words, Applying Knowledge of a Dictionary, and Applying Knowledge of Prefixes.

Fourth and fifth grade areas of improvement in math are: Number and Number sense, Computation, Measurement and Graphs and graphs

### c. Demographics

	<b>Highland Springs Elementary</b>	<b>Adams Elementary</b>
<b>Attendance</b>	95.2%	95.5%
<b>Total Students</b>	516	468
<b>Gender</b>		
Male	275	241
Female	241	227
<b>Race</b>		
Black	473	378
Hispanic	6	20
Pacific Islander	1	3
White	25	32
Unspecified	11	35
<b>Disabilities</b>	76	23
<b>LEP</b>	1	20
<b>Migrant</b>	0	0
<b>Homeless</b>	16	22
<b>Economically Disadvantaged</b>	418	304

### d. Annual Goals – see target percentages in a. table.

#### Highland Springs Elementary:

Highland Springs Elementary has done the following to meet the state goals for SOL:

1. Use of Istations for Kindergarten through 5th grade students
2. Use of Harcourt – Trophies
3. Staff Development in Beverly Tyner’s Differentiated Reading Model facilitated by Reading Coach
4. Use of a “Data Room” to analyze student performance data and teacher trend data
5. Data analysis meetings every 3 weeks for all reading interventionists facilitated by Reading Coach
6. Coaching of teachers by district Reading Coach
7. Academic Achievement Team (AAT) meets twice monthly with representatives from leadership, classroom teachers, core specialists, Title I, and district coaches to discuss data, strategies, and planning

**Adams Elementary:**

Adams Elementary has done the following to meet the state goals for SOL:

1. Use of Istations for 3rd through 5th grade students during after school program
2. Utilization of the “Reading First” model in literacy instruction (K-3)
3. Use of a “Data Boards” to analyze student performance data and teacher trend data
4. After School Program through 21st CCLC to provided additional math and reading remediation for students in grades 2-5
5. Data analysis meetings every 3 weeks for all reading interventionists facilitated by Reading Coach
6. Coaching of teachers by district Reading Coach
7. Academic Achievement Team (AAT) meets twice monthly with representatives from leadership, classroom teachers, core specialists, Title I, and district coaches to discuss data, strategies, and planning
8. Reading, Writing and Math Camps conducted to assist students performing in the intensive and strategic range
9. Individual Action Plans constructed for each student performing in the intensive and strategic areas in reading and math
10. I/E (intervention/enrichment) periods- 30 minutes per day, in class small group instruction, conducted by classroom teachers to address areas of deficiency as determined by quarterly benchmark, PALS and classroom assessment data
11. 4 hour quarterly data meetings conducted between classroom teachers and content area specialists to determine interventions needed to ensure positive student academic performance

**PART III. DESIGN AND IMPLEMENT THE INTERVENTION FOR EACH SCHOOL**

The LEA will need to have detailed plans in place to demonstrate how the intervention (State Transformation Model) will be implemented. Listed below are the factors that will be considered to assess the LEA’s commitment to implementing the model.

Describe the following:

- The LEA has a plan in place to implement the model beginning of the 2010-2011 school year.
- The LEA has plans to regularly engage the school community to inform them of progress toward implementing the model.

- The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of the model.
- The LEA can demonstrate adequate capacity to implement the model.

Henrico County will continue to hold Academic Achievement Team (AAT) meetings at both Highland Springs and Adams elementary on a regular and routine schedule in order to continue to engage the school community in implementation. Central Office personnel, including an Elementary Director, specialists, Title I Lead teachers and division coaches will continue to be assigned to help facilitate the AAT meetings, as well as, continued monitoring of the Indistar tool.

#### **PART IV: MODIFY PRACTICES AND/OR POLICIES, IF NECESSARY, TO ENABLE IMPLEMENTATION OF THE MODEL FULLY AND EFFECTIVELY**

The LEA will provide evidence that a review of division and school policies have been completed to ensure alignment with the State Transformation Model. Evidence will include copies of division meeting agenda and accompanying notes. If changes are needed to existing policies and/or procedures, additional documentation will be requested such as revisions to policy manuals, local board of education meeting minutes, and/or other appropriate division communication.

Highland Springs Elementary  
Academic Achievement Team (AAT) Meeting

##### **October 1, 2009**

1. Review Updated School Improvement Plan
2. Timeline of Implementation of School Plan
  - a. Strategy #4 – Action Step 1
    - i. Decide classes to observe during the day by growth and/or by test scores
    - ii. Observations during school
      1. Video tape and then watch it with the actual teacher and comment on the lesson. Beneficial for both teachers involved.
      2. Start third week in October.
      3. Could use Media Services (Kelly Jackson) to help videotape.
      4. Focus on making literacy centers meaningful, guided reading lesson, differentiated plans.
      5. Next meeting create a schedule of who to video tape.
      6. 1st grade teacher (Robinson) and an upper elementary teacher
      7. Other lessons can possible be gotten from Media Services that teachers here can watch.
    - iii. Observations after school
      1. Have some kind of observational tool so your observation is focused. Could also be used as a pre-conference tool.
3. Review and Update Needs Assessment
  - a. Community Factors that influence support for learning
    - i. Single Parents
    - ii. Getting Parents involved in the school and their child’s education (using the Parental Involvement Committee)

1. Parent Honor Roll Program—points for being involved (i.e., signing agenda, coming to PTA mtg., etc). At the end of the nine weeks the parents would be recognized that made the Parent Honor Roll program.
- iii. Stability of the Homes and the Transient nature of our population
- iv. Crime in our area
- v. Tardiness (Social Worker can also help to address this)
- b. Comparison of Scores
  - i. Pass scores
    1. is an increase for the school
    2. Disadvantage has an increase
    3. Disabilities has an increase
    4. Black has an increase
    5. White has an increase
    6. Hispanic has a decrease
  - ii. Trends
    1. Staff changes have been relatively little from last year to this year
    2. White population score has gone up almost 10% each year
    3. Most areas have gone up and down and back up again, which is the same trend we've had for the past 6 years and coincides with the changes in staff.
  - iii. 100% of VGLA and VAP notebooks passed in the 08-09 year.
  - iv. Tardies more than absence affect learning.
  - v. Decrease in referrals last year, which kept students in the classroom more.
  - vi. Needs Identified:
    1. Parent involvement/education
    2. Less major events in discipline but more minor events that waste instruction time.
    3. Tardiness to school is still an issue.
  - vii. Will pick up with the analysis at our next meeting.
4. Intro CII Plan (Center for Intervention and Improvement)
  - a. Similar to our Rapid Improvement Plan
  - b. We are going to transfer our goals from our School Improvement plan into the CII plan.
  - c. The CII plan will provide us with strategies to help us reach our goals.
  - d. For each Rapid Improvement goal we select, it will give us ideas and suggestions on how to improve that indicator. It will give us quick and Beneficial growth in our students.
5. Agenda for Oct. 15
  - a. Continue our Needs Assessment (Analysis and Classroom Instructional Organization)
  - b. Reading Folks come with some ideas on what to look for in the observations.
  - c. Parent Involvement Component
  - d. Bring your computer.
  - e. Quinn is making a snack schedule, let her know if you don't want to participate.

AAT

October 14, 2009

1. Reduction in Budget Ideas
  - a. Turn in Budget ideas by Tuesday of next week (Oct. 20th)

2. School Budget 2010-11 expenses
  - a. Ideas on how to spend this year's \$4000 budget
  - b. Top ideas are speakers, Ibeams, cd/tape players
3. On-line Testing
  - a. Practice sites are available
4. Continue to Update Needs Assessment
  - a. Student performance by question (last year's performance)
  - b. Form from Research and Development will be sent to Hochman to pull all of this information.
  - c. Once this form is completed we will meet to discuss on Oct. 29th
  - d. Intervention students comparison – gains shown in after school tutoring program
5. CII Plan Selection of Rapid Improvement Indicators
  - a. Last year's focus
    - i. Pre and post testing
    - ii. Peer Observations
6. Title 1 Teachers on videotaping
  - a. Purpose of viewing
    - i. Checklist maybe not as effective for viewing a videotape
    - ii. We thought that the teacher being videotaped would set the background of the lesson,
    - iii. The teachers observing should have "look fors" to make it so there is a purpose
    - iv. Teachers that are coming to observe know what areas they need to improve and would like to see
    - v. Having teachers watch the video multiple times (ex. first time watch for engagement, the second time focus on something else)
7. Parent Involvement Ideas
  - a. Fall festival (getting them in a non-threatening manner)
  - b. Donuts for Dads, Muffins for Mom after the snack encouraged to come to class and sit in on a lesson. More on a monthly basis.
  - c. SOL Detective Night (each room had a different strategy) celebrate accomplishments by serving Pancakes
  - d. Child/Parent day – each child had an adult relative come in and share about their jobs
8. Agenda for Oct.29th meeting
  - a. Data that we can bring to the next meeting:
    - i. Pals scores (1, 2, 3) w/ percentages that met benchmark (by class and grade level)—present as a grade level by note anomalies
    - ii. Harcourt Assessments
    - iii. Title 1/Prime progression/intervention plans
    - iv. Grade level data
      1. interim grades- those students not performing
      2. Group students by why they are not performing
  - b. Star four or five areas on the CII plan that we should focus on this year
  - c. Budget cut ideas by Tuesday
  - d. Share ideas with grade level on Parent Involvement, and come back with any additional ideas along with a timeframe

October 29, 2009

\* Implementation Progress

- 21-Day Plan
  - Positive:

- having a guided schedule
    - modeling part
    - fit into training the students on esd
    - made us slow down before we sped up
    - very consistent throughout the building
  - negative:
    - needs to be on the same as the reading initiatives
    - implementation of more workstations needed
    - needs more support on how to implement workstation within the 21 day plan
- Literacy Workstations
  - Plus:
    - Kids like them because they know what to do and they have choices
    - Easier on the teacher, the stations are the same the information just gets switched out
    - More of an extension of what we are doing in the classroom
    - Provides differentiation
    - Student levels of engagement are very high
    - Tying in the response journal to get the accountability factor
  - Negative:
    - Kids with interventions miss the workstations and they realize it and don't like it
    - Kids get upset that they don't get to go to all of the stations because of their interventions
    - There isn't much for teacher to grade, more based on teacher observations
    - There is not an accountability piece
- Reading Strategy – Making Connections
  - Plus:
    - Students from Title one are excited that this is a school wide initiative (they see what they learn in Title 1 in their class)
    - Fits all students in all grades
    - Opens up more discussion, gives all students an opportunity to participate.
  - Negative:
    - Teachers have difficulty making sure to meet this strategy and the strategy in Harcourt.

\* Data Review

- Interim Report 1st Nine Week
  - Tasks to complete with grade level:
    - Look at students below standards and discuss why the students are below level.
      - Kindergarten: 11 students
        - Attendance: 60%
        - Issues: lack of exposure, each teacher has 2-3 students that are struggling. Homework is not being completed. Reading Log is not being signed.
        - Teachers planned to promote the BookIt program, handing out bones for coming to school on time, contacting parents about the importance of homework.
      - 1st grade: 20 students (23% DV, 8% N)
        - Issues: lack some of the foundation (letter sounds, high frequency words), immaturity of the students, parent involvement

- Teachers are trying to use guided reading to help, shortened whole group time which gives more time for small group—so we are able to focus where we need to. Separate writing time is a positive, along with the collaborative planning.
  - Attendance: 62% (Tardies are the biggest issues—Reading is taught at the beginning of the day)
- 2nd grade: 12 students with D's/F's
  - Issues with Phonics, sight word recognition,
  - Attendance: 55% (3 are SPED Students, 3 going through child study)
  - Teachers have started using word study to help, using Dolch word list,
- 3rd Grade: 14 students with D's/F's
  - We are adjusting for ability by using lower level passages and word study words.
  - Attendance: 46%. 7 of the above students have attendance issues
  - Vocabulary is an issue. Some have comprehension issues.
  - Suggestions: have added vocabulary to their stations and their instructions, have Savage work with the grade levels with vocabulary (since it's a problem throughout many grades and students)
- 4th Grade: 12 students with D's/F's
  - Word attack skills and vocabulary are the biggest areas of concerns
  - Attendance: 15%, only two of the 12 have attendance issues.
  - Suggestions: using read-alouds
- 5th Grade: 11 students with D's/F's
  - Harvey and Becker's classes seem to be having the most difficulties.
  - Some of the issues: work motivation/accountability, vocabulary. Over 50% of those students identified are those that are receiving Title 1 services.
  - Suggestions: maybe reaching out to a teacher that they previously had a connection with to make a personal connection with.
  - Attendance: 36% , 4 of those have attendance issues
- Develop a plan to address the needs of these students.
  - Is it homework not being turned in or is it long-term as in the quizzes/tests that are affecting their grades. What are some of the patterns?
- Suggestions on how to deal with Attendance:
  - A packet is sent home for multiple days
  - What about the students that are repeatedly tardy:
    - Contact the parents directly, invite them in so they can see what their children are missing
    - Focus on those students and see if the attendance is affecting their progress.
  - What are we going to do for the one day here or there students?
    - Put the student in the remediation group to catch them up.
- Data
  - 5th Grade:
    - Plus 51- 2%- advanced
    - 50-36- 67%- benchmark
    - less than 35- 31%- strategic
    - Grade Level Scores:
      - Vocabulary 23% reach benchmark

- Comprehension 69% reach benchmark
    - Fluency- 7 students reading below 77 words per minute
    - Phonics- trouble with long vowel sounds and multi-syllabic words.
  - 4th grade:
    - Guided reading is a benefit, vocabulary is a “must do” in reading centers.
    - Grade level scores:
      - 41% for Vocabulary
      - 57% for Comprehension
      - Fluency only 24% met
  - 3rd Grade:
    - Grade Level Scores:
      - 21 students fell below the benchmark
      - Strength second grade word list
      - Weakness: sound recognition
      - Long vowels
      - Comprehension
      - fluency
    - Suggestions: Use the tools in PAL’s such as the running record
  - 2nd Grade:
    - Grade Level Scores:
      - 29% did not meet benchmark
      - Spelling/Phonics 26% not met
      - Word List 36%
    - Lack of fluency is an issue, weakness in phonics, environmental speech is a factor, sight-word recognition is another factor.
  - 1st grade:
    - Grade Level Scores:
      - Summed score 78%
      - Spelling 80%
      - Pre primer 69%
      - Letter sounds 84%
    - weakness in word list and high frequency words, incorporating areas of weakness in things they have to do for homework. Beginning and ending sounds are a strength of the students. Vowels are a weakness. Some students are struggling with letter sounds (mostly with Title 1 students). More time is spent in small groups to try and address these issues. Class sizes have gone down, and that is helping in small groups and the amount of help they are getting.
  - Discuss Strengths and Weakness. Use Spelling and Phonics Report (by student, by classroom; % meeting benchmark in each area)
  - Instructional Plan based on data: What is the data, what does it mean, where do we go from here
- Title 1 Assessments (by student by grade level)
  - Progression Data (3 week check)
    - Stewart (33 students)
      - Most of the students are one year behind. 85% are one year behind. 15% are two years behind. They are seen every day.
      - Every day doing reading and writing.

- Three week check was on fluency, sight words, and writing. Most of the 3rd graders were identified in spelling and sight recognition. 4th graders more of them are working on recognizing short and long vowel words. 5th graders are working on long vowel words. Working on comprehension and chunking multi-syllabic words.

➤ Sutton

- Focus is one day on reading and one day on writing for 1st, 2nd, and 3rd
- 2nd and 3rd include a fluency part
- 1st grade Pals and word study data, trying to do a running record once a week

\* New Plans & Initiatives

- May be provided with tutors to work in the classrooms
- State grant for a web-based program for RTI

\* Selection of Rapid Improvement Indicators

\* Continue to Update Needs Assessment

○ Analysis

- Identifies Reading as an area of weakness
- Results in the 34 Report:
  - 3rd grade weak in word analysis and comprehension
  - 4th grade a drop in word analysis
  - 5th grade word analysis is stronger and reading strategies also increased.
- NCLB groupings we basically have only one
- What needs are identified: reading and vocabulary (Everything listed is below 75%)
  - Using a dictionary is an area of difficulty in all three grades in multiple years
    - Suggestions: can be covered in the library, teach it similar to the way it's done on the test, tie it in to the vocabulary piece, using context clues along with the dictionaries
  - Develop a common vocabulary from the areas that are common problems from year to year—to help facilitate the teaching of it from year to year. Using the same language across the years.
  - Look at how much time is spent on problem areas. Where is it in your pacing? How much time is spent on it? How was it taught? How is it tested on the SOL test? What vocabulary is used to teach/test it?
  - We need to make sure we are hitting right away the items that are issues from year to year.

\* Action Review/Agenda for November 11, 2009

-- Actions steps

1. Focus on students that are not being successful:
  - look at tardies/attendance
  - look for patterns for those specific students
  - Strategies that are appropriate for your grade level
2. Determine what to do with Vocabulary and Data Trends check with Savage
3. Look at student performance by question
  - Look at how much time is spent on problem areas.
  - Where is it in your pacing?
  - How much time is spent on it?
  - How was it taught?
  - How is it tested on the SOL test?

- What vocabulary is used to teach/test it?

November 11, 2009

AAT Members and Guests Present: Jonathan Hochman, Shawnya Tolliver, Cheryl Richeson, Terri Oakes, Donna Savage, Dr. Cheryl Thomas, Linda Sutton, Rachel Stewart, Kelly Arkwright, Justin Harvey, Christy Crow, Brandi Harold, Gail Marshall, Lisa Robinson, Chante Hunt, Charlotte Reed

AAT Members Absent: Kim Holloway

I. Review progress of implementation of action plans from previous meetings.

➤ Small Group Reading Instruction

- 5th grade teachers reported interventionists are providing support to students during small group instructional time. Students needing additional support are receiving direct instruction from the classroom teacher and the interventionist. (SPED, Prime, Title 1 etc.). This is true for all grade levels. Title 1 teachers shared that Beverly Tyner strategies provide systemic instruction that is easy to monitor.

➤ Reading Strategy - Making Connections

- All grade levels report successful implementation of the Making Connections reading strategy. Teachers shared how students are actively using this strategy in their reading and in situations outside of school.
- The reading strategy Drawing Mental Images was introduced to the staff on November 5, 2009. During quick visits administrators have already observed implementation of this strategy across multiple grade levels.

I. Review student data and/or data of implementation of action plans to determine if plans and initiatives are working.

➤ Kindergarten shared their PALS data.

- 82 students tested and 13 students were below the overall benchmark.
- Number of students below benchmark in specific areas: Rhyme – 9 students, Beginning Sound – 14 students, Letter Recognition – 16 students, Sound Recognition – 11 students, Spelling – 13 students, Pointing – 33 students, and Word ID – 21 students
- As a grade level they have created a newsletter to go home to provide parents with strategies to assist students at home.
- The 2nd Helping teacher will begin working with small groups the week of November 16, 2009.
- Kindergarten teachers are providing instruction in small group sessions to support areas of weakness noted through PALS data.
- Kindergarten teachers have started utilizing Istation (Computer-based intervention reading program) to support all students in their reading development.

➤ Attendance Report by grade level:

- First Grade – 7 students of concern, incentives put in place to encourage good attendance, and communication with parents.
- Second Grade – 6 students of concern (a few due to illness – flu, attendance is not an ongoing concern).
- Third Grade – Absences are more of a concern for them, instead of tardies. 4 students for the whole grade. Parent contacts will continue to be made.

- Fourth Grade - They feel like the student attendance is not affecting academic performance, 5 total students for the whole grade level. Two of the students were out due to the flu. Two of the students have more than five tardies and one student has more than 3 absences.
- Kindergarten – 1 student of concern. Tardies were the main concern. Rewards are in place to encourage students to come to school on time daily. Parental contacts were made and have improved student attendance.
- Fifth Grade – 3 students of concern, (flu affected the majority of one class, and the teacher is doing well catching her class up with the rest of the grade level.) Parents were contacted. Fifth grade teachers incorporate additional engaging activities in the morning to encourage daily on time attendance.

➤ SPbQ:

- 2nd Grade:
  1. Using Dictionary and Index – introduce in the 2nd semester per pacing guide (whole month of March) and incorporating this skill into a workstation.
  2. Context Clues – being taught all school year (Oct – May).
  3. Decoding multi-syllable words – starting in Dec. and continuing through the 2nd semester.
  4. Ask and answer questions about what is read – Introduced in the 1st semester, but will be used all year.
  5. Set a purpose for reading – Whole year instruction.
  6. Making Predictions about content – Integrated into instruction from Oct. – May.

Using test generator questions to practice the format of the SOL questions.

- 1st Grade:
  1. Alpha order – Taught in the 2nd semester, and using the word wall currently to introduce the concept of ABC order.
  2. Spelling patterns – Tyner version being used, teaching to the students needs.
  3. Compound words to be taught in the 2nd semester but being introduced now.
  4. Main Idea – Using graphic organizers, and anchor charts.
  5. Recall of stories – using the anchor charts and keeping the charts up to build on knowledge.
- 4th Grade:
  1. Dictionary skills – Incorporating into small group plans, and students will keep dictionaries at their desks.
  2. Synonyms and Antonyms -
  3. Context clues – sharing strategies to pick up on context clues in the passage.
  4. Drawing conclusions -
  5. Using non-fiction and fiction passages to work on this skill.
  6. Identifying opinion in text –
  7. Focus on author’s purpose.
  8. Graphic Organizers
- 3rd Grade:
  1. Word Analysis – Whole group instruction first, and then moved into daily workstations.
  2. Vocabulary – Using the same language as used on SOL tests.

3. Dictionary – using the dictionary to find different meanings to a word.
4. Antonyms – Included in the overall plan, and a question each Tuesday to address.
5. Comprehension – Drawing Conclusions – Using anchor charts being used in whole group but will be moved into work stations.
6. Summarize – Anchor chart and using the same model for this instruction across grade levels.

- 5th Grade:
  1. Dictionary skills – using other resources to work on this skill (thesaurus, glossary, index, etc.)
  2. Multiple meaning words – using the dictionary to find multiple meaning words and determine the correct usage, and practiced during word study.
  3. Emphasizing using the dictionary for guidewords, and thesaurus for synonyms.
  4. Comprehension – Understanding opinions from the text – Reviewing with class, starting in the 2nd 9-weeks.
  5. Inferences – encouraging students to make their own inferences while they are reading their stories, and putting them on paper, taught during whole group, and in other subjects, like Science.
  6. Cause and Effect – coming up with strategies to introduce that earlier instead of by the 3rd 9-weeks like the pacing guide suggests.
  7. Author’s purpose – look at titles, one paragraph analysis to help discover author’s purpose.
  8. Identifying important details – Encouraging students to find the details in the passage, and going back and looking again at the passage.
- Were the data reviews and comparisons helpful for your grade level? There is a lot of meaning and understanding that came out of the process (5th). Academic doctors that helped focus in on problem areas (1st). This process will help plan throughout the year (2nd). Building background vocabulary, adjusting pacing and activities was powerful. Cross content, connections and using stories enhanced the process.

I. Discuss new plans and initiatives that must be undertaken or adjustments to current plans based on data review.

➤ Teaching vocabulary (Mrs. Savage)

Recent research

- National Reading Panel Results
- Direct Vocabulary Instruction – interactive read-alouds, fast mapping, extended mapping, context approach
- Indirect Vocabulary – strategies for learning more words, context clues, word parts: prefixes, suffixes, root words, wide reading
- Possible strategies to implement – vocabulary notebooks, content word walls, vocabulary work stations, vocabulary word sorts, semantic maps, interactive read alouds

➤ Least effective approach for teaching vocabulary is having students look up definitions.

➤ The administration will meet with Mrs. Savage to map out introducing vocabulary strategies to the staff during a staff development session.

7. Review student intervention and remediation efforts and their effectiveness on student performance.

7. Review actions decisions from at this meeting and who will carry out the actions and report at the next meeting.

➤ Quarterly Assessment Data for all content area

- Compile overall % by content area for grade level and by teacher

- Compare to last year's 1st quarter data to current 1st quarter data
- Look for standout questions not mastered by grade level/classroom
- Compile item analysis for each benchmark. Look at strands if more than 7 students missed the same items
- Compare last years' data for all subjects

I. Review additional items related to student achievement and progress not covered in earlier items.

- Parent Involvement
  - SPAC meeting November 12, 2009 to Focus on Word Study and how to help students at home.
  - Parent interest surveys were distributed to parents.
  - Parent activities planned for the year: Doughnuts for Dads and Muffins for Mom, Parent recognition day in the June, Grandparent recognition
  - PTA Programs well attended when students perform. Dr. Thomas suggested providing an information segment for parents.
- Fifth grade shared how the Writing Plan is providing a good structure for teaching writing. Improvement has been seen from the 4th grade prompt.
- Reflection Journals are helping students with their writing overall in all grade levels.
- Combine county pacing guide with and what is covered in Harcourt.

November 18, 2009

AAT Members and Guests Present: Jonathan Hochman, Justin Harvey, Shawnya Tolliver, Tonya Liston, Linda Sutton, Brandi Harold, Gail Marshall, Lauren Quinn, Christy Crow, Lisa Robinson, Chante Hunt, Kelly Arkwright Kim Holloway, Cheryl Thomas, and Terry Oakes.

AAT Members Absent: Donna Savage, Rachel Stewart, Cheryl Richeson

I. Review progress of implementation of action plans from previous meetings.

- Reading Strategy—Creating Mental Images
  - Going really good. Students are drawing images from stories and enjoying it.
  - The only hurdle is students are reluctant to try because they don't think they are good at it—but this will get better as they see it's no big deal.
  - Helps the SPED students because they really like to draw where they might not feel as comfortable doing it
  - The younger students would say they don't see anything, needed a lot of modeling.

II. Review student data and/or data of implementation of action plans to determine if plans and initiatives are working.

- Quarterly Assessment Data
  - Analysis by question in Math tests done by Oakes
    1. One question had a graphic in the middle through the students off. Teachers need to practice this with the students. This will be a problem with online testing also.
    2. "Closest to" for estimation, reading between the lines on a graph. Need to be taught this way also.
    3. Patterns on 4th grade test was a little more rigorous
    4. 5th grade math had a lot of multi-step problems using multiple skills. Needs to be practiced in class this way also.
  - 1st Grade

1. 78% met Pal's benchmark, 82% math, 62% Science, 86% SS
  2. Comparison to last year: 86% math, 86% Science, 96% SS
  3. Concerns:
    - a. Reading—sight words, beginning/ending letter sounds
    - b. Math—ordinal numbers from left and right
    - c. Science test was really hard (teachers made it), the format of testing is brand new to them, isolating the choice that is “not”.
    - d. SS test was made by teachers—definitions of vocabulary, people from other cultures
- 2nd Grade
    1. 57% reading (not read to), 41% math (not read to), 73% science, 58% SS
    2. Comparison to last year: 71% reading (read to), 62% (read to), 50% science, 50% SS
    3. Concerns:
      - a. Reading concerns—consonant sounds, beginning and ending sounds.
      - b. Math test question issues, word problems, and graphing
      - c. Science had discrepancies between classes.
      - d. Social Studies—geography questions were the area they struggled with the most, definition of a continent.
  - 3rd Grade
    1. percent 77% reading, 44% math, 62% Science, % Social Studies, 90% Social Studies
    2. Comparison to last year 55% reading, 64% math, 54% science, 40% Social Studies
      - a. steps to a recipe
      - b. concerns in math—regrouping, estimating (we are going to get help from Oakes on modeling lessons)
  - 4th Grade
    1. percents –53% reading, 40% math, 40% Science, 60% Social Studies
    2. comparison to last year--70% reading, 30% math, 40% Science, 80% Social Studies,
      - a. Concerns in Reading—lots of missed questions with vocabulary. When they had to apply the vocabulary they missed it. Synonyms and antonyms were also difficult. Students were helped with using test taking strategies
      - b. Concerns in Math- computation and estimation, graphing. Teachers have used ability grouping in math. Teaching has been more focused by using this method.
      - c. Concerns in Science- science is incorporated into reading.
      - d. Concerns in Social Studies—getting students engaged in the material is difficult.
  - 5th grade
    1. percent for content area—78% reading, 65% math, 57% Science, 62% SS., 45% writing (but the area that was taught looked good)
    2. comparison to last year's scores: 61% reading (+17%), 67% math (-2%), 50% science (+7), 68% (-6%).
      - a. Concerns in Reading—drawing conclusions, prefixes and suffixes, using resources (we had focused on dictionaries and the questions were on Thesaurus)
      - b. Concerns in Math- rounding to the nearest hundred, whole number and decimal subtraction, and decimal multiplication, measurement.
      - c. Concerns in Science—currents and tides confusion
      - d. Concerns in Social Studies—students get mixed up with who wrote what document, very difficult for them to wrap their

head around the document

- III. Discuss new plans and initiatives that must be undertaken or adjustments to current plans based on data review.
  - Vocabulary initiative
    - Savage is planning staff development on vocabulary in December
- IV. Review student intervention and remediation efforts and their effectiveness on student performance.
  - Title 1 math started officially this week. Title 1 Reading has been working from October.
  - Stations are up and running. The upper grades love it. How should it be prioritized in regards to Aerobics—maybe higher kids on Aerobics?? If I-stations are used with the COWs, you may not be able to get them all on it at once—it gets bogged down.
  - Mrs. Pruitt as a 2nd helping teacher. She's working a ½ schedule, we are looking for a second person. Then we will have 3 2nd helpings for 3 grades.
- V. Review actions decisions from at this meeting and who will carry out the actions and report at the next meeting, Wed. Dec.3rd.
  - Interventionist data (title 1, 2nd helping, and prime)
  - Update from grade levels on some changes they have done to address earlier concerns. (ex. 4th grade math setup)
- VI. Review additional items related to student achievement and progress not covered in earlier items.

December 3, 2009

AAT Members and Guests Present: Jonathan Hochman, Justin Harvey, Shawnya Tolliver, Tonya Liston, Linda Sutton, Brandi Harold, Gail Marshall, Lauren Quinn, Christy Crow, Lisa Robinson, Chante Hunt, Kelly Arkwright Kim Holloway, Cheryl Thomas, Donna Savage, Rachel Stewart, Ms. Leedes, Cheryl Richeson and Terry Oakes.

AAT Members Absent: Cheryl Richeson

- I. Review progress of implementation of action plans from previous meetings.
  - Reading Strategy
    - Kindergarten—going really well, teachers likes the lesson plan format. It is much more organized. All teachers are doing the concept of word every day. The CD's are very helpful.
    - 1st grade—Much easier for the teachers. The kids like it because they are reading different stuff every day. It is easier to plan because it is more systematic. The only struggle is getting in all of the components in every day. The time is the problem. The sentence portion is what gets missed the most. Savage—that's not as big of a deal as that is used mostly for assessment purposes.
    - 2nd grade—likes how systematic it is. The amount of time spent with each group is great. The spread of the ability with the students is helped by the lesson plan that is given.
    - 3rd grade—the lesson plan is the same, the word study portion is added in more. The resources that come with it are great. There are some gaps that are students have between the reading and the spelling. As the years go on we should see more consistency as it's used more.
    - 4th grade—likes the cohesiveness of the lesson plan. Teachers are incorporating the areas of weakness into the lesson plans.
  - Next Thursday's staff development will be on this. Teachers should bring materials to plan that day.
    - 5th grade—still in the initial stages of it. They are still in the planning and introduction stages of it.
- II. Review student data and/or data of implementation of action plans to determine if plans and initiatives are working.

- Title I Reading Data: 4 week progress
  - 1st graders—9 of the students are at the readiness level, 2 are at the pre-primer. Reading level is pp 1 and pp 2. Working on developing phonemic awareness. Concerns for the students are trying to accelerate their learning—getting the sight words down. Hearing and recognizing short vowel sounds, blends and digraphs. Encourage the use of invented spelling.
  - 2nd graders—2 students are at PP, 5 at P, 2 at P/1st, and 1 at 2nd grade. The Biggest problem has been the discipline. The students love using garage band to hear their reading. Concerns: not applying their decoding strategies, lots of teacher modeling, building the reading fluency, hearing and recognizing short vowels, blends, and digraphs. Encourage them to use the word wall.
  - 3rd grade—1 P, 2 at 1st, 3 at 2nd, 1 at 2/3rd. Focus has been word recognition, fluency, and comprehension. Concerns: Applying the decoding strategies, reading fluency, working on reading to learn,
  - 3rd grade—2 Strategic,-- 5 reading one year below grade level, 4 reading two years below. Focus on sight word recognition, working on fluency, decoding short vowel words. Concerns—hard time transferring the skills, decoding one to two syllable words.
  - 4th graders- all intensive scores—5 out of 12 are 1 year below, 7 are two years below. Focus: r-control vowels, building sight word recognition, word attack skills, comprehension. Concerns: decoding, not self-correcting their errors.
  - 5th grade—3 intensive, 8 strategic-- 10 out of 11 are reading one year below, 1 is reading two years below. Focus: comprehension strategies, activating the schema, making connections, word attack skills with multi-syllabic words. Concerns: independently transfer skills, self-correcting errors, reading rate
- Prime-Team Leaders
  - 3rd grade—15 students are pulled for reading. Identified through their HAT scores. 12 students are pulled for math.
  - 4th grade—18 students are pulled for reading determined by SOL scores and Harcourt test. Working on narrative elements, using reading strategies, and visualizing.
  - 5th grade—22 students are pulled determined by SOL scores and Harcourt test. Working on summarizing passages. 14 students are pulled in math. Working on mean/medium/mode.
- Second Helping- Team leaders to gather data
  - Only been seeing students for 7 days.
  - Children in K were chosen 13-38 on Pals.
  - Children in 2nd were identified using Pals—15 children are seen. Working on digraph sounds and blends.
- Grade levels share update on interventions
  - 4th grade—started the switching, the children’s confidence has increased and they are excited to go. They are grouped by ability—makes it easier to address the struggling areas. The students are more engaged and are becoming more independent. We are seeing improvement with the strategic and intensive students. Mini-lessons for science are affecting student scores in a positive manner.
  - 5th grade—have added a daily activity with word problems. They’ve also tried to incorporate the interventionists better into the classroom.
  - 3rd grade—leaving more room for stations and review work. So teachers can work with small groups in an easier manner. Students are doing more independent work.
  - 2nd grade—Two of the teachers are doing mad minutes with addition facts. Big improvement in motivation.
  - 1st grade—using manipulative with math more. It helps to focus the students. Have also added a more extensive calendar time to add in time and money. Have also started using Istations. Helps for us to see where the gap is and address is immediately. Another intervention has been to review homework during the morning meeting.
  - Kindergarten—Working on the sentence and recognizing the parts of it. Incorporating the movement with the sounds. Also doing a poem a week to help with concept of word.
- Report Cards 1st nine weeks (3rd-5th)
  - Instead of doing a break down by grade, we are going to instead focus on the students with D/F’s and figure out what help they need to succeed.

- Percentage of students with D/F
    1. 5th grade—
      - a. Reading—13% (11 students), attendance does not play a role in their achievement. Discipline and behavior is a lot of the issue.
      - b. Writing—11% (10 students)
      - c. Math- 6% (5 students)
  - Percentage of students with 5+ tardies and or absences
    1. 5th grade- 7 students are at 5 or more tardies/absences. Becker had lots of absences due to the flu while Harvey had more tardies.
- III. Discuss new plans and initiatives that must be undertaken or adjustments to current plans based on data review.
- Vocabulary Initiative: Scheduled for January
  - Notes from math meeting
    - Recommend for teachers to assess in a similar fashion to how we test for SOL's.
- IV. Action Review/ Agenda for Jan. 7th
- Specific Students (D/F students) with a list of their needs along with how they did on the 4 ½ week benchmark.
  - After school students and how they do on Benchmark
  - SES students and how they do on Benchmark

January 7, 2010

AAT Members and Guests Present: Pearl Clark, Frank Earhardt, Jonathan Hochman, Justin Harvey, Shawnya Tolliver, Anna Conley, Linda Sutton, Lisa Anderson, Lauren Quinn, Christy Crow, Lisa Robinson, Chante Hunt, Kelly Arkwright, Kim Holloway, Cheryl Thomas, Donna Savage, Rachel Stewart, Sue Leedes, Cheryl Richeson and Terry Oakes.

AAT Members Absent: Tonya Liston

- I. Implementation Progress
- a. 5th grade—has gotten into the groove with Tyner. This first week back has actually been one of the easier weeks to get back into the routine of it.
  - b. 4th grade—the students are in the routine. Word study is really working right now. They felt rushed doing all of the Tyner strategies, so they have adjusted and tried to cover them all within two days.
  - c. 3rd grade—implemented word study across the grade. Helps them to learn phonics and practice on a daily basis.
  - d. 2nd grade—Everyone is using the Tyner word study. So much more can be done in the 30 minutes. It makes a lot of sense to the kids and they are picking it up quickly.
  - e. 1st grade—all doing Tyner word study. Our kids are getting more instruction on their level—getting exactly what they need. We are all assessing on the blends and digraphs. The repetition is really good for our kids, especially with the sight words.
  - f. Kindergarten—we have shortened the lessons. We always do a concept of word activity. A lot of us have one or two students that are far below the other students, so we are trying to figure out how to work to address their needs. Maybe pairing up with another teacher.
- II. Data Review
- a. Interim Reports (areas struggling in the most, what strategies to help those students)
    - i. 2nd grade—16 students had a d,v or an N. 3 of those students are already receiving special education services, all have gone through child study, and all have some form of intervention (Title 1, prime, etc). The interventions are working. They do well when they are working on their level, but they are just starting at a much lower level than their peers. Overall there are a couple of students that could bring it up by the

- report card—but most would still have a lot of progress to make in reading to make an improvement.
- ii. Kindergarten—13 on our list. It's getting a little bit better. They are all receiving 2nd helping. Some strategies: the lowest of the low will be pulled for extra time by Veehorn (2nd helping instructor). The struggling students will get more time on Istations. At lunch we will pair a low student with a high student for extra help.
  - iii. 1st grade-- saw a decrease in d, v, and N's. It had a lot to do with using Tyner and being assessed in small groups. They do much better being assessed in small groups as opposed to being assessed in whole groups. They are also being assessed on their level. The problems our students are having a problem with reading a passage and then questions on that. We are working with them more on that to prepare them for it next year. Our best strategy right now is continuing the use of Tyner. We have talked with Savage about getting more center activities to use from our books. That way the students are getting more repetition. We are also teaching them how to take the test along with the content of the test.
  - iv. 3rd grade—6 of our students received d or F on report and interim. Our biggest concern is the students reading below level. With the word study, we are now grading them on what they know, on their level. We also took a look at students that have d's or f's on their interims but not on the report card—a problem we noticed with motivation. We saw that small group instruction has an impact on improving that. So we increased using small group instructions. Also are using the bones as a motivation. We have a few that may not still make it after these interventions, and we have put them up for child study to try and come up with more strategies.
  - v. 4th grade—no new students received d's or f's. In reading the students with d's and f's their fluency has been improving with all the interventions we have currently. The students with d's or f's in math are improving. So we are rearranging some students to continue this improvement. We have also noticed that the students are having a problem with problems with multiple steps, so we are trying to practice these types more. In math there is time for them to be successful before report cards.
  - vi. 5th grade—decrease of number of students with d's and f's. A lot of it has to do with getting into routines. A lot of the d's and f's were from the collab classes. The tests and quizzes had a lot to do with their grades. Trying to have more hands on activities, and reviewing more in class to show them how to prepare for tests and quizzes. Main areas of concern are tests and quizzes. To try and prepare them to increase their studying skills. There is enough time between now and the end of the marking period for students to recover.
- b. 4/12 week assessments
    - i. 2nd grade—11 students receive title 1 reading, for those students 3 received a d/v and 8 received an N on their 4 1.2 week test. 9 students receive title 1 math, and all 9 received an N on their test. 9 students receive second help, 2 got an S and 1 D/v and 6 N. 3 special ed—all got S's on their test. For math – 2 got S's one got an N.
    - ii. 4th grade—title one reading (13), 10 got below 60, 3 got between 60-65. Second helping--5 of the 14 below 60, 2 got 60-65, 7 got above 70. The two SES students got below a 60, the two afterschool club students got above a 70.
    - iii. 3rd grade—
    - iv. 1st grade—No reading test; math interventions had not been in place prior to the test. Istations has gotten a varied response. Some really want to do, others not so much. Istations gives really good feedback to steer instruction.
    - v. 5th grade—math division is an issue for the students, reading—restructuring the small groups. The afterschool club students had much better results that SES students did. Istations helps to give ideas to help for focus in small groups.
- III. New Plans and Initiatives
- a. Afterschool club – we want to increase 5th grade by 1 math class and 1 Reading class.
- IV. Action Review/Agenda for January 21st
- a. Data to bring
    - i. If Pals is done, that can be brought
    - ii. Intervention updates (Title 1, Second Helping, Prime)

March 17, 2010

AAT Members and Guests Present: Jonathan Hochman, Justin Harvey, Shawnya Tolliver, Linda Sutton, Lisa Anderson, Lauren Quinn, Christy Crow, Lisa Robinson, Kelly Arkwright, Kim Holloway, Cheryl Thomas, Donna Savage, Rachel Stewart, Sue Leedes, Cheryl Richeson, Lisa Robinson, Tonya Liston, Brandi Harold and Terry Oakes.

AAT Members Absent: Chante Hunt

- I. Implementation Review
  - a. Vocabulary Initiative
    - i. Kindergarten—find that our kids lack exposure to things. Doing more read-alouds. We are pulling books that we enjoy to read. Started a word of the day, and then throughout the day they would give examples of that word. For example kind—then later in the day students use the word in real life examples
    - ii. 1st grade—Going well. Using a lot more read-alouds. We find that we are using more read-alouds to pull in more comprehension strategies. Have started going through the Harcourt stories and finding additional words that we feel our students may have difficulties with. Added in quick mapping and it is working well.
    - iii. 2nd grade—Also using fast mapping. Coming up with the vocabulary words from the Harcourt stories. Using some strategies from “Bringing words to life”.
    - iv. 3rd grade—Introduce our words on Monday. Then use them out of context throughout the week in word maps. This vocabulary initiative has worked really well with prefix and suffixes.
    - v. 4th grade—Using Tyner and the vocabulary book that we received. One of the biggest problems on our last quarterly was vocabulary, so we are including more of that. Trying to focus on two words a day after the initial exposure on Monday to all of the words.
    - vi. 5th grade—we cover the vocabulary initially in whole group using more active lessons (charades, etc). Seeing a lot more connections with the words and how they are relating to it. We noticed that they are starting to use their vocabulary in their writing in the correct context.
    - vii. Savage/Hochman—we know that this is an issue, so we need to keep focusing on it.
- II. Data Review
  - a. Fifth Grade Writing Prompt
    - i. Practice prompt three weeks before the test along with a m/c test to see where they were going. Looking across classes (43%, 50%, 63%, 57%), it made us really nervous where we were. We wanted to focus on the areas that we would see improvements on. We needed to focus on grammar aspects. Ms. Anderson, Ms. Tolliver, Ms. Walker, Ms. Savage all came into the classes to work with them in whole and small groups. Writing workshop also focused on what the students were doing well to pump them up for the test. Allowed them a chance to succeed with writing. Feels that 5th grade gave us everything they had.
    - ii. Writing Camp/Workshop—we pulled the “bubble” students to develop their elaboration a little more. The students saw a lot of prewriting activities to get their imagination going. Lots of visuals to go along with what they needed to do during the writing process. It helped them get an understanding of what they needed to do. It’s amazing to see how excited they were to write. If you focus more on the prewriting activities, it helps make the actual writing a whole lot easier for them. We plan on continuing this long term. It was very motivational.
  - b. VGLA and VAAP Portfolios
    - i. Ms. Pool has one 3rd grade map. Just needs to finish fractions and probability. Harold is done with all of her from 4th and 5th. It’s just in the clean-up stages. They will be coming in at the end of March to do the final cleanups. Ms. Plimpton is about 80% done. We have a tentative due date of April 20th to be picked up.
  - c. Interim Report 3rd Nine Weeks
    - i. Kindergarten—the same students from the 2nd quarter. Each class has 2-3 students that they are looking at. All of the students are making minimal gains. Right now these students do not have the skills to be independent in 1st grade. They have made huge gains from where they were at the beginning of the school year. Attendance concerns are being addressed. We will keep contacting parents of these students. A

few of the students have processing issues which means they will need more practice. We did lose two off of the list from before. (YAY!) We have all done away with the quiet time and are using it for more instructional time. We are also now getting feedback from the interventionist which is very helpful.

- ii. 1st grade—all of our children are making growth, although they are not all on 1st grade level yet. When we are grading them we are seeing a difference in how they are getting grades. If our grades are reflecting the reading level/instructional level how do we determine retention. Hochman—make sure to include in the comments section on the report card that they are completing work below their level so.
- iii. 2nd grade—we had 14 students. Most are being addressed through interventions and child studies. Two of the 14 have motivation problems, the others are making progress but are not at their grade level. In math there are 9 students. Most again are already being addressed except for two that are having motivation issues.
- iv. 3rd grade—we have the same students from 2nd quarter to 3rd quarter. These are students that are below level—with learning gaps that they came with. It takes them just a little longer to get the information. They are progressing, just not as quickly. Because they are seeing repeated failure, we are seeing frustration and inappropriate behavior. We have pulled them into small groups, sending them home with study guides, and we are reviewing the test in class where they can mark the right answer to take home and review.
- v. 4th grade—we have the same students with D's and F's but there are less. All of our students are either special ed. Title 1 or prime. Our main areas of concerns are reading level, vocabulary, and test motivation. We are doing more motivational things. We are going to have flash cards at lunch for them to study. We feel very confident in our Reading SOL's. The math is the bigger concern because they have a few holes. Our remediation plans we are using strand lessons from Ms. Anderson to help with our concerns. We are going to take Anderson's lessons and the blueprints and our 3rd nine weeks testing—then we are going to strand grouping as opposed to ability grouping. We are continuing to do Istations, epat, Tyner, etc. Barnett (ITRT) came in and did math with our classes. We have concerns about grammar—maybe to develop some kind of curriculum for it. Hochman—plan to order grammar books for 3-5th. Remember to work with Savage to make sure nothing is double ordered. VCU game for those students in 3, 4, 5 that pass 3rd quarter or make significant progress.
- vi. 5th grade-- steady decline in our number of D/F students. A lot of the students struggling are receiving services. They are not meeting 5th grade standards but they are showing improvements. The few that are not succeeding there is a direct tie-in with their behavior in class. Look into maybe a mentor for those difficult students—maybe check to see a former teacher to take an interest in them.

### III. Summary of Tyner Implementation

- i. Savage—we wanted to go in and look at the lessons. We wanted to see that all of the components were in place. We also were looking for certain things. ex. Lesson templates being used, pupil response to engage students, etc. We saw lots of evidence of templates, all of the components, lots of A to Z text used, some Harcourt, some reading room. We wanted to make sure that we weren't seeing just one level implemented. We wanted to see text levels changing and how the assessment piece was fitting into it also. To show that we were moving on. Evidence of change. Overall we saw it happening. Various levels throughout the various grade levels.
- ii. Hochman—we are going to look at pacing, text levels, and assessments. Are we giving them vigorous enough levels. We want to make sure we are using current enough levels. Using DRA's to help with this. Tying into small groups with 3-5th with the book "Test Talk". All very strategic and targeted to each child. We will be trained when we come back in August.

### IV. Action Review/Agenda

- i. 45 day plan(3rd-5th) – based on where we are now, part of what the state wants us to do is make a plan to ensure that our students are remediated in what they need for each content area to make sure that they can gain those skills. We need to look at the blueprint, our small group instruction, our interventionist to include in this. It will resemble what we did the last few weeks for writing.
- ii. Quarterly Assessments for Reading and Math
- iii. Implementation progress on Inferencing strategies
- iv. Intervention update

AAT Members and Guests Present: Jonathan Hochman, Linda Sutton, Lauren Quinn, Christy Crow, Kelly Arkwright, Kim Holloway, Rachel Stewart, Chante Hunt, Tonya Liston, Brandi Harold, Brandy Becker, Shawnya Tolliver, Dr. Blumenthal, Lisa Anderson, and Terry Oakes.

AAT Members Absent: Cheryl Richeson, Sue Leedes, Justin Harvey, Lisa Robinson, Cheryl Thomas, Lisa Robinson, and Donna Savage.

## I. Implementation Review

### a. Inferencing Strategies

- i. Kindergarten—applying as much as we can during our read-alouds. We are also planning on using it in our SS review.
- ii. First – working really well, we introduced it since it is covered in our books. The kids are starting to recognize that this is what they are doing. We do it a lot in read-alouds and with our stories in Harcourt and small group reading.  
\*\* Title 1 has ordered some books for 1st and kindergarten to help build the foundation for this.
- iii. Second—starting to do it also. We have been using it in our fairy tales unit. We are also using them with our higher readers in guided reading.
- iv. Third—we are using it across the board. The anchor charts have really helped us with this. Have been practicing it with the students and it’s working really well.
- v. Fourth—we use it with whole groups, read alouds, and with our anchor charts. The students are starting to do it on their own. We are also using it with Tyner. The kids are doing really well with it.
- vi. Fifth—we are using it with the anchor charts. We have been using it in our small groups with graphic organizers. We have also been using it with the QAR strategies.

### b. Test Talking through small group instruction

- i. Third—we have started by focusing on the areas we had difficulty with – inferencing and main idea. It helps to bring in the sol questions and using the same vocabulary. So the students have specific examples to use.
- ii. Fourth—we identified our problem areas—main idea—and doing it in whole group and small group. We do it every day.
- iii. Fifth—we use it most days with our small groups—main ideas, inferences. Using the all except strategies and it seems to be working.

## II. Data Review

### a. Quarterly Assessments for Reading

- i. First—all of the teachers have identified the problem areas.
- ii. Second-- Our 60 and below group has dropped from the last assessments. YAY! Our main areas of concern were vowel sounds, difficulty fitting in all of the 2nd grade skills—still doing Tyner in small groups but have increased skills in whole groups. All of below 60 are getting services (Title 1, second helping or Special Education services).
- iii. Third-- Inferencing is the biggest problem. We have been using test talk to help with this. Also using anchor charts. Main idea has also been a problem we have been trying different techniques to address this. Using text to self to try and make a connection with the passage to figure out the main idea. Using the practice test questions a lot—really focusing on the strategic group.
- iv. Fourth—we have seen a jump in our scores from the last assessment. Our main problems are main idea and inferencing.
- v. Fifth—We are really working with our 60 and below groups. The problems we are seeing are in main idea, inferencing, and “all of these except” questions. We are pulling all of the released questions in these areas for a whole group and small groups.

### b. Quarterly Assessments for Math

- i. First—using centers to address some of the target areas. We teach things whole group, and then they go to centers to try to do it independently. Our major concerns are telling time to the ½ hour, sorting by thickness, how many more based on subtraction, graphing, and growing patterns.
- ii. Second—Our below 60 is dropping also from the last quarterly assessments. There is a gap in different classes—so we have been looking at what the better performing classes are doing. Our biggest concerns were: word problems and graphing with how many more or how many

- less. We have been changing our morning warm ups to address the needs of our specific classes.
- iii. Third—we have noticed that the math test had more questions, so we noticed that after about the 40th question or so—they started too loose their stamina. We are working on that—keeping to the task. The main topic concerns—measurements (ounces and grams), constructing graphs, probability, and the properties of shapes. Individual teachers are doing their morning work on their problem area.
  - iv. Fourth—our only subject that went down. We met with Ms. Oakes and talked about our student’s weaknesses. We are going to use the blueprints and focus on the strands. And break up our math groups by need and strands. We are going to use the 4-½ week assessments to determine these groups. Ms. Oakes is coming in several times to do whole group lessons.
  - v. Fifth— We have about 5 weeks to review. Concerns are adding and subtracting unlike denominator fractions, ordering decimals/fractions, elapsed time, patterns in input output tables, computation. They need to practice highlighting key words. Ms. Oakes suggested maybe following some ideas from 4th grade and how they do computation.
- c. Quarterly Assessments for Social Studies
    - i. First—looked at which questions most of the students missed in order to re-teach it. For individual students teachers are working one-on-one with them to address their needs. Main concerns: definition of a good, what a symbol on a map is, and definition of patriotic.
    - ii. Second—map skills, and Indians. They are starting to get China, Egypt and Indians confused.
    - iii. Fifth—we had re-arranged our schedule to help with writing—so many students were missing the extra social studies time
  - d. Quarterly Assessments for Science
    - i. First—we felt the most uncomfortable with. There were a lot of questions from measuring and scientific investigation—but these haven’t been done in more depth until right now. Some of the students just hadn’t had as much exposure to it. We have also been including these targeted areas and having the topics again in small group reading groups. So they can hear the topics again. Main concerns: scientific investigation, migration/hibernation, dissolving,
    - ii. Second—Scientific investigation was our biggest concerns
    - iii. Fifth—same situation as in social studies. We are going to start pulling books from the book room to cover these areas.
  - e. Dr. Blumenthal Data
    - i. Look at the chart on the bottom right corner of the page. This gives you’re the specific number of students that need to move from strategic to benchmark in order for us to pass.
- III. Intervention Update—45 Day Pre-SOL Instructional Plan
- a. Title I Reading Data
    - i. First Grade – 8 tested w/ DRA testing 100% made improvement.
    - ii. 2nd grade—100% made improvements according to DRA testing
    - iii. 3rd grade (Sutton’s group)—7 served (6 test on DRA 100% of those made improvement on DRA testing)
    - iv. 3rd grade (Stewart’s group)—all improved on DRA testing, all had adequate or good comprehension
    - v. 4th grade—10 students served -- all improved on DRA testing, 8 scored adequate comprehension—2 scored on some comprehension
    - vi. 5th grade—all improved on DRA testing all reading on beginning 5th grade level now. All of the students scored adequate or good comprehension.
  - b. Prime—will be meeting with them next week
  - c. Second Helping—will be meeting with them next week
- IV. VGLA and VAAP Portfolios Progress Report
- a. All due to Anderson on Monday. The portfolios were reviewed by Savage Friday before Spring Break. Everything will be complete tomorrow. VAAP is done! It looks good. A total of 12 VGLA notebooks and 9 VAAP notebooks.
- V. Action Review/Agenda
- a. Prime and 2nd helping data
  - b. Report Card data

April 29, 2010

AAT Members and Guests Present: Jonathan Hochman, Linda Sutton, Christy Crow, Kelly Arkwright, Kim Holloway, Chante Hunt, Tonya Liston, Brandi Harold, Shawnya Tolliver, Lisa Anderson, Terry Oakes, Cheryl Richeson, Sue Leedes, Justin Harvey, and Donna Savage.

AAT Members Absent: Cheryl Thomas, Lisa Robinson, Rachel Stewart, and Lauren Quinn.

I. Implementation Review

a. Test Talking

- i. Third grade: Use it every day with our lessons. One of our areas of weakness is main idea, so we've been using it. Using the key words ex. "mostly" to model within our passages as we are reading. We see our students making connections.
- ii. Fourth grade: Use it every day. It is incorporated into our lessons. We use released items with it. It helps our students a lot with the wording on the test.
- iii. Fifth grade: Helps keep us more organized and structured. We are getting it tied in with library mini-lesson. Connecting it with test talk.
- iv. Anderson comments: big anchor charts will be available tomorrow in the hallway. Please stop and talk with your students about these things as you pass by them. They hit the other parts of test taking skills that you may not be addressing. Guidance will also be including it in their weekly lessons.

b. Istation

- i. Fourth grade: works well with some of our students—specifically the lower students. The higher kids are bored with it. But it is hard to get them on without missing other instruction.
- ii. Second grade: lower kids and higher kids like it. The ones in the middle are getting bored. The attention is just not there for them. So they get shorter amounts of time.
- iii. Third grade: higher kids are bored with it, but they have the most time with it. The lower get so much other help, that they rarely get to use it.
- iv. Kindergarten: the ones that really seem to need it, it is difficult to find the time for them to get on it.
- v. Fifth grade: a strong increase from before spring break to now. Does keep them more engaged and committed to what they are doing.

II. Data Review

a. Report Cards

- i. Kindergarten: LA—8 students with N's. Math—4 students with N's. A drop in both subjects from last marking period. We are starting to do a review in math in small groups. Concept of Word is being started. We are sticking with what we've been doing since the numbers are decreasing.
  - ii. Second grade: LS-7 with N, Math- 4 with N. A lot of the kids have brought up their grades. Most of the students have services. The few that don't the teacher will be talked to in order to make sure they are getting what they need. We are going to focus on more targeted instruction with the math piece.
  - iii. Third grade: Reading- 9 students, Math—6 students (which includes two new students). These students are reading title 1 or prime.
  - iv. Fourth grade: Reading—11 students, Math—11 students. We are going to start our 4 ½ week strand grouping in math. We are still giving individualized work to our students in reading. Extra support and review. Our grades definitely went up from last quarter.
  - v. Fifth grade: Reading—9 students, Math—4 students. Everyone is reading some sort of services in Reading. In Math the issues are being addressed (parent contact, etc). We are keeping up with our review schedule to make sure everything is reviewed.
- b. Prime—16 students in 3rd grade, 14 students in 4th grade, 25 students in 5th grade. Main idea and supporting details has been a focus in all three grade levels.
- c. Second Helping—16 students in Kindergarten receiving services. Continuing to work on isolated sounds. First grade 24 students are being worked

- with. 2nd grade 12 students working on nasals They definitely see that the additional time is working.
  - III. Reward for 4 ½ week test taking strategies
    - a. Dodge Ball reward
  - IV. Action Review/Agenda –May 20th
    - a. Held at Roma’s on Nine Mile at 3pm
    - b. 4 ½ week Data
    - c. Writing Scores
    - d. VGLS/VAP scores
    - e. Progress on 45 day plan for 3-5th
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Adams Elementary  
Academic Achievement Team Meeting (AAT)

**SEPTEMBER 16, 2009**

Present: Mr. Holloway, Mrs. J. Williams, Ms. Mason, Ms. Stump K, Dr. Campbell 1st, Ms. Dalton 2nd, Mrs. Filmanski 3rd, Ms. Gregory 4th, Mrs. Miller 5th, and Ms. Nixon Sped. Specialists: Mrs. Douglas, Ms. Luck, Ms. Mann, Ms. Godfrey, Ms. Blumenthal and Mr. Corrallo.

Welcome: Mr. Holloway welcomed everyone and introductions were made.

Purpose: Adams is in year 1 of school improvement (NCLB). This year’s goal is for Adams Elementary School to achieve full accreditation status and make AYP by having 85% of our students pass the minimum proficiency in Reading and 83% in Math. This is a very high goal but achievable through the dedication and expertise of each team member. We will identify needs and organize a plan to meet those needs.

Chris Corallo and Penny Blumenthal are joining our team by the request of Dr. Murray. They will share ideas, data, resources and suggestions as we work together as a team toward school improvement.

Mr. Holloway stated that his goal for this year’s meetings is to follow the Agenda. He will email each meeting’s Agenda 24 hrs prior to meeting.

Mr. Holloway thanked everyone for improved scores from the year before, especially 5th grade. Our goal is to take it one day and one week at a time.

Each grade level shared their results from the SOL scores.

\*K- K team noted a correlation between behavior problems, low PALS scores and failed tests.

\* 1st –Problem areas- Reading---comprehension  
Math----numbers and number sense

\* 2nd--Problem areas- Reading--- comprehension  
Math---numbers and number sense

\* 3rd---Problem areas- Reading----comprehension/word  
analysis (dictionary)  
Math----Measurement, probability

computation, fractions

- \* 4th—Problem areas—Reading---comprehension  
dictionary,  
Math--- computation fractions  
(all strands) measurement
- \* 5th – Problem areas---Reading---comprehension,  
word analysis (dictionary skills)  
Math--- Measurement, computation

The team discussed the data as it relates to the strands needing more focus for continued improvement of test data. Focus in grades 3-5 Reading: Comprehension, context clues, and word analysis .

Focus in grades 3-5 Math: All types of measurement, computations, and fractions.

Focus in Grades 1 and 2 in Reading:

Comprehension

Focus in Math: numbers and number sense for K and 1st

Kindergarten: K will also look at PALS data and determine the areas to focus on during the year.

Looking at the SOL data, the team discussed ideas on how to better serve each student. Improvement of the data is a process. At this time, the newly formed I/E time frame and 21 day management plan will be a key component for success. The following are ideas from this discussion of the I/E time frame usage:

\*Small group settings with the teachers to concentrate on the needed skills while other student’s work independently, as modeled by the teacher during the first 21 days.

\* Use Think, Pair, Share during all lessons

\* Model using complete sentences in the classrooms. Expect students to answer in complete sentences.

\*Incorporate writing in all the content areas

\*Model conversations with the students.

\*On assessments, use questions with more than 1 answer.

\*Break down words for students, especially “test” question  
type words.

\*Consider how we can teach differently: Each grade level team should talk over lessons and how each person might teach the lesson in a different way.

\*Go across grade levels for information on subjects, skills and student needs.

The next step: What are we going to do to get the strategies on the table? Ms. Mann stated that Reading has started from the beginning with 21-day management in place, using whole groups and small group instruction. We need to tweak the process as needed. Use this as a structure for the process.

This same structure should be given to the Math. The Specialists will model lessons as needed in both Math and Reading. The office will provide resources as requested. Now we must establish math structures. The team discussed ways to get math on the table. A suggestion was made to have a 3-column chart with the strands, strategies to be used and ways to assess. Mr. Holloway will develop this and send to teams.

The team also discussed needs assessments. The suggestion was made to look at the data from previous years to see what time of the year the strand was taught, what time of the day, how were the kids feeling that day. These are factors that will affect learning. It was suggested to use this as a means for redirecting how we teach a strand.

We discussed weekly assessments. What type of test should be given? Should we test every 3 weeks with a quick 10-point quiz on any day of the week? Should we

change the calendar dates for testing every 4 weeks and use the SOL format? It was stated that 10% of test is format, 80% is strategy of the test.

We discussed the I/E piece used for assessment and reteaching the needed skills, especially math and reading.

For example, give a weekly quiz during this time frame for math or reading and the following week use this time to teach the children with need for a certain skill missed. Next week do the other subject. 5 days with I/E and 1 day with assessment. Each grade level should discuss this plan.

#### REVIEW:

- \*What strategies are we using to obtain academic improvement?
- \*Mr. Holloway will develop a 3-column organizer including concepts, strategies, and type of assessments used.
- \*Review data according to pacing guide
- \*Differentiate instruction to meet the needs of the students.
- \*Discuss the pacing guide each week with team.
- \*Look at specific concepts during 9weeks time.
- \* Utilize the I/E time frame for teaching and testing.

#### ACTION:

- \*Mr. Holloway: Add Ms. Nixon to his email list
- \*Mr. Holloway; Develop the 3-column chart
- \*Teams will look at intervention time frame and best use of team meetings to talk about weekly SOLS/and plans to differentiate
- \*Team meetings will also look at math plans/SOLS and discuss new ways of teaching, especially “talking and writing” math---new ideas

#### October 21, 2009

Present: Lisa Hall, Amy Dalton, Beth Filmanski, Shay Campbell, Debi Godfrey, Vicki Douglas, Roy Holloway, Tia Luck, Julia Williams, Chris Corrallo, Bari Nixon, Laverne Gregory, Suzanne Mann, Vicki Douglas, Penny Blumenthal

Benchmarks--Cassandra Willis will be making up the 1st Benchmark Math tests for all grades. Suzanne will send 2nd through 5th grade reading tests, as well as a MC writing test for 5th grade. Teachers will need to make up Science and Social Studies benchmarks.

There will be no reading benchmarks for K and 1st. These grade levels will have their regular 90-minute reading blocks during benchmark testing week.

NOTE: Do not review for Benchmark tests the day before! We want to know if students TRULY know the skills/information. If you review, then we really won't know if students are retaining what they have been taught.

Data boards--Many thanks to Ms. Stump for putting together our data boards. They will be housed in Tia Luck's room. On the back of each card will be a graph of scores. On the front will be the pictures of the students.

Marzano book study—Ongoing

CSIP Update--

Goal #1—by June, 85% will pass reading and 83% will pass math. For writing, Roy put 80% goal for writing. VGLA goal is 75%.

Posters around the school state 85% as our goal in all areas.

Goal #2—Parent involvement—Fall treats being sent home. Everyone gets the treats as it is from PTA, not a reward for behavior or grades.

Goal #3—Discipline—ESD—Discipline numbers are still very low. ACTION ITEM (Julia) for next meeting—Discipline report for November.

Goal #1—Use of Data—Leveling meetings—Tia—

Tia met with k-1 and 2-3. These teams went onto the PALS website and disaggregated data and looked at reading levels compared to benchmark scores. Discussed implementation of activities other than pencil and paper. Tia shared a variety of ideas for spelling and vocabulary.

Suzanne is concerned about 2nd grade, where the majority of these classes did not pass the PALS. Our majority group has become strategic and intensive (53%). Tia feels that part of this is due to incorrect administration of the test in the past. (Under-identification in the past—we are now correctly identifying those strategic and intensive students. Thanks to Tia for remedying this.) Tia also feels the teachers have a good handle on how to address students’ needs at these levels. She has given teachers numerous strategies and activities to empower teachers in reading instruction. Suzanne believes a focused effort of the teachers is needed to overcome student weaknesses.

Roy agrees that we need to do some scaffolding to make this happen. It is an ongoing process. It is his hope that with the increased instruction being implemented and with the new plan for reading, that we will see growth. Every grade level depends on the grade level before it.

Suzanne knows that a lot of good energy and instruction is going on—but she doesn’t want us to lose sight of the goal.

Tia reminded everyone about quickreads, toolkits, bi-weekly assessments on the alphabet.

Decoding vs. Comprehension—Some students can read passages aloud fluently, but do not comprehend what they read.

Roy is pleased to see teachers using the new lesson format and thanks Suzanne for her contributions.

ACTION ITEM (All Teachers)—preparation for Nov. 18th meeting—Data Board Day. This meeting will be a round-robin meeting where we will examine and discuss these data boards.

Cards will be created that will contain PALS data, last year’s SOL/HAT data, Harcourt test scores, 1st quarter benchmark test scores, and interventions each child is currently receiving. Roy will supply the cards, and teachers are asked to put the pictures and data on the cards.

Benchmark—75% or higher

Strategic—65% to 74%

Intensive—64% and below

Be sure to take pictures of each data board so that comparisons can be made during each data meeting.

ACTION ITEM—Julia, Roy, Bari--Go through the benchmarking process for VGLAs.

ACTION ITEM—Roy will contact Lisa Gidcumb regarding the co-writing application for SPED.

Wilson Program—Bari and Alice have been trained and been using it for at least a month. It is for kids who are of average ability.

CII Indicators—Rapid Improvement School Indicators—We are to select 9 indicators that we will be working on, correlated to our current school improvement plan.

ACTION ITEM for Admin/Title I/SPED(Bari)—Go through the indicators and select the indicators that correlate with the CSIP.

Master scheduling and I/E period—Discussion—

Logistically, the rotations to different classes worked against our valuable time—only 10-15 minutes of instruction occurred.

Title I Reading in 4th is a challenge during the I/E block due to limited time.

Title I Math—the I/E time is very valuable time for pull-outs.

Extra PRIME money may be available according to Chris.

Roy will be interviewing candidates for Title Math Instructional Assistants.

ACTION ITEM for Tia—Explore additional Reading First funding.

Roy is proposing self-contained I/E blocks versus grouping. His only concern is that I/E will end up being a “fluff” time. He wants this time to be used for intervention and enrichment.

Tia suggested teachers rotate to each homeroom, rather than the students rotating. Each teacher will do that lesson in each classroom that week. These would

be lesson activities, NOT worksheets/seatwork.

Assessments—Instead of being used to group students, assessments in I/E will monitor progress—did we accomplish what we hoped to accomplish with students?

ACTION ITEM—Team discussion of I/E—what are you going to do in I/E in reading and math? Agreement on a 3 or 4-day rotation, and the other day(s) for writing.

ACTION ITEM for Suzanne and Roy--Suzanne will meet with Roy and 4th and 5th grade on how to fit writing into the schedule.

ACTION PLAN—Roy and CJ will start announcements right at 7:50, as soon as the bell rings. Instruction will begin promptly at 8:00. If by chance announcements are running late, please begin instruction at 8:00 as scheduled.

IStation—will be used for the after-school component. Chris will be paying for teachers to have the training on election day. IStation will be installed on all school computers and all students will be registered.

ACTION ITEM—Team Leaders--Be prepared to talk about I/E and how it is benefiting us. This will be short meeting!

### **November 19, 2009**

Members Present: Cheryl Thomas, Suzanne Mann, Roy Holloway, Ora Mason, Lisa Hall, Rebecca Stump, Tia Luck, Frank Ehrhart, Vicki Douglas, Beth Filmanski, Shay Campbell, Cynthia Jefferson, Bari Nixon, Krisanna Miller, Laverne Gregory, Laura Martin, Cassandra Willis, Mary Beth James, Chris Corallo, Debi Godfrey

Welcome—

We have made it through the 1st marking period—Congratulations! Roy commended us on doing a wonderful job. He believes that the process of re-organizing data and students will result in huge academic gains.

#### **I. Review progress of implementation of action plans from previous meetings.**

##### **A. Data Card Scoring Rubric—**

Suzanne—Reading folks came together to discuss use of multiple forms of data for the data boards. It was a group effort, with teachers highly involved in decision-making.

Four Steps--Discussion of cards, remade cards to reflect appropriate data, apply rubric for each student, then teachers made some decisions on where students were placed on the data board- benchmark, strategic, or intensive.

After that, individualized action plans were created for strategic and intensive students.

B. Blog Creation for CII Indicators—at the last AAT, we discussed the best way to identify these indicators. Roy and Chris created a blog, which will be sent to us tomorrow. Input on the blog should be completed by next Wednesday, before break. The teacher input will help determine the next steps for the required state plan. We are carefully aligning the required state plan with our CSIP.

C. Data Planning Block—A work of love! Each grade level was given 2.5 hours during the school day to work on data boards and discuss ways to meet the needs of strategic and intensive students. The next day, Roy met individually with the teachers to discuss class performance and action plans for individual students.

Input from team leaders—More time is needed to complete the action plans. A 4 hour block would be beneficial.

Roy's meetings with K-3 grade teachers were focused on the data, how students were performing, and what teachers plan to do for each student. Roy was very pleased and felt that the meetings were positive.

Kudos to Rebecca Stump for creating our data board format!

D. IStation training—this will occur on Monday, November 23 for Gator Rap instructors. IStation is available to all teachers if they wish to use it in their classroom.

#### **II. Review student data and/or data of implementation of action plans to determine if plans and initiatives are working.**

Roy and grade level lead teachers presented data from the first benchmark for Math, Reading, Science, and Social Studies, as well as discipline data. Discipline has improved across all grade levels with the new school-wide plan. Pass rates by grade-level, longitudinal comparisons by students group as well as two year trend data by grade-level were shared.

Data Boards were discussed. Students were placed based on a scoring rubric. The benchmark rate used were:

- Below 50%--Intensive
- 51-74%--Strategic
- 75% and higher—Benchmark

What is the data telling? How can we use this data to help us?

Data boards will help teachers pinpoint students who need individualized instruction.

What is best observation/biggest concern for each grade level? Teachers reported:

4th—Reading---phonics is a concern. The action plans are the best way to design remediation. Math—computation is a concern. They plan to call in specialists to help with intervention (model lessons, activities)

5th—Just completed data cards yesterday, and have not had a chance to discuss the results. Math is a bigger concern than reading this year. The 5th grade is consulting with Debi (math coach) often for strategies.

3rd—Doing better in reading than in math. Focus on phonics—use of Pals quick checks. For math, number sense is a priority.

1st—Has not had an opportunity to discuss math data as a team—graphing and geometry are concerns. In reading, sight words are a concern.

K—Math was a big strength! Focus will be on hands-on activities.

SPED 3rd—Her students were placed in strategic, but feels they need intensive interventions. Using Wilson for reading. There are more math VGLAs being done this year.

2nd grade—Vowel sounds, ending and beginning sounds are the biggest areas of concern in reading. Number/number sense is the biggest area of concern in math. Word problems were a challenge for the students. Math performance was positive overall.

### III. Discuss new plans and initiatives that must be undertaken or adjustments to current plans based on data review.

ACTION ITEM 1: Follow up meetings to discuss Individualized Action Plans—Monday, November 30, with 1.5-hour meetings with reading and math specialists, with substitute coverage. Action plans will include a schedule for interventions during I/E block. Leads: Grade level leader will arrange schedule and inform specialists of location.

ACTION ITEM 2: Math Interventions for Individual Plans—Lisa, Debi, and Cassandra will meet to devise additional math intervention strategies by the November 30 meeting.

ACTION ITEM 3: On Dec 2, at next AAT, a summary of the Action Plan meetings and I/E interventions will be reported by each team leader.

Intensive students will be assessed every 2 weeks and Strategic students will be assessed every month.

### IV. Review student intervention and remediation efforts and their effectiveness on student performance.

It was discussed that I/E has been devoted to remediation scheduled by each teacher and based on the student's performance in the classroom on current content, skills and concepts. Beginning with the December 2nd AAT meeting, teachers will report on specific remediation plans for individual students implemented during the I/E period and after school. Discussions will focus on student progress.

### V. Review actions decisions from this meeting and who will carry out the actions and report at the next meeting.

ACTION ITEM 1: Teachers and admin-- Follow up meetings to discuss Individualized Action Plans—Monday, November 30, with 1.5-hour meetings with reading and math specialists, with substitute coverage.

ACTION ITEM 2: Math Specialist/Coach/Title I Math: Math Interventions for Individual Plans—Lisa, Debi, and Cassandra will meet to devise math intervention strategies by the November 30 meeting.

ACTION ITEM 3: Team Leaders: On Dec 2, at next AAT, a summary of the Action Plan meetings and I/E interventions will be reported by each team leader.

VI. Review additional items related to student achievement and progress not covered in earlier items.

Report card D's and F's—We will look for alignment of the data boards placement matched to report card grades. Any child who has a D or an F/N should be considered to explore why this occurs.

Roy reminded all teams to give multiple-choice tests during the regular instructional block. We need to build the stamina.

Single questions presented at a time with thorough discussion of the answer choices would be a great strategy.

## **December 2, 2009**

Present: Lisa Hall, Chris Corallo, Debi Godfrey, Vicki Douglas, Laura Martin, Ora Mason, Bari Nixon, Cheryl Thomas, Tia Luck, Roy Holloway, Rebecca Stump, Laverne Gregory, Krisanna Miller, Beth Filmanski, Shay Campbell, Cynthia Jefferson, Julia Williams, Amy Dalton, Penny Blumenthal

Welcome: Roy thanked everyone for all of the hard work we have put forth these last few weeks getting the data organized.

VII. Review progress of implementation of action plans from previous meetings.

ACTION ITEM 1: Follow up meetings to discuss Individualized Action Plans (IAPs)—Monday, November 30, with 1.5-hour meetings with reading and math specialists, with substitute coverage. Action plans will include a schedule for interventions during I/E block. Leads: Grade level leader will arrange schedule and inform specialists of location.

Meetings took place for 3-5 on Monday and K-2 today.

ACTION ITEM 2: Math Interventions for IAPs: Lisa, Debi, and Cassandra will meet to devise additional math intervention strategies by the November 30 meeting.

This meeting took place Monday, Nov 23 to put together activities for 3rd, 4th, and 5th intervention plans.

ACTION ITEM 3: on Dec 2nd AAT meeting, each team leader will report a summary of the IAP meetings and I/E interventions.

Questions:

--What is your team's overall impression of the data meetings?

--After disaggregating the data, was there anything that supported your predictions, and were there any surprises?

--How will you assess your students' progress?

5th—Getting together with specialists to share remediation ideas was helpful. To assess progress, they plan to throw in review questions during regular assessments to see if students truly understand past concepts. Data will be collected every week through snippets and daily review.

--In organizing for I/E, students will be grouped based on intensive and strategic.

--Chris suggested 3-5 questions more often.

3rd—Action Plans are still a work in progress—initially they included assessments vs. intervention strategies. They will begin interventions on Monday of next week. They plan on adding on extra review questions during the regular assessments in math. For reading, they will be doing quickchecks to monitor progress.

--Math results were a big surprise—a lot more intensive and strategic than expected. Beth gave a number sense/rounding pretest today and was pleasantly surprised that students showed more understanding today than the benchmark showed.

--They will be focusing on M/W/F Math and T/Th Reading during I/E.

K—Meetings were helpful. There were some surprises in that some students are at a standstill in letter recognition, but some have increased significantly in from 6 to 16 letters.

--They will be giving hands-on quizzes and quick checks.

--Earobics data—For students who are not moving along, they will be trying find out what their difficulties are. The goal is to get up to 6 games.

1st—The toolbox from today's meeting was like Santa Claus! All are on earobics.

--There were surprises—some students did better than expected! As far as intervention, this will be done within classrooms. Higher students are assisting lower students in remediation activities.

--Quick checks and short snippets are being used to assess.

--Pull-out is becoming a problem—ARCH and Second Helping are often pulling during math and reading. Roy stated that children should be receiving whole-group instruction daily and not be pulled out.

SPED—Intervention time is used for IEP goals—fluency, phonics. In math, students are below grade level, so no surprise that they did not do well.

--Assessment—every 2 weeks is too often to determine if they have made adequate progress. They do quarterly updates on IEP online. VGLA will be another way of assessing if they are making progress.

--Multiple choice confuses them, and number sense and rounding are difficult.

--In keeping the VGLA notebooks, it is fine to keep samples of an unmastered skill to document student growth—these samples can be replaced with documentation of skill mastery later. NOTE: There are some items that students will not be able to pass.

2nd—Today's meeting was very helpful. No surprises—students this year show some of the same difficulties as last year's students.

--I/E—Self-contained, with teachers breaking them up into groups. Warm-up math and reading questions are given every morning. Quickchecks and review questions will be used. Assessment will be done weekly.

4th—Both meetings were very helpful. They now know what to do with their data. Math meeting was very beneficial. Intervention kit and interventions in the teacher's edition were brought to their attention. They discovered areas that they need to reteach to the whole grade level, rather than include as an intervention. Some skills do take more time for students to understand, so reteaching in a different way will be helpful for students.

Reading—Trophies has been helpful in identifying specific skills to focus on.

--There has been lots of hard work, but they now know their kids better than they ever did before. Working together has been very beneficial.

Interventionists—

--Tia—teachers are seeing the big picture. The most revealing part of the process is giving teachers a chance to pinpoint areas that need to be of focus before fluency is covered.

--Vicki--Growth process for everyone.

--Lisa—It was a great opportunity to do some coaching and share resources. Teachers were very receptive.

--Debi—Working with Lisa and Cassandra was a great opportunity to put our heads together. Looking at the curriculum framework was beneficial.

Roy—What is one thing to make this process easier/better?

- More time, perhaps? Not sure --the initial organization is done, so the process should be easier.
- Also, we haven't analyzed particular questions in the past—doing this was very enlightening.
- Focus on one subject at a time, for a longer period of time. One subject on Monday, the other subject the following Monday.

ACTION ITEM 4: Blog Creation for CII Indicators

VIII. Review student data and/or data of implementation of action plans to determine if plans and initiatives are working.

School-wide Discipline Update

1st Marking Period Report Card Data Analysis—Review of comparison of report card grades (D or F) and benchmark performance. A big discrepancy can be seen between these data—low grades do not correlate with benchmark scores, some very dramatic differences.

Looking at overall Benchmark scores for the 1st quarter, we would not meet full accreditation.

85% of our students have to get 400 on the SOL for Reading.

83% of our students have to get 400 on the SOL for Reading.

For State Accreditation—75% for Reading, 70% for Math

These benchmark scores are a baseline—and we are anticipating significant growth on the Semester Benchmark.

QUESTION: The test will not be read aloud to students for the Semester Benchmark, and there will be more material covered. How will we prepare for this?

\*\*\*Last year we made accreditation based on our 3-year average. This will not be the case this year!

AYP Report for the 1st marking period

Disadvantaged and African American—our 2 subgroups for AYP—224 students—Reviewed graphic data.

To move strategic kids, we are going to need to dip into our intensive group!

IX. Discuss new plans and initiatives that must be undertaken or adjustments to current plans based on data review.

Action Item 1—Roy and Tia—Explore ways to adjust schedules to minimize pull-out and students missing whole group instruction.

Action Item 2—Roy--Find a Title I Math assistant.

Action Item 3--Teachers—Make a list of the 85% of your students that you will commit to getting to pass the SOLS.

Action Item 4—Teams/Admin—Discuss how to visualize what 85% of the class means and % of the class/grade level has passed (i.e. use bar graphs/thermometers to show what % of your class passed the benchmark). Teams come up with classroom programs, and Admin come up with school-wide program. These ideas will be shared at the faculty meeting on December 9.

Action Item 5-- For next meeting, bring data on IAP students and be prepared to discuss areas of deficiency and growth/progress.

Brainstorm of ideas:

- Grade level competition with visuals of % passing.
- Jar of marbles showing what 85% looks like, and other jars to show % achieved in each of the grade levels.
- BUG Awards (Bringing Up Grades)

- X. Review student intervention and remediation efforts and their effectiveness on student performance.
- XI. Review actions decisions from at this meeting and who will carry out the actions and report at the next meeting.
- XII. Review additional items related to student achievement and progress not covered in earlier items.

Next AAT Meeting—January 6

### **January 6, 2010**

Present—Roy Holloway, Julia Williams, Rebecca Stump, Krisanna Miller, Laverne Gregory, Frank Ehrhart, Cheryl Thomas, Shay Campbell, Amy Dalton, Tia Luck, Beth Filmanski, Nixon, Debi Godfrey, Chris Corallo, Suzanne Mann

Welcome

- I. Review progress of implementation of action plans from previous meetings.

Action Item 1—Roy and Tia—Explore ways to adjust schedules to minimize pull-out and students missing whole group instruction.

Tia met with individual teachers in 1st grade to discuss times. Everyone is satisfied now.

Action Item 2—Roy--Find a Title I Math assistant.

Mr. Spindle—wonderful! More individualized attention., Vicki, Laura, Ora

Action Item 3—Teams/Admin—Discuss how to visualize what 85% of the class means and % of the class/grade level has passed (i.e. use bar graphs/thermometers to show what % of your class passed the benchmark). Teams come up with classroom programs, and Admin come up with school-wide program. These ideas will be shared at the faculty meeting on December 9.

K—Alligator juggling  
5, 2nd, and 4—Marble Jar

Agreed to go with Marble Jar concept. How will they display the marbles? One in office, or individual classrooms?

Classroom and schoolwide would be helpful.

Large jars in office, small in each classroom. Three jars will be needed per class—one to show 85%, one for current math %, and one for current reading%.

Action Item—Admin team—purchase mason jars and contents needed for these jars before the next AAT meeting.

Action Item 4-- For next meeting, bring data on IAP students and be prepared to discuss areas of deficiency and growth/progress.

- II. Review student data and/or data of implementation of action plans to determine if plans and initiatives are working.  
- Grade Level Team Leaders to present

K—Reading—Students are moving upward in proficiency. Games, earbics, centers—differentiation has been the key.  
Math—great gains as well! There is only one student not making progress, and that child is involved in child study.

1st—Reading—14 with plan, 10 are at 90% up, 2 at 75-89% proficiency, 2 below 75%.  
Math—only a few below proficiency in areas. I/E is working!  
--Thanks to Denise Ricks for the behavior incentives

2nd—Reading—9 at 90-100% proficiency; 8 at 75-89% proficiency , and 4 below 75% proficiency.  
Math—Number sense—began with 43 IAPs. Now 21 above, 12 at, 10 below proficiency

3rd—Reading—6 IA plans—1 at 90-100% proficiency, 1 at 75-89% proficiency, 4 below 75% proficiency  
Math—Rounding/PV focus—12—3 at 90-100% proficiency, 2 at 75-89% proficiency, 7 below 75% proficiency

4th--Reading—12—6 at 90-100% proficiency , 4 at 75-89% proficiency, 2 below 75% proficiency  
Math—33 for graphing—11 above, 7 at 75-89% proficiency, 15 below 75%  
Estimation- 14 below 75% proficiency  
Website for estimation—home piece—“Try this at home”—getting families involved in the interventions  
Graphing—wording/test terminology is difficult for them to interpret.

Teachers will be concentrating on understanding what the questions are asking.

5th—Reading—fluency—27—0 at 90-100% proficiency, 24 at 75-89% proficiency, 3 below 75% proficiency  
Syllables—27—0-100% proficiency, 25 at 75-89% proficiency, 2 below 75% proficiency  
Writing—all got 8 or higher on the writing prompt given before break  
Concerns—topic and closing sentences; tense changes; grammar and punctuation  
Math—word problems—20 – 8 at 90-100% proficiency, 7 at 75% proficiency, 5 below 75% proficiency  
Measurement—20— 4 at 90-100% proficiency, 8 at 90-100% proficiency, 8 below 75% proficiency

Title I Reading— 2nd—12 moving forward, 6 needing more.  
3rd—8—2 at 90-100% proficiency, 3 at 90-100% proficiency, 3 below 75% proficiency  
Comprehension 8— 2 at 90-100% proficiency, 4 at 90-100% proficiency, 2 below 75% proficiency  
4th—12— 0 at 90-100% proficiency, 5 at 90-100% proficiency, 7 below 75% proficiency  
1st—14--2 preprimer, rest readiness—3, 9, 2 All 14 are not consistent in their progress, but all are improving  
2nd—consonants—9—all at 69 or below—still struggling with 1st grade material. Vocabulary is a struggle.  
3rd—9 students—9 are below—still not consistent—don't look back for answers

SPED—  
RDG 3rd—1 self contained—digraphs 80, short vowel 61  
4th—reading—2 decoding—1 at, 1 below  
high freq words—1 at, 1 below

4th—5—4, 1 at 90-100% proficiency, 0 below 75% proficiency  
2,1 at 90-100% proficiency,1  
MATH 3rd--1 VGLA—showing progress  
4th—2 adding—1, 0 at 90-100% proficiency, 1 below 75% proficiency  
Subtract—1, 0 at 90-100% proficiency, 1 below 75% proficiency  
5th—3 subtract—all below  
mult facts—1,1 at 90-100% proficiency,1 below 75% proficiency

#### Title I Math—5th

Computation—0 at 90-100% proficiency,3 at 90-100% proficiency,7 below 75% proficiency  
Number sense/rounding—0 at 90-100% proficiency,5 at 90-100% proficiency,5 below 75% proficiency  
Measurement/metric length—0 at 90-100% proficiency,3 at 90-100% proficiency,7 below 75% proficiency  
--4th  
Rounding—0 at 90-100% proficiency,5 at 90-100% proficiency,8 below 75% proficiency  
Subtract/regrouping—0 at 90-100% proficiency,6 at 90-100% proficiency,7 below 75% proficiency  
Metric Capacity—0 at 90-100% proficiency,2 at 90-100% proficiency,11 below 75% proficiency  
Patterns—0 at 90-100% proficiency,3 at 90-100% proficiency,10 below 75% proficiency  
--3rd  
Rounding—0 at 90-100% proficiency,2 at 90-100% proficiency,14 below 75% proficiency  
Word problems—0 at 90-100% proficiency,4 at 90-100% proficiency,12 below 75% proficiency  
Patterns—0 at 90-100% proficiency,5 at 90-100% proficiency,11 below 75% proficiency

Roy—even if 1 child moves up, we are making progress!

III. Discuss new plans and initiatives that must be undertaken or adjustments to current plans based on data review.

Laverne--Maintaining the gains once students have moved up—quick checks, continually reviewing, planning. Team discussions of how to teach a concept, and using a variety of strategies—bouncing ideas off of teammates so you do not feel you are by yourself. Individualizing instruction will yield gains.

Vicki—Ask students why they chose an answer—find out their thought processes.

Incentives for students who use good test-taking strategies—Roy asked the team for ideas for motivation.

85% Dance Party

Gator Bucks

Personal Best (children who try hard but still don't make the benchmark)—select students who did work hard to attend 85% party, even if they didn't make it.

Effort and performance rubrics

Julia—fine line between grades and behavior

Key is motivation—inspire students to do their personal best.

BUG list—bringing up grades—did you use all the test taking strategies to help you bring the grade up?

Give students extra gator bucks/treats when you see them demonstrating healthy work habits.

Roy noted that last year we started converting scores into the 400 SOL scale too late in the year. We will be doing this earlier this year.

Roy--Rubric needs to be developed. Volunteers needed to develop this rubric. Laverne, Vicki, Lisa, Krisanna, Laura.

Action Item—Laverne, Vicki, Lisa, Krisanna, and Laura will meet to develop the effort and performance rubrics for motivating our students.

Chris--Goal setting—if a child gets 70% this time, set a goal for the next benchmark.

Action Item—Team leaders--Firm up understanding about motivation and goal setting—What does this look like for our team?

Action Item—Teachers—Incorporate test-taking language to familiarize students with the wording and vocabulary used on SOL tests in math and reading (see email from Vicki regarding language of testing).

IV. Review student intervention and remediation efforts and their effectiveness on student performance.

V. Review actions decisions from at this meeting and who will carry out the actions and report at the next meeting.

VI. Review additional items related to student achievement and progress not covered in earlier items.

## **February 17, 2010**

Present--- Roy Holloway, Julia Williams, Cynthia Jefferson, Cheryl Thomas, Suzanne Mann, Tia Luck, Debbie Godfrey, Rebecca Stump, Julia Brooks, Laverne Gregory, Jim Covais, Shay Campbell, Laura Martin, Vicki Douglas.

Welcome

1. Review progress of implementation of action plans from previous meetings.

Action Item 1--- All Teachers and Specialists will participate in Data Meetings to update data boards and action plans.

In spite of snow delays, K-3 teachers met to update data boards and action plans on Feb. 9 and Feb. 11th . Data board meetings for 5th grade will take place the week of Feb. 22nd. Fourth grade data board meetings will take place March 1st. Both 4th and 5th grade meetings will meet after school for 2 hours with dinner provided.

Action Item 2—Invite Central Office representatives, curriculum coaches, and specialists to attend these data presentations.

Present at the K-3 data meetings were Tia Luck, Suzanne Mann, Laura Martin and Vicki Douglas. Chris Corallo has been invited to the 4-5 data meetings.

Action Item 3---Team leaders be prepared to share from these data meeting and report on implementation of a new action plan Feb. 17th.

11.11 Review student data and/or data of implementation of action plans to determine if plans and initiatives are working.

Grade Level Team Leaders to present

SPED--- Students are progressing according to IEP goals. However, SOL progress is very slow and inconsistent. Cheryl Thomas encouraged teachers to continue to gather information on student's progress for VGLA purposes in order document student's growth.

5TH—Fairly Close to Benchmark! Reading 62%/75%+

61-74%/20.5%, below 61%/ 16.7%

Reflections: Teachers felt these reading passages were longer and more challenging than the first benchmark reading test.

Math 55.8%/75%+ Reflections: Teachers felt this test was longer and covered more material than 1st 9 weeks.

Writing Multiple-choice 73%/ 75%+, 13.2%/61-70%= 86.5%!

A writing multiple choice test analysis and reading test analysis has been completed by Suzanne Mann and forwarded to the fifth grade teachers.. Kathy Walker and Suzanne Mann have also completed writing plans through March for our teachers.

Teachers will use this data to drive instruction as they create action plans during the next data meeting the week of Feb. 22. In addition, intensive students are receiving special writing activities to complete with their parents during this month.

Vicki Douglas, Title I reading, shared information on Adams' Writing Camp to be held Feb. 22 and 23 for all fifth grade students. Students will rotate to 8 different "camp sites" where exciting and motivational writing activities will be held. Emphasis will be on improving descriptive writing, improving editing skills, and engaging students in the writing process.

Students will be divided into ability levels led by 8 classroom teachers and specialists.

4th grade

Fourth grade team was very disappointed in the reading results.

85% below 61%

Teachers felt students did not take the test as seriously as before. Readability level was higher than 1st 9 weeks. However, mid-year Pals results indicate only 3 students are reading below level in fourth grade. Teachers have included more reading passages for homework, more modeling of test question format for whole group and small guided reading and implemented effort and achievement goal keeping for each student. Incentives are included in weekly achievement goals.

3rd grade

Reading: 86% students were benchmark or strategic.

Teachers were pleased with the reading results this nine weeks. Students took the reading test seriously and gave their best effort. Mr. Covais shared his method of modeling whole groups reading passages for practice, as well as, having students earn extra points for good test taking strategies.

Math Comparison 1st 9 weeks 51.5 failed 2nd 9 weeks 32.8 failed

The number of bubble students is increasing!

More rigorous test questions have been emphasized. Exposure to different types of questions and specific terminology is extremely important.

2nd Tia Luck shared data from data board meeting. Students in second grade showed the most growth. Second grade rocks!

Fall Pals: 40/80 reached benchmark= 50%

Mid-Year Pals : 55/78 reached benchmark= 70%

Data Boards:

Fall 35/60= 58% Benchmark

Mid Year: 47/78 =60% Benchmark

1st grade

Fall Pals: 35/80= 43% Benchmark

Mid Year Pals 28/75= 37% Benchmark

K

Fall 48/62= 77% Benchmark

Mid Year 47/64= 73% Benchmark

111. Discuss new plans and initiatives that must be undertaken or adjustments to current plans based on data review.

Addition writing plans, writing camp, and reading and writing test analysis data are being utilized as previously mentioned.

1V. Review student intervention and remediation efforts and their effectiveness on student performance.

Additional first grade students are being added to Mrs. Martin's schedule. Flexible grouping of the Title I students is occurring in grades 1-4.

V. Review action decisions from this meeting and who will carry out the actions and report at the next meeting.

ACTION ITEM; CYNTHIA JEFFERSON: Contact resource teacher at Longdale to investigate possible "campfire" idea for writing camp.

ACTION ITEM: ROY H. Send letters to all 4th and 5th grade parents indicating the actual date of the writing test and encouraging proper rest and nutrition.

ACTION ITEM: ROY H. Call parents of intensive students to encourage proper attitude and effort concerning the writing assessment.

ACTION ITEM; ROY H. Utilize Connect-ed to all parents giving details of upcoming writing test date and proper preparation at home.

ACTION ITEM: Laverne Gregory, Vicki Douglas, Lisa Hall, Laura Martin, Krisanna Miller will develop effort and performance rubrics for motivating our students. Plans will be shared at the next AAT meeting. A school dance is also under consideration.

VI. Review additional items related to student achievement and progress not covered in earlier items.

#### **April 14, 2010**

XIII. Review progress of implementation of action plans from previous meetings.

ACTION ITEM 1: Feedback on Student Effort Rubric (Laverne)

Laverne shared upper grade and lower grade rubrics. Upper—16 is the highest, 12 is minimum to attend dance. For lower, at least 3 smiley faces to attend dance. Laverne recommended that each of the categories be acted out so that students have an explicit example of what a level 4 or level 1 looks like. She has done this and used these rubrics in her class, and they are extremely effective. It was suggested that these rubric levels be shared during tomorrow's discipline assemblies.

ACTION ITEM 2: D.J. Update for SOL Pep Rally (Roy)

Culminating event for results of these rubrics will be the dance/pep rally on June 1.

ACTION ITEM 3: Teachers/interventionists/specialists--Look at 3rd Benchmark Data and select what areas to focus on, activities to use, and create a timeline. (Team Leaders: K-5)

Lisa—reviewed 5 focus areas for 3rd, 4th, and 5th.

XIV. Review student data and/or data of implementation of action plans to determine if plans and initiatives are working.

- Benchmark Student Performance Data and AYP Goals . (Penny Blumenthal)

Penny's visit has been rescheduled for Monday, April 26. Cheryl suggested rescheduling the last AAT meeting for Wednesday, May 12 (in place of May 5).

Way of thinking as we prepare for the meeting on April 26—

Benchmark—you are confident they will pass

Strategic—will pass with targeted attention

Intensive—struggling students—you are not confident that they will pass, but you will put forth your best efforts

- Benchmark Student Performance and Impact of SOL Recovery Students (Roy)

Roy distributed AYP information packets. AYP benchmark target for reading—85%. Math AYP target—83%. Every child counts. These packets reflect how many students passed and did not pass the 3rd benchmark tests. We can afford to have 33 students total not pass reading and 37 students to not pass math.

SOL Recovery students—these are students who did not pass the SOL last year—if they pass this year’s SOL, it counts TWICE, once for last year and once for this year. These students will give us a great boost if they pass.

Roy is confident that we will be successful this year. In comparing this year’s performance to last year’s, we are ahead of the game.

XV. Discuss new plans and initiatives that must be undertaken or adjustments to current plans based on data review.

- Informative Instruction Sheet- Introduction/Explanation (Tia, Suzanne)
- Break Out Sessions: (KG and 1st room 32) - Teaching Concept of Word; (2-5 Library)- Completing informative instructional sheet
- Math/Reading Camp planning- Vicki, Cynthia, Laura and Lisa

Cynthia shared the 2 Math/Reading Camp options with grades 3, 4, and 5.

3rd and 4th are happy with Plan A for both Reading and Math. 5th Grade will consider both options and make some decisions by the end of the week.

Suzanne—she is very excited about the 3rd benchmark reading scores! She can tell by the data that teachers are fine-tuning their instruction and addressing the needs of their students.

All classroom teachers received a folder—item analysis, testing blueprint for grade level, copy of the benchmark test, and instruction sheet on what will be done with the data. Pink areas—large number of students need remediation in this area.

XVI. Review student intervention and remediation efforts and their effectiveness on student performance.

Istation—We received a program from DOE to help them with reading. Used as Gator Rap intervention. Roy and Diane Shackelford have noted that students using this are not really progressing. To address this, Diane met with Gator Rap staff. The plan is for Gator Rap teachers to look at the priority report to see which tier students are on. They will meet with tier 3 students at least once each session. It will be well worth the time to put the resources from this program together for specific students.

XVII. Review actions decisions from at this meeting and who will carry out the actions and report at the next meeting.

ACTION ITEM 1: As teams, talk about homework, especially for GatorRap students. Homework is taking up a lot of intervention time during GR. Is there a way to cater homework to best help students who are in the program. Please email Diane your ideas.

ACTION ITEM 2: 5th grade—by the end of the week, decide which of the Camp Plans will work best for their students.

XVIII. Review additional items related to student achievement and progress not covered in earlier items.

Science Prep Lesson Schedule- (Cynthia) for 3rd and 5th grade small group instruction. Cathy Seebeck is our teacher for these groups.

## **PART V. SUSTAIN THE REFORM EFFORT AFTER THE FUNDING PERIOD ENDS**

The LEA will provide a narrative identifying resources, financial and otherwise, to demonstrate how the reform effort will be sustained after the funding period ends. The LEA's ability to sustain the reform effort after the funding period ends will be evaluated by considering the following:

The Indistar™ tool will continue to be used by the division and school improvement teams(AAT) to inform, coach, sustain, track, and report school improvement and implementation activities; staff development will be provided for all new hires in the Tyner Model and Being a Writer by a Reading Coach; the Reading Coach will provide assistance through coaching teachers in the effective use of the Tyner Model and Being a Writer; the Leadership Team will monitor the use of the Tyner Model and Being a Writer through walk-throughs, lesson plans, and formal observations; data will be compiled on the effective use of the Tyner Model and Being a Writer through walk-throughs, quarterly assessments, and SOL tests; and data will be shared through AAT and staff development meetings.

Additional funding will be used to secure staff development sessions with outside experts in the areas of reading comprehension strategies, the Tyner Model, and writing staff development as determined by data. Beverly Tyner videos will be purchased and used at staff development sessions as needed based on walkthrough data, quarterly assessment data, and SOL data. A coach will be hired to assist with the above stated initiatives.

## **PART VI: SELECTION OF COACH**

The State Transformation Model, which year one schools are implementing, requires schools to use funding to hire a coach that will work with the school in the area(s) that caused the school to enter school improvement. Responsibilities of a coach may include, but are not limited to the following:

Assisting the School Improvement Team in:

In the box below, please respond to the following questions:

Describe the process that was used or will be used to select the coach for the schools that will be served with 1003(a) funds - NCLB year one schools. **Coaches must be employed by June 28, 2010, the last day to register for the summer institute.** Use as much space as needed.

The job posting reads:

Minimum of five years teaching experience in grades K through 5 is required. Must possess a comprehensive understanding of intervention programs and strategies to support students with disabilities and general education in reading and mathematics to meet individualized goals in support of achieving grade level state standards of learning. Must demonstrate to ability to plan, model, coach and deliver current researched-based best practices and interventions and be able to access student responsiveness to those interventions

through analysis of observation and assessment data. Must be able to work collaboratively with team members and serve as a liaison between teachers, school based administration, special education, and elementary education staff.

The coach will serve on the Academic Achievement Team (AAT) and

- Use appropriate data to:
  - drive decision-making in developing, selecting, and evaluating instructional programs and practices
  - select appropriate strategies to individualize classroom instruction
  - establish goals for all students with a focus on subgroup performance
- Develop and evaluate a highly effective school improvement plan via online planning
- Protect instructional time
- Monitor student progress and share findings
- Promote a collegial relationship between school administrators and staff

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

School 1: <u>Highland Springs Elementary</u>	School 2: <u>Adams Elementary</u>
<input checked="" type="checkbox"/> Reading/English/Language Arts	<input checked="" type="checkbox"/> Reading/English/Language Arts
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Mathematics
<input checked="" type="checkbox"/> Instructional/Administrative/School Leadership	<input checked="" type="checkbox"/> Instructional/Administrative/School Leadership
<input type="checkbox"/> Experience as Virginia Department of Education Coach	<input type="checkbox"/> Experience as Virginia Department of Education Coach
<input type="checkbox"/> University Level School Leadership Experience	<input type="checkbox"/> University Level School Leadership Experience
<input type="checkbox"/> Independent Education Contractor/Consultant	<input type="checkbox"/> Independent Education Contractor/Consultant
<input type="checkbox"/> Other (Describe)	<input checked="" type="checkbox"/> Other (Describe) Former Reading First Reading Coach

## PART VII: BUDGET

**Note:** Budget Summaries (one for the division and one for each year one school). 1003(a) funding may be expended on any 1003(a) Condition of Award. See Attachment B-a. 1003(a) funding may also be expended for the purchase of educational vendor/company services to support the implementation of the selected reform model. See Attachment C-a.

**Note:** Part 2: Budget Narrative: The detailed budget summary the LEA submits as part of the grant application will provide evidence of how other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources support 1003(a) initiatives. Additionally, the LEA will provide a budget narrative in its application that will provide a description of how other resources will be used, such as personnel, materials, and services to support school improvement activities.

### Division Budget Summary

Division Name: Henrico County Public Schools

**Virginia Department of Education Grant Expenditure Requirements**

**Note 1**

Divisions must ensure that 1003(a), year one School Improvement, applicant schools participating in Strand III (TeachFirst Formative Assessment) of the July 19-22, 2010, institute include the purchase of the TeachFirst Formative Assessment platform in their budgets. The total expenditures from all Strand III schools must be included in the division summary budget. Cost: \$1,950 per school

Yes  No: Does the division have schools participating in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute?

If yes, check here to indicate that the division has included the purchase of the TeachFirst Formative Assessment platform in its budget for each school.

Expenditure Codes	School Year 2010-2011		Total Across Object Codes  (Do not include "other" funds.)
	ESEA 1003(a) Funds [Funds must be encumbered by September 30, 2011.]	Other Funds	
1000 - Personnel	178,728		178,728
2000 - Employee Benefits	53,620		53,620
3000 - Purchased Services	57,000		57,000
4000 - Internal Services			
5000 - Other Charges	6,848		6,848
6000 - Materials and	55,020		55,020

<b>Supplies</b>			
<b>8000 – Equipment/Capital Outlay</b>			
<b>Total</b>	\$351,216		<b>\$351,216</b>

**School Budget Summary**

School Name: Highland Springs Elementary

**Virginia Department of Education Grant Expenditure Requirements**

Yes  No: Is this school a participant in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute?

If yes, check here to indicate that the school has included the purchase of the TeachFirst Formative Assessment platform in its budget.

	School Year 2010-2011		
Expenditure Codes	ESEA 1003(a) Funds [Funds must be encumbered by September 30, 2011.]	Other Funds	Total Across Object Codes (Do not include “other” funds.)
1000 - Personnel	89,364		89,364
2000 - Employee Benefits	26,810		26,810
3000 - Purchased Services	26,000		26,000
4000 - Internal Services			
5000 - Other Charges	3,424		3,424
6000 - Materials and Supplies	30,010		30,010
8000 –			

Equipment/Capital Outlay			
<b>Total</b>	<i>\$175,608</i>		<b>\$175,608</b>

**School Budget Summary**

School Name: Adams Elementary

**Virginia Department of Education Grant Expenditure Requirements**

Yes  No: Is this school a participant in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute?

If yes, check here to indicate that the school has included the purchase of the TeachFirst Formative Assessment platform in its budget.

	School Year 2010-2011		
Expenditure Codes	ESEA 1003(a) Funds [Funds must be encumbered by September 30, 2011.]	Other Funds	Total Across Object Codes  (Do not include "other" funds.)
1000 - Personnel	89,364		89,364
2000 - Employee Benefits	26,810		26,810
3000 - Purchased Services	31,000		31,000
4000 - Internal Services			
5000 - Other Charges	3,424		3,424
6000 - Materials and Supplies	25,010		25,010
8000 - Equipment/Capital Outlay			
<b>Total</b>	<i>\$175,608</i>		<b>\$175,608</b>

**Part 2. Budget Narrative: Describe in detail by expenditure codes how the school improvement 1003(a) funds as well as other funding sources will be used to support school improvement activities.**

**Division Name:** Henrico County Public Schools

1. Personal Services (1000)

4 Instructional Coaches: 2 Reading and 2 Math X \$44,682 per salary = \$178,732

2. Employee Benefits (2000)

4 Instructional Coaches: 2 Reading and 2 Math X \$13,405 per position = \$53,620

3. Purchased Services (3000)

Contract with Beverly Tyner for staff development on small group, differentiated instruction at both Highland Springs Elementary and Adams Elementary to improve the instructional skill levels of classroom teachers with an ultimate result of improved student achievement. Initial 2-day visit with both school faculties @ 3,500 per day = \$7,000 + 10 monitoring days @ \$5,000 per day including travel/expenses = \$50,000 totaling \$57,000

4. Internal Services (4000)

5. Other Charges (5000)

Indirect costs X 1.95% X \$351,216 = \$6,848

6. Materials and Supplies (6000)

Materials and supplies to support the Tyner Small Group Instructional Model in reading and math, \$55,868

7. Equipment/Capital Outlay (8000)

**School Name:** Highland Springs Elementary

1. Personal Services (1000)

2 instructional coach salaries (one reading, one math) @ 44,682 each = \$89,364

2. Employee Benefits (2000)

2 instructional coach benefits (one reading, one math) @ 13,405 each = \$26,810

3. Purchased Services (3000)

Contract Services with Beverly Tyner, \$26,000

4. Internal Services (4000)

5. Other Charges (5000)

Indirect costs X 1.95% X \$175,608 = \$3,424

6. Materials and Supplies (6000)

Materials and supplies in support of Tyner Instructional Model in reading and math, \$30,010

7. Equipment/Capital Outlay (8000)

**School Name:** Adams Elementary

1. Personal Services (1000)

2 instructional coach salaries (one reading, one math) @ 44,682 each = \$89,364

2. Employee Benefits (2000)

2 instructional coach benefits (one reading, one math) @ 13,405 each = \$26,810

3. Purchased Services (3000)

Contract Services with Beverly Tyner, \$31,000

4. Internal Services (4000)

5. Other Charges (5000)

Indirect costs X 1.95% X \$175,608 = \$3,424

6. Materials and Supplies (6000)

Materials and supplies in support of Tyner Instructional Model in reading and math, \$25,010

7. Equipment/Capital Outlay (8000)

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

### **Expenditure Code Definitions**

**1000 Personal Services** - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

**2000 Employee Benefits** - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

**3000 Purchased Services** - Services acquired from outside sources (i.e., private vendors, other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.

**4000 Internal Services** - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management.

**5000 Other Charges** - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (staff/administration), office phone charges, training, leases/rental, Indirect Cost, and other.

**6000 Materials and Supplies** - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies."

**8000 Equipment/Capital Outlay** - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold.

**Strand I**  
**(Mentor Coaching Training and Special Education Training)**

The **New\* 1003g Coach**, the **New Building Principal**, a **Special Education Teacher**, and a **New Division Contact Person** must register for this strand of the summer institute.

**For divisions marked with an asterisk (\*): Division contact registers for Strand II.**

Accomack County	Nandua MS	Year I of Title I School Improvement
Accomack County	Arcadia MS	Year I of Title I School Improvement
Accomack County	Kegotank ES	Year I of Title I School Improvement
Accomack County	Metompkin ES	Year I of Title I School Improvement
Alexandria City*	Washington MS	Year I of Title I School Improvement
Alexandria City*	Washington MS 2	Year I of Title I School Improvement
Alexandria City*	Hammond MS	Year I of Title I School Improvement
Alexandria City*	Hammond MS 2	Year I of Title I School Improvement
Alexandria City*	Hammond MS 3	Year I of Title I School Improvement
Alexandria City*	Ramsay ES	Year I of Title I School Improvement
Brunswick County	Red Oak-Sturgeon ES	Year I of Title I School Improvement
Campbell County	Altavista ES	Year I of Title I School Improvement
Charles City County	Charles City County ES	Tier III – 1003g
Franklin City	Franklin HS	Tier III – 1003g
Fredericksburg City	Walker-Grant MS	Year 1 of Title I School Improvement
Greene County	Nathaniel Greene ES	Year I of Title I School Improvement
Greene County	Greene County Primary	Year I of Title I School Improvement
Greensville County	Greensville ES	Year I of Title I School Improvement
Hampton City	Mallory ES	Tier III – 1003g
Henrico County	Highland Springs ES	Year I of Title I School Improvement
Henrico County	Adams ES	Year I of Title I School Improvement
Lynchburg City	Perrymont ES	Year I of Title I School Improvement
Middlesex County	Middlesex ES	Year I of Title I School Improvement
Newport News City	L.F. Palmer ES	Tier III – 1003g
Roanoke City	Hurt Park ES	Tier III – 1003g
Roanoke City	William Fleming HS	Tier III – 1003g
Shenandoah County	Sandy Hook ES	Year I of Title I School Improvement
Smyth County	Marion Intermediate	Year I of Title I School Improvement
Smyth County	Marion Primary	Year I of Title I School Improvement
Staunton City	Ware ES	Year I of Title I School Improvement
Suffolk City	Benn Jr. ES	Year I of Title I School Improvement
Suffolk City	Mount Zion ES	Year I of Title I School Improvement
Warren County	Wilson Morrison ES	Year I of Title I School Improvement

**Strand II  
(Division Leadership Support Training)**

The **Title I Director** or **Director of Instruction of Returning\* Divisions** must register for this strand of the summer institute.

(\*Returning means divisions that did attend last summer's institute.)

Albemarle County	Henrico County	Richmond City
Alexandria City	King George County	Roanoke City
Amherst County	King and Queen County	Rockbridge County
Arlington County	Lancaster County	Shenandoah County
Bedford County	Louisa County	Stafford County
Craig County	Lunenburg County	Suffolk City
Culpeper County	Newport News City	Warren County
Essex County	Norfolk City	Westmoreland County
Fairfax County	Northampton County	Williamsburg-James City Co.
Fauquier County	Orange County	
Fluvanna County	Petersburg City	
Franklin City	Pittsylvania County	
Fredericksburg City	Portsmouth City	
Hampton City	Pulaski County	

**Strand III  
(Formative Assessment™ Training)**

The **Returning\* Building Principal** and the **Returning 1003g School Coach** must register for this strand of the summer institute.

(\*Returning means individuals that did attend last summer's institute.)

Albemarle County	Greer ES	Year I of Title I School Improvement
Alexandria City	Mount Vernon ES	Year I of Title I School Improvement
Alexandria City	Patrick Henry ES	Year I of Title I School Improvement
Alexandria City	Cora Kelly Magnet School	Tier III – 1003g
Alexandria City	Jefferson-Houston ES	Tier III – 1003g
Amherst County	Central ES	Tier III – 1003g
Arlington County	Barcroft ES	Year I of Title I School Improvement
Arlington County	Drew Model ES	Tier III – 1003g
Arlington County	Hoffman-Boston ES	Tier III – 1003g
Arlington County	Randolph ES	Tier III – 1003g
Bedford County	Bedford ES	Year I of Title I School Improvement
Bedford County	Bedford Primary	Year I of Title I School Improvement
Craig County	McCleary ES	Tier III – 1003g
Culpeper County	Sycamore Park ES	Tier III – 1003g
Culpeper County	Pearl Sample ES	Tier III – 1003g
Essex County	Essex Intermediate	Tier III – 1003g
Essex County	Tappahannock ES	Tier III – 1003g
Fauquier County	Grace Miller ES	Year I of Title I School Improvement
Fluvanna County	Central ES	Tier III – 1003g
Fluvanna County	Columbia District ES	Tier III – 1003g
Fluvanna County	Cunningham District ES	Tier III – 1003g
Hampton City	Smith ES	Year I of Title I School Improvement
King George County	King George ES	Tier III – 1003g

King George County	Potomac ES	Tier III – 1003g
King and Queen County	King and Queen ES	Tier III – 1003g
Lancaster County	Lancaster Primary School	Tier III – 1003g
Louisa County	Trevilians ES	Year I of Title I School Improvement
Lunenburg County	Victoria ES	Year I of Title I School Improvement
Newport News City	Sedgefield ES	Tier III – 1003g
Norfolk City	Jacox ES	Year I of Title I School Improvement
Norfolk City	Lindenwood ES	Year I of Title I School Improvement
Northampton County	Kiptopeke ES	Tier III – 1003g
Northampton County	Ocohanock ES	Tier III – 1003g
Orange County	Orange ES	Tier III – 1003g
Orange County	Lightfoot ES	Year I of Title I School Improvement
Orange County	Unionville ES	Year I of Title I School Improvement
Orange County	Gordon Barbour ES	Year I of Title I School Improvement
Petersburg City	A.P. Hill ES	Tier III – 1003g
Petersburg City	J.E.B. Stuart ES	Tier III – 1003g
Petersburg City	Vernon Johns Junior High	Tier III – 1003g
Pittsylvania County	Dan River MS	Tier III – 1003g
Pittsylvania County	Kentuck ES	Tier III – 1003g
Portsmouth City	Brighton ES	Year I of Title I School Improvement
Portsmouth City	Churchland Academy ES	Tier III – 1003g
Pulaski County	Dublin ES	Year I of Title I School Improvement
Pulaski County	Pulaski ES	Tier III – 1003g
Richmond City	Blackwell ES	Year I of Title I School Improvement
Roanoke City	Addison MS	Tier III – 1003g
Roanoke City	Huff Lane Intermediate	Year I of Title I School Improvement
Roanoke City	Round Hill Montessori	Year I of Title I School Improvement
Rockbridge County	Fairfield ES	Year I of Title I School Improvement
Shenandoah County	Ashby Lee ES	Tier III – 1003g
Stafford County	Kate Waller Barrett ES	Year I of Title I School Improvement
Stafford County	Falmouth ES	Year I of Title I School Improvement
Suffolk City	Elephant’s Fork ES	Tier III – 1003g
Warren County	Warren County MS	Year I of Title I School Improvement
Westmoreland County	Washington District ES	Tier III – 1003g
Williamsburg-James City	Montague ES	Year I of Title I School Improvement

**Included for Application Completion Only-UVA Lead Turnaround Program**

Fairfax County	Woodlawn ES	Year I of Title I School Improvement
Fairfax County	Bucknell ES	Year I of Title I School Improvement
Fairfax County	Beech Tree ES	Year I of Title I School Improvement
Fairfax County	Hollin Meadows ES	Year I of Title I School Improvement

Fairfax County	Dogwood ES	Tier III – 1003g
Fairfax County	Hybla Valley ES	Tier III – 1003g
Fairfax County	Washington Mill ES	Tier III – 1003g
Fairfax County	Mount Vernon Woods ES	Tier III – 1003g

**Strand IV  
(Lead Turnaround Partner Training)**

The **Division Superintendent or Assistant Superintendent**, the **Lead Turnaround Partner**, and the **School Principal of Tier I and Tier II Schools** must register for this strand of the summer institute.

	Tier 1 Schools		Tier 2 Schools
Brunswick County	James. S. Russell Middle	Alexandria City	T.C. Williams HS
Grayson	Fries Middle	Buchanan County	Hurley HS*
Norfolk City	Lake Taylor Middle	Colonial Beach	Colonial Beach HS
Norfolk City	Ruffner Middle	Danville City	Langston Focus HS
Petersburg City	Peabody Middle	King and Queen County	Central HS
Richmond City	Fred D. Thompson Middle	Prince Edward County	Prince Edward Co HS
Richmond City	Boushall Middle	Richmond City	Armstrong HS
Roanoke City	Westside Elementary	Richmond City	George Wythe HS*
Sussex County	Chambliss Elementary	Roanoke City	Patrick Henry HS*
Sussex County	Sussex Central Middle		

\*These schools have applied for a waiver of identification.

## SUMMARY OF CONDITIONS OF AWARD

Requirement	A Requirement of 1003(g)	A Requirement of 1003(a)
<b>Requirements for Tier I and Tier II Schools and Divisions (Other Schools As Indicated)</b>		
<b><u>School Level</u></b>		
Selection and implementation of a federal reform model (Appendix C)	Yes	No
Continued Submission of the Data Analysis or Restructuring Quarterly Reports	Yes	Yes
Continued School Improvement Planning via Indistar™ (Center on Innovation and Improvement - CII)	Yes	Yes
Online Attendance at Rapid Improvement Indicator-based Webinars (Tailored to summer institute strands as follow-up technical assistance)	Yes	Yes
<p>For the purpose of monitoring struggling students in reading, the Office of School Improvement is requiring Tier I and Tier II schools to purchase <i>ISTATION</i> (K-10). Cost \$6500 per school.</p> <p>For the purpose of monitoring struggling students in mathematics, the Office of School Improvement is requiring Tier I and Tier II schools to purchase the Algebra Readiness Diagnostic Test (ARDT). Cost \$4 per student.</p>	Yes	No
Attendance at 1003(g) and 1003(a) summer institute to be held at the Williamsburg Marriott, July 19-22, 2010.	Yes	Yes

<b>Requirement</b>	<b>A Requirement of 1003(g)</b>	<b>A Requirement of 1003(a)</b>
<b>(Division Level)</b> <b><u>Divisions with Tier I and Tier II Schools</u></b>		
Continued School Improvement Planning via Indistar™: Division-Level (Center on Innovation and Improvement - CII)	Yes	Yes
Attendance at Summer Institute Training (July 19-22, 2010, Williamsburg's Marriott) - Lead Turnaround Partner Training with Lauren Morando Rhim. (The principal will attend this training with the division contact person.)	Yes	No
Attendance at Lead Turnaround Partner Follow-up Division-level Webinars (Tailored to summer institute strand as follow-up technical assistance)	Yes	No
Summer Institute Training (July 19-22, 2010, Williamsburg's Marriott) - Division Leadership Support (Training Provided by The College of William and Mary)	Yes	No
Four One-Day Division Leadership Workshops (October, December, February, and April)	Yes	No
Site Visits to Schools with the Division Leadership Support Directors	Yes	No
Attendance at Webinars and Video Conferencing via The College of William and Mary	Yes	No
<b>Requirements for Tier III Schools and Divisions</b>		
<b><u>School Level</u></b>		
Employment of a School Improvement Coach	Yes	Yes
Continued Submission of the Data Analysis Quarterly Reports	Yes	Yes
Continued School Improvement Planning via Indistar™ (Center on Innovation and Improvement - CII)	Yes	Yes
Summer Institute Training (July 19-22, 2010 – Mentor Coaching and Special Education Training)	Yes, if assigned to Strand I	Yes, if assigned to Strand I

<b>Requirement</b>	<b>A Requirement of 1003(g)</b>	<b>A Requirement of 1003(a)</b>
Online Attendance at Mentor Coach Training Webinars (follow-up to summer training)	Yes, if assigned to Strand I	Yes, if assigned to Strand I
Summer Institute Training (July 19-22, 2010), Formative Assessment Module: Checking for Understanding [Training Provided by TeachFirst]  <i>(New to the institute schools will be assigned to the Teacher Leader Training.)</i>	Yes, if assigned to Strand III	Yes, if assigned to Strand III
Online Attendance at Formative Assessment Webinars (follow-up to summer training)	Yes, if assigned to Strand III	Yes, if assigned to Strand III
<b><u>(Division Level)</u></b> <b><u>Divisions with Tier III Schools</u></b> <b><u>(Exception: Accomack, Green, Lynchburg, and Staunton)</u></b>		
Use of a Division-Level Coach Model	Yes	No
Continued School Improvement Planning via Indistar™: Division-Level (Center on Innovation and Improvement – CII)	Yes	Yes
Summer Institute Training (July 19-22, 2010), Williamsburg's Marriott) - Division Leadership Support (Training Provided by The College of William and Mary)	Yes	No
Four One-Day Division Leadership Workshops (October, December, February, and April)	Yes	No
Site Visits to Schools with the Division Leadership Support Directors	Yes	No
Attendance at Webinars and Video Conferencing via The College of William and Mary	Yes	No
<b><u>Special Requirements for Schools Assigned to Strand III of the Summer Institute</u></b>  Schools assigned to Stand III of the July Institute will be required to purchase the support platform for the implementation of TeachFirst's Formative Assessment Series™. (The cost is \$1,950 per school. For information regarding contracting with TeachFirst, please contact John Mullins at (206) 453-2445.)	Yes	Yes, if assigned to Strand III

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Educational Impact  
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Voyager Learning  
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