

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

Due: June 14, 2010

Cover Page

DIVISION INFORMATION

School Division Name: Rockbridge County Schools
Mailing Address: 1972 Big Spring Drive
Division Contact: Cindy Crance
Telephone (include extension if applicable): 540-463-7386 ext 241 Fax: 540-463-7823
E-mail: cindy_crance@rockbridge.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: Fairfield Elementary School
Mailing Address: 20 Fairfield School Road, PO Box 162 Fairfield, VA 24435
School Contact: Sheree Gillespie
Telephone (include extension if applicable): 540-348-5202 Fax: 540-377-2601
E-mail: sheree_gillespie@rockbridge.k12.va.us

School Name: NA
Mailing Address: _____
School Contact: _____
Telephone (include extension if applicable): _____ Fax: _____
E-mail: _____

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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: ___John Reynolds _____

Date: June 14, 2010 _____

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
Fairfield Elementary	K-5	x		311	44.5%	12%	>1%

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.

Response:
 Note: Schools should consider providing this information in chart form, and include here.

Data 2008

**Fairfield Elementary 2008 Student Performance
(based on spring 2008 data) TOTAL SUBGROUP**

Subgroup	Academic Area	total # of students	total # of students passing	Percent Passing	Attendance Percent
All Student	English	154	142	92.2	95.26
	Math	153	118	77.12	
	OAI (Science)	98	92	93.87	
Black	English	4	4	100	94.8
	Math	4	1	25	
	OAI (Science)	2	1	66.66	
Hispanic	English	2	1	50	95.86
	Math	2	1	50	
	OAI (Science)	1	1	100	
White	English	148	137	92.56	95.28
	Math	147	116	78.91	
	OAI (Science)	95	90	94.73	
Disabilities	English	21	14	66.7	93.31
	Math	21	8	38.09	
	OAI (Science)	12	10	83.3	
Disadvantaged	English	61	53	86.88	94.46
	Math	60	38	63.3	
	OAI (Science)	36	32	88.88	
LEP	English	1	0	0	95.23
	Math	1	0	0	
	OAI (Science)	0	0	0	

NOTE: There were no homeless or migrant students at Fairfield Elementary

**Fairfield Elementary 2008 Student Performance BY GRADE LEVEL
(based on spring 2008 data)**

Subgroup	Academic Area GRADE 3	total # of students	total # of students passing	Percent Passing
Female	English	20	18	90.00%
	Math	20	17	85.00%
	OAI (Science)	20	18	90.00%
Male	English	25	23	92.00%
	Math	25	22	88.00%
	OAI (Science)	25	25	100.00%
All Student	English	45	41	91.11%
	Math	45	39	86.67%
	OAI (Science)	45	43	95.56%
Black	English	1	1	100.00%
	Math	1	0	0.00%
	OAI (Science)	1	0	0.00%
Hispanic	English	0	0	0.00%
	Math	0	0	0.00%
	OAI (Science)	0	0	0.00%
White	English	44	40	90.91%
	Math	44	39	88.64%
	OAI (Science)	44	43	97.73%
Disabilities	English	4	2	50.00%
	Math	4	2	50.00%
	OAI (Science)	4	4	100.00%
Disadvantaged	English	21	18	85.71%
	Math	21	17	80.95%
	OAI (Science)	21	19	90.48%
LEP	English	0	0	0.00%
	Math	0	0	0.00%
	OAI (Science)	0	0	0.00%

Subgroup	Academic Area GRADE 4 Spring 2008	total # of students	total # of students passing	Percent Passing
Female	English	23	21	91.30%
	Math	23	13	56.52%
	OAI (Science)	NA	NA	

Male	English	35	29	82.86%
	Math	35	15	42.86%
	OAI (Science)	NA	NA	
All Student	English	58	50	86.21%
	Math	58	28	48.28%
	OAI (Science)	NA	NA	
Black	English	3	2	66.67%
	Math	3	0	0.00%
	OAI (Science)	NA	NA	
Hispanic	English	1	0	0.00%
	Math	1	0	0.00%
	OAI (Science)	NA	NA	
White	English	54	48	88.89%
	Math	54	28	51.85%
	OAI (Science)	NA	NA	
Disabilities	English	10	7	70.00%
	Math	10	0	0.00%
	OAI (Science)	NA	NA	
Disadvantaged	English	25	21	84.00%
	Math	25	7	28.00%
	OAI (Science)	NA	NA	
LEP	English	1	0	0.00%
	Math	1	0	0.00%
	OAI (Science)	NA	NA	

Subgroup	Academic Area GRADE 5 Spring 2008	total # of students	total # of students passing	Percent Passing
Female	English	29	29	100.00%
	Math	29	29	100.00%
	OAI (Science)	29	27	93.10%
Male	English	23	22	95.65%

	Math	23	22	95.65%
	OAI (Science)	23	22	95.65%
All Student	English	52	51	98.08%
	Math	52	51	98.08%
	OAI (Science)	52	50	96.15%
Black	English	1	1	100.00%
	Math	1	1	100.00%
	OAI (Science)	1	1	100.00%
Hispanic	English	0	0	0.00%
	Math	0	0	0.00%
	OAI (Science)	0	0	0.00%
White	English	50	49	98.00%
	Math	50	49	98.00%
	OAI (Science)	50	47	94.00%
Disabilities	English	9	8	88.89%
	Math	9	8	88.89%
	OAI (Science)	9	8	88.89%
Disadvantaged	English	15	14	93.33%
	Math	15	14	93.33%
	OAI (Science)	15	13	86.67%
LEP	English	0	0	0.00%
	Math	0	0	0.00%
	OAI (Science)	0	0	0.00%

Fairfield Elementary 2009 Student Performance (based on spring 2009 data) TOTAL SUBGROUP					
Subgroup	Academic Area	total # of students	total # of students passing	Percent Passing	Attendance Percent
All Student	English	130	151	86	95.79
	Math	137	153	89.5	
	OAI (Science)	98	105	93.3	

Black	English	2	4	50	96.59
	Math	3	4	75	
	OAI (Science)	2	3	66.6	
Hispanic	English	1	0	0	
	Math	0	1	0	
	OAI (Science)	0	1	0	
White	English	128	146	87.7	96.92
	Math	134	148	90.5	
	OAI (Science)	96	101	95	
Disabilities	English	7	14	50	94.39
	Math	9	15	60	
	OAI (Science)	7	9	77.7	
Disadvantaged	English	45	59	76	
	Math	51	59	86.4	95.37
	OAI (Science)	37	40	92.5	
LEP	English	0	1	0	
	Math	0	1	0	
	OAI (Science)	0	0	0	
NOTE: There were no homeless or migrant students at Fairfield Elementary					

**Fairfield Elementary 2009 Student Performance BY GRADE LEVEL
(based on spring 2009 data)**

Subgroup	Academic Area GRADE 3	total # of students	total # of students passing	Percent Passing
Female	English	23	21	91.30%
	Math	23	22	95.65%
	OAI (Science)	23	23	100.00%
Male	English	26	23	88.46%
	Math	26	25	96.15%
	OAI (Science)	26	24	92.31%

All Student	English	49	44	89.80%
	Math	49	47	95.92%
	OAI (Science)	49	47	95.92%
Black	English	1	0	0.00%
	Math	1	1	100.00%
	OAI (Science)	1	0	0.00%
Hispanic	English	0	0	0.00%
	Math	0	0	0.00%
	OAI (Science)	0	0	0.00%
White	English	48	44	91.67%
	Math	48	46	95.83%
	OAI (Science)	48	47	97.92%
Disabilities	English	3	2	66.67%
	Math	3	2	66.67%
	OAI (Science)	3	2	66.67%
Disadvantaged	English	18	14	77.78%
	Math	18	18	100.00%
	OAI (Science)	18	17	94.44%
LEP	English	0	0	0.00%
	Math	0	0	0.00%
	OAI (Science)	0	0	0.00%

Subgroup	Academic Area GRADE 4	total # of students	total # of students passing	Percent Passing
Female	English	21	16	76.19%
	Math	21	18	85.71%
	OAI (Science)	NA	NA	
Male	English	25	20	80.00%
	Math	24	24	100.00%
	OAI (Science)	NA	NA	
All Student	English	46	36	78.26%
	Math	45	42	93.33%
	OAI (Science)	NA	NA	
Black	English	1	0	0.00%

	Math	1	0	0.00%
	OAI (Science)	NA	NA	
Hispanic	English	0	0	0.00%
	Math	0	0	0.00%
	OAI (Science)	NA	NA	
White	English	45	36	80.00%
	Math	44	42	95.45%
	OAI (Science)	NA	NA	
Disabilities	English	5	1	20.00%
	Math	4	4	100.00%
	OAI (Science)	NA	NA	
Disadvantaged	English	19	13	68.42%
	Math	18	16	88.89%
	OAI (Science)	NA	NA	
LEP	English	0	0	0.00%
	Math	0	0	0.00%
	OAI (Science)	NA	NA	

Subgroup	Academic Area GRADE 5	total # of students	total # of students passing	Percent Passing
Female	English	22	17	77.27%
	Math	22	19	86.36%
	OAI (Science)	22	18	81.82%
Male	English	34	33	97.06%
	Math	34	29	85.29%
	OAI (Science)	34	33	97.06%
All Student	English	56	50	89.29%
	Math	56	48	85.71%
	OAI (Science)	56	51	91.07%
Black	English	2	2	100.00%

	Math	2	2	100.00%
	OAI (Science)	2	2	100.00%
Hispanic	English	1	0	0.00%
	Math	1	0	0.00%
	OAI (Science)	1	0	0.00%
White	English	53	48	90.57%
	Math	53	46	86.79%
	OAI (Science)	53	49	92.45%
Disabilities	English	7	5	71.43%
	Math	7	4	57.14%
	OAI (Science)	7	5	71.43%
Disadvantaged	English	22	18	81.82%
	Math	22	17	77.27%
	OAI (Science)	22	20	90.91%
LEP	English	0	0	0.00%
	Math	0	0	0.00%
	OAI (Science)	0	0	0.00%

Goals/Obj:

The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs.

School leadership team will receive school performance data and classroom observation data in order to determine school improvement needs and professional development needs

Feb 23, 2010 Principal has provided data for the first and second 9 weeks assessments with benchmark, PALS/QRI and grades

Consulted with TTAC on what was needed with math in terms of modifying lessons and providing resources based on data

Scheduling TTAC to come and work with teachers for Language arts based on data

June 10, 2010-Once the data has been returned the principal will disaggregate it and give it to the teachers.

Instructional Teams will review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

Each instructional team will review pre/post tests and turn in written documentation in the form of team minutes to the principal to review.

Intervention sheets will need to be passed out to teachers prior to new after school program starting.

3/10/10- Teachers have indicated students in need of intervention based on benchmark score analysis and PALs/ QRIs. Mrs James has compiled a list of students that need specific intervention. Intervention teachers should receive a list of the students and the basic skills needed for intervention.

During our last session of 21st Century After-school program, intervention will be specifically based on SOL review of skills in advance of the SOL tests that will be given in May. All faculty and staff are being encouraged to assist with this after-school program.

Instructional Teams will meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.

Every Thursday will be designated for either faculty meetings or instructional teams to meet to review data, discuss where they are and what needs to take place and then revise units to make sure benchmarks are being met.

Develop a schedule for the entire year so teachers will know when they are meeting and be prepared.

Feb 23, 2010 Grade level teams meet weekly and principal meets twice a month to focus on planning, student concerns, school plan updates and concerns

June 10, 2010-Grade level teams will continue to meet weekly and principal will join them twice a month. This will continue during the 2010-2011 school year.

All teachers will use modeling, demonstration, and graphics.

The principal will review teacher lesson plans and look specifically for these areas. The principal will then review with instructional team so that additional discussion can occur and decide if extra training is needed.

Posters will be placed around the school, power points will be shown in the cafeteria, math nights will be scheduled at both Fairfield and Goshen. Newsletters will include activities for parents to do with children.

3/22/10 Math/Reading night has been planned for April 8, 2010. We made a parent outreach in the Goshen area in November during our Book Fair and based on feedback from parents in the Goshen area, we decided to invite them to the Math/Reading night at Fairfield. We are developing a Reading/Math newsletter that will go out in April to all parents. Currently, all homeroom teachers send home weekly newsletters that highlight reading and math parent strategies. We have begun to show math facts powerpoint slideshows during lunch periods to expose students to academics during multiple settings.

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.

Response:

Rockbridge County Schools has committed the resources to Fairfield Elementary School to continue the planning and implementation of continuous improvement begun by the use of the Indistar Program, the coach model, intensive intervention for students who struggle and the addition of the TeachFirst professional development tool. Rockbridge County Schools has committed additional resources to all the elementary and middle schools for intensive intervention, and is purchasing the TeachFirst tool for 2 of the schools who have demonstrated difficulties in meeting AYP. In addition, all the elementary and middle schools will use the Indistar tool for school improvement planning for the 2010-2011 school year (last year all but 2 elementary schools used to tool to some degree). Rockbridge County Schools also is committed to modeling the process by utilizing these tools for division improvement activities and plans.

See docs in Appendix A at end of grant for evidence of school improvement plans

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.

Response: There are currently no policies in place to address the State Transformation Model. The practice has always been followed based on guidance from VDOE and there are no policies that contradict the process. The superintendent and assistant superintendent welcome model policies that would address any necessary policies. Minutes follow that address school improvement and data review with the school board and the administrative staff.

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:

Describe the following:

- Use of the Indistar™ tool by the division and school improvement teams to inform, coach, sustain, track, and report school improvement activities;
- Division plan and budget for sustaining the reform effort.

The division has put in place the RtI model of intensive immediate support for students who struggle in grades K-8. This initiative is supported through the hiring of support personnel at the school level to provide intervention services, to provide additional sections of intervention math and reading at the middle school level, and to provide after-school support for students. School Improvement funds for Fairfield have been used to increase the intensity of services for that school. The division is purchasing TeachFirst for 2 additional schools this school year to provide support and to pilot the tool for use division-wide for professional development and will look to utilize local funds and Title IIA funds to support the continued effort. The division had 5 of the 8 schools using the Indistar tool this past year and with the closing of one school, we hope to have all 7 schools utilizing the tool next school year and will continue the division use in a more intensive manner. The division recognizes that the additional support will always be needed for students but also recognizes that a more informed, trained, focused staff with a laser-like plan will lessen the need for more personnel as teachers increase their skill at reaching students who struggle due to poverty, learning disabilities, or motivational/behavioral issues.

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:

- Using 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
- Developing and evaluating a highly effective school improvement plan via online planning
- Protecting instructional time
- Monitoring student progress and sharing findings
- Promoting a collegial relationship between school administrators, staff, and coach

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.

Response: The coach was hired for the school year 2009-2010 based on advertising for the position with the tasks listed above and additional tasks of

providing direct service ½ time to targeted students. Applications were reviewed and the candidate with the most teaching experience, formal training (masters degree) in curriculum work, and some additional training in the coaching model provided through the Region V Virginia School University Partnership was offered the position. In addition to the prior mentioned duties, it was made clear that the candidate must be prepared to work during the summer and additional non-traditional hours as necessary.

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

School 1: Fairfield <input checked="" type="checkbox"/> Reading/English/Language Arts <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 2: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 3: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant
School 4: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 5: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant	School 6: _____ <input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant

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: Rockbridge 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. Note it was placed in school 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	105,770	7500	105,770
2000 - Employee Benefits	28,558	2025	28,558
3000 - Purchased Services	1950	3,900	1950
4000 - Internal Services			
5000 - Other Charges	500	500	500
6000 - Materials and Supplies	38830	1000	38830
8000 - Equipment/Ca			

pital Outlay			
Total	<i>175608.00</i>	\$14, 025	(Must Equal Division Allocation) <i>175608.00</i>

School Budget Summary

School Name: Fairfield 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	105,770		105,770
2000 - Employee Benefits	28,558		28,558
3000 - Purchased Services	1950		1950
4000 - Internal Services			
5000 - Other Charges	500		500
6000 - Materials and	38830		38830

Supplies			
8000 – Equipment/Capital Outlay			
Total	<i>175608.00</i>		175,608 (Must Equal School Allocation)

Duplicate form for each school applying for 1003(a) funding.

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: Rockbridge County Schools/Fairfield

1. Personal Services (1000)

To continue to fund: 1 instructional coach/interventionist for math; 1 full time reading intervention teacher and 1 full time highly qualified teaching assistant to support the RTI approach to intervention for students who struggle
Division support through the Director of Instruction

2. Employee Benefits (2000)

To continue to pay benefits for personnel designated in 1000 line

3. Purchased Services (3000)

To purchase TeachFirst professional development support program – note school division is purchasing TeachFirst for 2 schools that are struggling to make AYP as a proactive measure

4. Internal Services (4000)

5. Other Charges (5000)

To cover travel expenses to summer training and travel for workshops during the year

6. Materials and Supplies (6000)

To support continued work towards quality classroom leveled libraries and home-school parent involvement materials

7. Equipment/Capital Outlay (8000)

na

APPENDIX A – Sample Documents in response to PART III:

Minutes Administrative Staff
Agenda July 8, 2009
COW @ 7:30 am

Instructional Calendar (assessment, meetings, curriculum work etc)

Put adm staff dates and principals calendars together on calendar that comes from Superintendent's office
Update as needed

August in-service days

Orientation August 17 & 18 for most schools 8:30-3:30

August 11 & 12 - follow-up from June – separate out guidance, librarians

Exploratory folks and do in-service to talk about cross-curricular and drop out prevention strategies, speech & language folks

August 13 & 14 – RTI and school business

Find out what is going on with PEP –

COPE 2009-2010

Not this year

Technology

Administrative Computers will have open access to internet – Mike will be changing this machine by machine

If you are looking at technology based instructional products – talk with Jack before proceeding

TEMS – currently Jeff is taking over more responsibilities – Jack is focusing on training

Elementary issues – REALLY SLOW (Jack says may be a network issue and new proxy settings may help this) / K & 1 report cards – these teachers are not trained and we don't know if they are ready) – we don't know if discipline is entered correctly – attendance is really an issue (not sure how accurate it is – even if secretary enters it) – can't get to emergency info in a timely manner – pulls info from other students with same last name – can't get info as students transfer – you make a change in one place but it doesn't make the changes in all the areas and so you don't know what is going to be communicated correctly – can't put in attendance conferences because don't know how to do it – not intuitive so it is hard to figure out – worried about accuracy of reports – information disappears at times when things are getting “fixed” – every time server goes down information can disappear for good – timing out is still an issue – can't do the same thing on each machine – exporting excel is an issue because of merged file

High school – can't sort reports in order – can only sort once – TEMS is responsive but has to work on each issue individually – when something is fixed at one site everyone else doesn't necessarily know – training at COW (computer works differently here than at schools so training doesn't work) / [when working on the server we can't get to stuff – we need to know when they are working on server] – the data is not right – nothing is really “live” so web utility section that deals with classes doesn't happen instantaneously – how to deal with students who were rolled over but did not show [how to remove] and Quad 8 kids

Middle School - ditto

Data requirements – handout

Ethnicity / disadvantaged/ LEP/ SOA transfer and AYP adjustments are critical to school accreditation and NCLB accreditation

Everyone needs to do paper based attendance –

Assembling current technology inventory list – need to have school based inventory for insurance purposes / they will be getting IP addresses – with our current operating system can run reports on what is being used/ but need division wide to schedule replacement plans

We have a bout 300 refurbished Dells – has 5 yr warranty but won't have VISTA which doesn't move us forward

Current filters – Barracuda – we are required to have web-filter and every machine has to go through the filter – we also have SPAM filter (it updates automatically) but we can have domains (example VCOE or VT) that are declared *safe* – question about blocking certain accounts (example google mail – yahoo mail) – Jack thinks we can work through this since most parents use these types of accounts

Techie Help Desk – not sure how time is being spent since we don't have work-orders any more – so techies are going to start doing weekly summary report that will go to Jack and he will share with principals

ITRT – have been spending a week at a time at their assigned schools – Jennifer would like Tracy to work with Amanda Merrill [may want to work with Joey and Jennifer on suggestions] – Jack suggested after school mini courses [example iPod projects] – may need to put Susan out at Effinger some time because of iPod project –
First Class – conferences – are there too many? – there are so many that it is difficult to find stuff so we need to evaluate – need to put more forms on that conference – could principals and directors have more file space in email? Probably not until get larger servers put in place ...

Administrative Staff format for 2009-2010 same time and day

Email information that does not require discussion

School Board Agenda Book info needs to be shared

Need to stay updated on policy manual – need to look at School Policies and handbooks

Format will consist of topics

Grading policy/ scale

Transition elementary to middle to high school

Attendance

TEMS training

Homework practices

Cell phones

RTI

See policy manual note above

Legislative updates – proposals – SOA/SOQ

Technology

School Improvement

Principals meetings during the year

Need to include middle school/high school and LDMS (for curriculum and transition) on regular basis on Mondays of the school board meeting days @ 4pm with September board meeting

Need to schedule January for middle schools and elementary school –

RTI Implementation

What gets a child into intervention?

Failing SOL score

Below grade level in reading - QRI or PALS

Benchmarks

Teacher feedback

Documentation: needs to go into cum folder

Will develop this with elementary principals- one pager

Plans need to be consistent and developed by RTI committee subcommittee (include team members)

School-based RTI committee:

Role – act as the filter to make determination of placement and review progress – principals need to make decision on who that is... review progress – what tier they are in -

Need to do

Need to bookmark on line:

State of Virginia Website to find summary of new legislation

Administrative Code of Virginia – bookmark online

Examine Supts Memo on legislative updates

Administrative Staff Meeting September 9, 2009 10:00 AM @ COW Conference Room

Present: Rick Lollis, Dr. Jack Donald, Carol Phemister, Audrey Hawkins, Matthew Crossman, Ryan Barber, Melanie Falls, Lori Teague, Sheree Gillespie, Scott Hannah, Phillip Thompson, John P. Morris, John Reynolds, Cindy Crance, Richard Patterson, Twila Brown

1. **Rockbridge County Public Schools Foundation** - Audrey Hawkins and Carol Phemister talked with the Administrative Staff regarding the RCPS Foundation. Mrs. Hawkins encouraged principals and Central Office staff to write grants, keep challenging teachers to “think outside of the box,” and bring their innovative, creative ideas to the Foundation. Mrs. Hawkins also mentioned that while the project may not be funded fully by the Foundation, they have some “connections” to get advice and/or help for your projects.
2. **RTI Update** - Mr. Reynolds thanked Principals for their hard work in implementing RTI in all of our schools. The School Board is very pleased with the efforts of the principals and staff in providing intervention/enrichment to our students. Mrs. Crance facilitated the discussion among the principals regarding RTI in the individual schools.

3. **Project Pride** - Mr. Reynolds discussed the current structure of Project Pride. Right now, it serves as a Pre-GED program for students who are not yet eligible for the ISAEP program. He asked the administrative staff to talk about it to see if this is the way we want to continue this program, especially with the on-time graduation rate pressures. Please send Mr. Reynolds your thoughts and feedback on this topic.
4. **H1N1 Update** - (handout) Mrs. Crance discussed ways in which we would continue to educate our students if schools are closed for the H1N1 flu. Moodle (instruction through the Internet) is one of the options we are looking as a division to continue teaching on-line if schools are closed for a long period of time. We also talked about custodians and calling substitutes for them. Since there is no custodial supervisor at this time, principals are charged with calling substitute custodians to ensure that the building is cleaned and sanitized.

Announcements:

1. **Twila Brown** - Twila thanked all of the principals for the warm welcome that has been given her new SPED staff members. Also, the child study handbook is almost ready for distribution. The forms look similar to the RTI forms that we're now using.
2. **Matthew Crossman** - Things are going well and had many folks out for back-to-school night.
3. **Lori Teague** - Lori thanked the technology department for their hard work. She specifically mentioned Jeff Mason for his help with TEMS, Susan Mahood for her help with report cards for the elementary schools, and Nathan Straub for his help with getting computers up and running at MVES.
4. **Scott Hannah** - Scott begged the administrative staff if they know of anyone who is willing be a substitute bus driver to give him the name!
☺
5. **Rick Lollis** - Rick talked about how well the freshman orientation program went in August.

Follow-up Administrative Staff
October 13, 2009

Gifted Education:

Background:

We need to have a consistent division wide plan for our gifted population. We are looking at how we can have a more coordinated program that Sharon Patterson will help support. We want the program to be something meaningful. We know that principal support is vital to the success of the program and so we need your feedback from principals on:

What do you want your programs to look like in your school?

- November 11, is the date on the calendar for the Naglieri screening assessment for 1st grade this year.
- Then look at the rest of the criteria and when officially referred then another instrument SAGE There are currently few students in each school that “qualify”
- There are many more students who perform at a high level Are we considering this?
- Right now teacher recommendation is a strong.
- What about portfolio evidence?
- Note the early screening is “required” – but we do need to consider what we want to examine to establish giftedness later on.
- What about an RTI model type way to address students who work at “advanced” levels? The current IE time in elementary can currently help support gifted students
- Right now we realize we really don’t have a lot of different opportunities but within our current RTI students who are able to have some experiences that go beyond the curriculum.
- Do we know what “gifted potential-ness” is ...
- Services can available to more students than are “identified” by strict criteria –
- MRMS has more clubs available this year, knowledge masters, of course courses
- Different schools have different levels of parent questions “What is your gifted program?”
- Question ... other divisions have offered a “gifted” elective which is taught by a teacher who has additional gifted training
- It is hard to differentiate between the students who are “good students” vs. students who are gifted that need different kinds of approaches to stretch their minds
- What professional development do classroom teachers need to meet the needs for gifted students.

Next step(s)?

We need to have principal and administrative involvement – go with current job description.
Communication on gifted programs will go to principals for distribution to coordinators etc.

What do you see as the role of your gifted coordinator?

Current job description is fine and will or has already gone to current coordinators.

Field Trips

Keeping students in schools served us well so continue the practices that field trips are academic and use discretion to decide how many

After spring break field trips –

What is a time frame before SOLS? We're not going anywhere 4 weeks before SOL tests? No trips after April 9

OK for K, 1, and 2 to do Boxerwood

Holiday Parties

Can't have Evans in December

What about ... no party, New Year Jan 9, or Saturday, March 20 before we start spring break or other ideas – Spring Fling works!

H1N1 Vaccination

Need Honeywell notice to all about forms going home and vaccination availability.

Need update to Honeywell – Paul will check on that

Please enforce the 24 hours without a fever and no meds to bring fever down

How to manage nasal spray vs injection

Division Improvement Team/ RTI

Reviewed data – discussed targets

Will review each month

Announcements:

Letter coming out for CSB survey

Administrative Staff Meeting Minutes
December 9, 2009
10:00 a.m.
Central Office

1. **RCHS PROGRAM CHANGES – JENNIFER WEAVER**

- New Diploma requirements impact program of studies and what is offered at the high school
- Students will need to focus on career plans and take courses accordingly
- How can we begin to have conversations earlier with students to encourage finding their interests and graduation goals?
- Students now must complete 3 years of math successfully with the Parts of Algebra option.... So struggling students will need to take a higher level math
- Personal Finance and Economics will become a graduation requirement
- High school is trying to address needs of students coming to RCHS that have had to have support to make it through elementary and middle school rather than just dropping the support
- Graduation rate is important and needs to improve – however diploma requirements have increased in specificity and rigor
- Do we need to do career day at the middle school instead of the high school since it is almost too late? Phillip Thompson noted that MRMS has done career day for 8th graders.
- Would CTE and elective fairs be more appropriate for elementary and middle school because the choice is more immediate?

2. **RTI RESOURCES**

4 staff members went to a Professional Learning Community Summit a couple of weeks ago – one of the resources that Twila, Ryan, Matt and Sharon felt like was important so each school and Scott Hannah received

Understanding Response to Intervention

Pyramid Response to Intervention

Beyond to RTI Pyramid

Group felt that our division was on track with RTI based on what they heard

3. **BROCHURE DISTRIBUTION REQUESTS**

We all get calls daily, especially this time of year, to send home flyers and brochures – if a fee is involved, the answer is “no” because we don’t want our kids to be the advertising campaign – you can put a note in newsletter if you feel like your students or families may be interested

4. **FIELD TRIPS AND FUND RAISERS**

FIELD TRIPS:

- Please get requests in on time to go in packets the Thursday before School Board meeting. ***Field trip requests are due to Scott Hannah’s office by the Monday (one week) prior to the regular school board meeting. Request will then be forwarded to the Superintendent’s Office for processing and inclusion in board packets.***
- School Board adopted the field trip change to 30 days before SOL tests

Fund Raisers:

- Rule of thumb - the School Board would like for the profit to be about 50%
- If you are doing in-house items, you don’t need to send request to COW but if it goes out to parents etc., then the request should receive prior school board approval

5. **DATA ANALYSIS REPORTS TO SCHOOL BOARD**

The Elementary and Middle schools will present an over-view of their RTI Program at the February 2010 School Board meeting:

- Number of students
- Example of RTI profile sheets
- Explanation of what data they are looking at , where the data is located and how it is used at individual level and how it is used to monitor progress individually and by groups within each school

6. **DATA ANALYSIS REPORTS FROM FES**

Over-view of indicators

Over-view of quarterly report requirements

Using data to ID areas of concerns

7. **CALENDAR SUGGESTIONS**

Minutes
Administrative Staff

April 7, 2010

Present: John Reynolds, Rick Patterson, Cindy Crance, Ryan Barber, Lori Teague, Matt Crossman, Sheree Gillespie, Melanie Falls, Phillip Thompson, Jennifer Weaver, Twila Brown, Jack Donald, Scott Hannah, John Morris

Board Brief:

Handout

Policy Updates:

Handout of Power Point from VDOE and information on VIP Guidelines

Professional Development:

Need to address pacing issues for math and social studies

Need to begin addressing writing

ESL is huge ... we need additional resources and training

Want to address writing

Elementary wants to look at assessment

Need to look at what we are going to do with New Teachers

Make plans for days 1 and 2 for beginning of school August 16 and 17

School Improvement

Personnel Update:

Handout from Jack Donald– still may need to do reduction in force after April 15

Make no promises

ERIP should be approved at next board meeting – if someone on edge please ask them to indicate even if they put in that “pending approval of ERIP”

Middle School Study:

Continuing to pursue updating the prior study on what to do with the two middle schools renovation – this is being paid with left over money from the Central renovation This money can only be used for this kind of purpose

Budget Update:

Handout from John Reynolds

Board of Supervisors meeting April 21 for Public Hearing

The Board of Supervisors could wait 10 days to pass budget but we hope to hear something more quickly

Announcements:

- Please remember that transportation is really over-burdened this time of year so be flexible
- CSA and FAPT funding is being looked at – and CPMT may no longer be funding behavior specialists in our schools – this may affect current resources Remember DO NOT put “people” in IEPs (don’t specify “trainers” such as TTAC) and if a child needs behavior support they should have a behavioral management plan in place with needs specified and noted in the IEP
 - The supports have been working very well for many of our kids – we hope that kids continue to get support
 - Remember families have to make a commitment in the process of provided funded supports
- Gen-ed kids can have behavior management plans – note the April training @ Central will address behavior management plans

Sample School Board Agendas

ROCKBRIDGE COUNTY SCHOOL BOARD
 Monday, October 5, 2009
 County of Rockbridge Administration Building
 150 S. Main Street
 Lexington, VA 24450
 6:30 p.m.

AGENDA

- I. Call to Order
- II. Changes to Agenda
- III. Student / Staff Recognition
 - A. Rockbridge County Public Schools Foundation, Inc.
 - B. VSBA Academy Awards
 - C. VSBA Media Honor Roll
- IV. Approval of Consent Agenda
 - A. Minutes
 - 1. September 8, 2009: Regular Meeting

- 2. September 14, 2009: Special Meeting (Discipline Hearing)
- B. Field Trips
- C. Fund Raisers
- D. Appointments and Resignations

V. Action Item: Monthly Financial Information

VI. Action Item

- A. VSBA Policy Adoption: BFC

VII. Informational Items

- A. School Accreditation Report
- B. Results of Advanced Placement Tests - RCHS
- C. "Public Comment" Placement on Agenda
- D. Virginia Disability History and Awareness Month
- E. Recycling Update

VIII. New Business

IX. School Board

- A. 2009 VSBA Annual Convention: November 18-20, 2009: Williamsburg
- B. Next Meeting Date: Monday, November 2, 2009: 6:30 p.m.
Location: County of Rockbridge Administration Building
Lexington, Virginia 24450

150 S. Main Street

X. Adjournment

ROCKBRIDGE COUNTY SCHOOL BOARD
Tuesday, September 8, 2009
County of Rockbridge Administration Building
150 S. Main Street
Lexington, VA 24450
6:30 p.m.

AGENDA

XI. Call to Order

XII. Changes to Agenda

XIII. Student / Staff Recognition

XIV. Approval of Consent Agenda

- A. Minutes
 - 1. August 3, 2009: Regular Meeting
- B. Field Trips
- C. Fund Raisers
- D. Appointments and Resignations
- E. School Bus Use Requests
- F. Religious Exemption Applications

XV. Action Item: Monthly Financial Information

XVI. Action Item

- A. Approval of School Crisis Plans

XVII. Informational Items

- A. Summer Professional Development
- B. Enrollment Update
- C. Technology Update
- D. Transportation Update
- E. Nursing Program
- F. "Public Comment" Placement on Agenda
- G. VSBA Policy Revision: First Reading

XVIII. New Business

XIX. School Board

- A. 2009 VSBA Annual Convention: November 18-20, 2009: Williamsburg
- B. Next Meeting Date: Monday, October 5, 2009: 6:30 p.m.
Location: County of Rockbridge Administration Building
Lexington, Virginia 24450

150 S. Main Street

XX. Adjournment

Sample School Board Presentation Materials

ROCKBRIDGE COUNTY SCHOOL BOARD INFORMATIONAL ITEM

Item: VI.A.

Date: February 1, 2010

Topic: RtI Update

Presenter: Rockbridge County Schools' Principals

Topic presented for information only (no action required)

Previous Review / Action:

No previous Board review / action

Previous review / action

Date:

Action:

Background Information:

RtI began as a pilot initiative during 2008-09. Principals read materials, attended conferences and worked within their schools to evaluate needs and processes to begin RtI. By the summer of 2009 principals were ready to solidify a plan to reach all students utilizing the RtI model. Elementary principals worked for days developing the basic student information profile and format for student plans and other paper work. Middle School principals built on the elementary model to maintain consistency. The high school worked within the structure of a high school model to meet to goals of student achievement and graduation.

Advantages:

The RtI model is a researched based approach to meeting the needs of students who come to school with various levels of readiness and background experience. This model monitors student achievement and provides for ways to meet students based on their achievement.

Disadvantages:

N/A

Superintendent's Recommendation:

Information

Impact on Financial Resources:

Resources for materials and training have been utilized from grants and the operating budget.

Budget Line:

Textbooks, professional development, curriculum materials and supplies

Timetable for Further Review / Action:

ROCKBRIDGE COUNTY SCHOOL BOARD
INFORMATIONAL ITEM

Item: VII.A.

Date: October 5, 2009

Topic: School Accreditation Report

Presenter: Cindy Crance, Director of Instruction

Topic presented for information only (no action required)

Previous Review / Action:

No previous Board review / action

Previous review / action

Date:

Action:

Background Information:

Each year VDOE reviews and analyzes each division's schools data to determine if the State Accreditation Benchmarks have been met. This data was released in September and is included in your school board packet. This year every school met and exceeded those benchmarks.

Congratulations and a debt of gratitude is in order for the schools, principals and teachers who work so diligently every day to educate our children.

Advantages:

This data recognizes the accomplishments of schools in addressing the standards of learning and the associated assessments yearly and measures school growth.

Disadvantages:

NA

Superintendent's Recommendation:

NA

Impact on Financial Resources:

NA

Budget Line:

NA

Timetable for Further Review / Action:

NA

July 2, 2009

Dear School Board Members,

On the following pages I have shared data with you that provide a more in-depth view of where we are and where we have been when it comes to SOL data. I think you will agree with me that we have made gains but we still have a lot of work to do. I hope you will use this information to increase your understanding or to form questions concerning the complex task of educating all students at a high level. I ask that you call or come by the school board office or talk with a principal to ask questions about particular data. I believe we come to a better understanding working together in that setting.

I will provide data from the slide show to the press on Tuesday evening, however this more detailed data is for problem solving, planning, and making instructional decisions and I believe is best left in the hands of educators not the press. That is why we have marked it as "confidential".

Please call me if you have any questions.

Sincerely

Cindy Crance



**ROCKBRIDGE
COUNTY
PUBLIC SCHOOLS**

Initial RtI Literacy Student Plan

(created after "Indicator Worksheet" determines
level of intervention)

Student: _____ Grade: _____ Date: _____

Teacher: _____

- Tier III/Intensive
- Tier II/Strategic

Specific Skill Deficits:

Data from progress monitoring (i.e., Benchmark Assessments) and/or universal screenings (PALS/QRI):

Classroom Interventions in Tier I:

What strategies/techniques were used to address initial concerns?

Date(s) of parent contact to address concerns: _____



**ROCKBRIDGE
COUNTY
PUBLIC SCHOOLS**

Literacy RtI Indicator Worksheet

Used to determine level of intervention for Grades 4 & 5

Student Name: _____

Date of Review: _____

Previous Years' Data

Reading SOL Scores:

- _____ Failed - score below 400 (+2 points)
- _____ Bubble - score 400-425 (+1 point)
- _____ Proficient - score above 425 (+0 points)

Classroom Performance in Reading

- _____ D or F (+2 points)
- _____ C (+1 point)
- _____ A or B (+0 points)

PALS/QRI Scores

3rd Grade Spring Screening (for 4th grade students only):

- _____ Below Benchmark - ID by PALS (+2 points)
- _____ Met Benchmark but contain red flag(s) (+1 point)
- _____ Above Benchmark (+0 points)

4th Grade Spring QRI Screening (for 5th grade only)

- _____ 2 or more grade-levels behind (+2 points)
- _____ 1 grade-level behind (+1 point)
- _____ on/above grade-level (+0 points)

RCPS Reading Benchmark Performance

- _____ Fail - 0% - 77% - (+2 points)
- _____ Proficient - 78% - 86% (+1 point)
- _____ Advanced - 87% - 100% (+0 points)

Placed or Retained

- _____ YES (+2 points)
- _____ NO (+0 points)

Total Points = _____

- Tier III/Intensive (9-10 points)
- Tier II/Strategic (4-8 points)
- Tier I/Core/Enrichment (0-3 points)

Date of Review: _____

Reading SOL Scores:

- _____ Failed - score below 400 (+2 points)
- _____ Bubble - score 400-425 (+1 point)
- _____ Proficient - score above 425 (+0 points)

Current Classroom Performance in Reading

- _____ D or F (+2 points)
- _____ C (+1 point)
- _____ A or B (+0 points)

PALS/QRI Scores

4th Grade Fall QRI Screening (for 4th grade students only):

- _____ 2 or more grade-levels behind (+2 points)
- _____ 1 grade-level behind (+1 point)
- _____ on/above grade-level (+0 points)

5th Grade Fall QRI Screening (for 5th grade students only):

- _____ 2 or more grade-levels behind (+2 points)
- _____ 1 grade-level behind (+1 point)
- _____ on/above grade-level (+0 points)

RCPS Reading Benchmark Performance

- _____ Fail - 0% - 77% - (+2 points)
- _____ Proficient - 78% - 86% (+1 point)
- _____ Advanced - 87% - 100% (+0 points)

Placed or Retained

- _____ YES (+2 points)
- _____ NO (+0 points)

Total Points = _____

- Tier III/Intensive (9-10 points)
- Tier II/Strategic (4-8 points)
- Tier I/Core/Enrichment (0-3 points)



**ROCKBRIDGE
COUNTY
PUBLIC SCHOOLS**

Literacy RtI Indicator Worksheet

Used to determine level of intervention for Grade 1

Student Name: _____

Date of Review: _____

Previous Years' Data

Teacher Recommendation:

- _____ Intensive Support Needed (+2 points)
- _____ Some Support Needed (+1 point)
- _____ Additional Support Not Needed (+0 points)

Classroom Performance in Reading (Report Card Data)

- _____ Experiencing Difficulty (+2 points)
- _____ Developing Grade-Level Standards (+1 point)
- _____ Meeting Grade-Level Standards (+0 points)

PALS Scores

K Grade Spring Screening:

- _____ Below Benchmark - ID by PALS (+2 points)
- _____ Met Benchmark but contain red flag(s) (+1 point)
- _____ Above Benchmark (+0 points)

Placed or Retained

- _____ YES (+2 points)
- _____ NO (+0 points)

Total Points = _____

- Tier III/Intensive (7-8 points)
- Tier II/Strategic (3-6 points)
- Tier I/Core/Enrichment (0-2 points)

Student Name: _____

Date of Review: _____

Teacher Recommendation:

- _____ Intensive Support Needed (+2 points)
- _____ Some Support Needed (+1 point)
- _____ Additional Support Not Needed (+0 points)

Current Classroom Performance in Reading

- _____ Experiencing Difficulty (+2 points)
- _____ Developing Grade-Level Standards (+1 point)
- _____ Meeting Grade-Level Standards (+0 points)

PALS Scores

1st Grade Fall PALS Screening:

- _____ Below Benchmark - ID by PALS (+2 points)
- _____ Met Benchmark but contain red flag(s) (+1 point)
- _____ Above Benchmark (+0 points)

Placed or Retained

- _____ YES (+2 points)
- _____ NO (+0 points)

Total Points = _____

- Tier III/Intensive (7-8 points)
- Tier II/Strategic (3-6 points)
- Tier I/Core/Enrichment (0-2 points)

