

APPROVED

Amended December 2010

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

1003(g)

Application for School Improvement Funds

[Complete this application if any of the school's three-year allocation is from 1003(g).]

Under the *No Child Left Behind Act of 2001*, PL 107-110 and the *American Recovery and Reinvestment Act of 2009*, PL 111-5

Due June 14, 2010

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DIVISION INFORMATION

School Division Name: Portsmouth City Public Schools
Mailing Address: 3651 Hartford Street Portsmouth, VA 23707
Division Contact: Barbara Jones-Smith
Telephone (include extension if applicable): (757)-393-8611
E-mail: barbara.j.smith@pps.k12.va.us

SCHOOL INFORMATION

Provide information for each school within the division that will receive support through the 1003(g) funds. Copy as many blocks as needed.

School Name: Churchland Academy Elementary
Mailing Address: 4061 River Shore Road
School Contact: Karen Clark
Telephone (include extension if applicable): (757) 686-2527 Fax: (757) 686-2529
E-mail: Karen.Clark@pps.k12.va.us

School Name: _____
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(g) 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) and the *American Recovery and Reinvestment Act of 2009* (ARRA), if funds have been received under both statutes. **Additionally, the local educational agency agrees by signing below to implement program specific assurances located in Section D. Assurances of this application.**

***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: _____

Date: _____

The division will submit one application packet.

SECTION A: SCHOOLS TO BE SERVED

Divisions are aware of the ‘tier’ identification of schools that are eligible for 1003(g) funding. This information is also included in Appendix A-g. Complete the “Intervention” request by placing under the heading Turnaround, Restart, or Transformation the name of the “vendor” your division will employ.

1. Tier I and Tier II School Information

School Name	NCES ID #	Check Tier I	Check Tier II	Intervention			
				Turnaround	Restart	Transformation	Closure
				LTP:	LTP:	LTP:	
				LTP:	LTP:	LTP:	
				LTP:	LTP:	LTP:	
				LTP:	LTP:	LTP:	

As a reminder, for implementation requirements of each of the federal reform models see Appendix B-g.

2a. Tier III School Information

Identify each Tier III school that will be implementing the State Transformation model, and provide the information requested.

School Name	NCES ID #
Churchland Academy Elem	510300002069

2b. Tier III School Information

If applicable, identify each Tier III school that will, by choice, implement one of the four federal reform models, and provide the name of the Lead Turnaround Partner (LTP).

School Name	NCES ID #	Intervention			
		Turnaround	Restart	Transformation	Closure
N/A					
		LTP:	LTP:		
		LTP:	LTP:	LTP:	

As a reminder, for implementation requirements of each of the federal reform models see Appendix B-g.

SECTION B: REQUIRED ELEMENTS

Part 1. Student Achievement and Demographic Data - Applicable to Tier I, II, and III Schools

The LEA must provide the following information for each of the Tier I, Tier II, and Tier III school that will be served.
Special Note: An LEA with Tier I schools must serve all of its Tier I schools before serving any eligible Tier III school.

- a. Student achievement data for the past two years (2007-2008 and 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. Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject;
- d. Number of years each instructional staff member has been employed at the school;
- e. Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools;
- f. 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;
- g. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of the library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess;
- h. Total number of minutes in the school year that all students were required to attend school and any increased learning time (e.g., before- or after-school, Saturday school, summer school);
- i. Total number of days teachers worked divided by the maximum number of teacher working days;
- j. Information about the types of technology that are available to students and instructional staff;
- k. Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that received school improvement funds and services that the Tier III, category 1 school will receive or the activities the school will implement; and

1. Goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools implementing the State Transformation Model.

Response:

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

Bullets		READING 2007-08	READING 2008-09	MATH 2007-08	MATH 2008-09
a	ALL	82	82	77.75	80.5
	BLACK	80.5	79.25	75.75	77.5
	DISAD.	77.5	76.25	76.5	75.5
	SP. ED.	57.25	69	60.25	67.5
	3RD GR.	77	80	85	84
	BLACK	76	76	84	82
	DISAD.	74	75	83	82
	SP. ED.	69	53	83	53
	4TH GR.	85	85	68	81
	BLACK	82	83	64	79
	DISAD.	81	79	69	73
	SP. ED.	50	89	25	88
	5TH GR.	85	85	89	83
	BLACK	82	83	88	80
	DISAD.	76	83	85	82
	SP. ED.	58	69	69	69
	6TH GR.	82	78	69	74
	BLACK	82	75	67	69
	DISAD.	79	68	69	65
	SP. ED.	52	65	64	60
b	Using data above the following areas need improvement: reading/language arts and mathematics for AYP subgroups (African Americans, Disadvantage, Special Ed.)				
	Highly Qualified Teachers	Teachers with <3 Years			

c	52 (100%)	Grade One (2) (28%) Grade Two (3) (50%) Grade Five (2)(33%) Grade Six (1)(16%)	
d	# Years Employed at School 378		
e	N/A		
f	<u>Demographics of Student Population</u> Attendance Rate: 95.9% Total # Students: 900 Gender: Male/Female: 417/483	<u>Race</u> Female/Male Pacific Islander 1 2 Asian 9 7 Black 343 393 Hispanic 11 19 White 52 62	<u>Disability Status</u> 85 <u>Economically Disadvantaged</u> 583 Students
g	<u>Physical Plant of School</u> The physical plant was constructed in 1986. It contains fifty-four classrooms, which are individually climate controlled. All classrooms contain restrooms, and are wired for Internet access. The library, which houses approximately 12,000 print volumes and a computer lab with a smart board and 26 computers, is the focal point of the building. There is also a 5,500 square foot multi-purpose room, with	<u>Physical Plant of School (cont.)</u> basketball courts; this is the primary space for physical education classes when weather does not allow outside activity. The cafeteria is furnished with integrated tables/stools and will seat 336. The multi-purpose room and cafeteria are separated by moveable, sound insulating partitions, which can be opened to create a single 10,000 square foot room for large assemblies.	
h	Total # minutes in School Year 79,140 minutes		
i	<u>Total # Days Teachers Worked</u> 8,498	<u>Maximum teacher work days</u> 9,024	<u>Percentage</u> 94
j	All classrooms are wired for Internet access. Every instructional staff member has a desktop. There are a minimum of 3		

	computers per room for student use. The following technology is also available for use: Promethean Boards, MCPS, document cameras, digital cameras, digital microscope, digital videos, activates and expressions, document cameras, LCD projectors, student Hamilton cameras, video cameras, and COWs.		
k	By the end of the 2009-2010 school year students will perform 85% on the state assessment in reading/language arts and 83% in mathematics. CAES achievement is monitored twice each quarter to determine whether progress is being made. The division's research office provides quarter to quarter and year to year data in reading/language arts and math. Monthly school improvement meetings with the Assistant Superintendent and her cabinet are held to review progress of 4½ week assessments and 9-week to provide data analysis and provide differentiated staff development to render support.		
l	CAES will submit quarterly reports to reflect student achievement; meet monthly with the Assistant Superintendent and her cabinet to review progress and to provide data analysis support and differentiated staff development. The Principal and teachers effectiveness will be increased with the guidance of the state liason by monitoring the systems and processes, collaborate with the division administration and the school leadership		

	<p>team to sustain continuous student achievement. The State Liason will review and analysis the schools data and systems to ensure the implementation of the state transformation model.</p>			
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Part 2. Design and Implement the Intervention for Each School - Applicable to Tier I, II, and III Schools

The LEA will need to have detailed plans in place to demonstrate how the interventions will be designed as well as the plan for implementation. Listed below are the factors that will be considered to assess the LEA’s commitment to designing interventions consistent with the factors below from the USED Final Requirements for School Improvement Grants as amended January 2010.

Describe the following:

- The LEA has a plan in place to implement the intervention by the beginning of the 2010-2011 school year.
- The LEA has plans to regularly engage the school community to inform them of progress toward the design and implementation of the interventions and to give them opportunity to provide input.
- The LEA has adequate resources to research and design the selected intervention as intended.
- The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.
- The LEA, with Tier I and Tier II schools, has attended the SEA sponsored strategic planning session on April 7, 2010, conducted by Dr. Lauren Morando Rhim representing the Center for Innovation and Improvement.
- The LEA has demonstrated adequate capacity to implement the selected intervention models.

Response:

The school will use the following as interventions to increase student achievement and increase the level of faculty and staff performances: Research based strategies (Marzano; My Sidewalks (Pearson); (VDOE instructional practices designed to remediate students who have not been successful on SOL tests, staff development (professional learning communities, professional/staff development workshops and conferences, uninterrupted collegial planning), intervention strategies designed to involve and assist parents in raising their child’s academic performance (SES –Supplemental Education Services),
The LEA will conduct regular Title 1 Parent Advisory Council meetings, PTA meetings to inform parents and the community of the school improvement plan and the intervention model that will be used. Parents will receive correspondence to inform them of school and student

progress, /PTA meetings, and parent workshops meetings will also be conducted.

The following are in place to implement the state intervention mode: Teach First, My Sidewalks, Paula Lufsey, School Improvement Specialist, Algebra Readiness Diagnostic Test (ARDT), the adopted curriculum, best practices of instructional strategies, District Specialist, Title 1 Reading and Math Specialists.

A master schedule is being developed to include the following: professional development, corrective instruction for tutorials during and after school, Supplemental Education Services (SES), common planning for grade level meetings, school leadership team meetings, monthly school improvement meetings with the Assistant Superintendent of Instruction, Principal will meet with and review with staff division and state quarterly and benchmark reports, visitation from the State Liason and Division Contact Coach.

The LEA has provided through Human Resources adequate resources (State Coach, Division Contact Coach, Director of English and Math, Administrators, highly qualified teachers and highly qualified paraprofessionals) to implement the selected intervention model.

The Researched based technology software programs (Accelerated Reader, Algebra Readiness, Perspective and Understanding Scoring, will be used to increase performance and track students' performance. Leadership team meetings/district level school improvement meetings will be scheduled with Principal to review and monitor the implementation of interventions.

- If the LEA lacks sufficient capacity to serve all of its Tier I schools provide the following information:
 - a. What steps have been taken to secure the support of the local school board for the reform model selected?
 - b. What steps have been taken to secure the support of the parents for the reform model selected?
 - c. If the LEA does not have sufficient staff to implement the selected reform model fully and effectively, has the LEA considered use of the School Improvement Grant funds to hire necessary staff?
 - d. What steps have been taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to implement the model?
 - e. Has the SEA provided other technical assistance through a Memorandum of Understanding?

Response:

Mark NA, if applicable

Part 3. Recruit, Screen, and Select External Providers - Applicable to Tier I and II Schools

To assist school divisions with recruiting, screening, and selecting external providers, if applicable, the Virginia Department of Education (VDOE) conducted a Request for Proposals for Lead Turnaround Partners (LTPs). Awarded were four independent contractors: Cambridge Education; Edison Learning, Inc; John Hopkins University; and Pearson Education. School divisions may

select a LTP from the competitively awarded contract list or they may choose to initiate their own competitive process. The benefit of selecting a provider from the VDOE contract list is that the competition has already taken place and a school division will not have to delay the implementation of the work with the LTP by awaiting results from its own competitive process. Specific information such as contract number and pricing about each awarded contractor is publically posted on the VDOE Web site. This link <https://vendor.epro.cgipdc.com/webapp/VSSAPPX/Advantage> provides the background information regarding the selection of the LTPs.

Below are the factors that will be considered to assess the LEA's commitment to recruit, screen, and select external providers, if applicable, consistent with the USED Final Requirements for School Improvement Grants as amended in January 2010. Describe the following:

- Reasonable and timely steps taken to recruit, screen, and select providers to be in place by the beginning of the 2010-2011 school year that may include, but are not limited to:
 - Analyzing the LEA's operational needs;
 - Researching and prioritizing the external providers available to serve the school;
 - Contacting other LEA's currently or formerly engaged with the external provider regarding their experience;
 - Engaging parents and community members to assist in the selection process; and
 - Delineating the responsibilities and expectations to be carried out by the external provider as well as those to be carried out by the LEA.

_____Mark NA here if the LEA selected a LTP from the state's list.
_____Mark NA here if the selected model does not require a LTP.

- Detailed and relevant criteria for selecting external providers that take into account the specific needs of the Tier I and/or Tier II schools to be served by external providers. These criteria may include, but are not limited to:
 - A proven track record of success in working with a particular population or type of school;
 - Alignment between external provider services and needs of the LEA;
 - Capacity to and documented success in improving student achievement; and
 - Capacity to serve the identified school or schools with the selected intervention model.

_____Mark NA here if the LEA selected a LTP from the state's list.
_____Mark NA here if the selected model does not require a LTP.

Part 4: Modify Practices and/or Policies, If Necessary, to Enable Implementation of the Intervention Fully and Effectively- Applicable to Tier I, II, and III Schools

The LEA will provide evidence that a review of division and school policies have been completed to ensure alignment with the selected interventions. 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:

Note: Documents included as attachments must be scanned and attached to this application.

Additionally, the Division Contact Coach will have ongoing meetings with the Assistant Superintendent of Curriculum and Instruction, the Director of Reading/Language Arts, and the Director of Mathematics to review progress as well as continued district level academic reviews.

Part 5: Sustain the Reform Effort After the Funding Period Ends - Applicable to Tier I, II, and III Schools

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;
- Implementation of contract with external provider, if applicable; and
- Division plan and budget for sustaining the reform effort.

Response:

The school/division will use the Indistar tool to select indicators to guide the school improvement efforts and to check on its progress. Funds from the 1003(g) grant will be used to provide staff development in needed areas. After the funds for 1003 (g) are exhausted it is hoped that local funds will be able to sustain the reform effort.

SECTION C: SELECTION OF COACH FOR TIER III SCHOOLS: STATE TRANSFORMATION MODEL - Tier III Schools Only

The State Transformation Model 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. **Coaches must be employed by June 28, 2010, the last day to register for the summer institute.** 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 each school's Tier III coach. (Use as much space as needed.)
 The position was advertised via Human Resources. Interested candidates applied for the position. The Coach went through a formal interview with a panel of 5 interviewers. The Coach met the criteria set forth by the Portsmouth School Division as a Reading Specialist.
 Check the expertise of the coach or prospective coach. Check all that apply.

School 1: <u>Churchland Academy Elementary</u>	School 2: _____	School 3: _____
<input checked="" type="checkbox"/> Reading/English/Language Arts <input 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 <input type="checkbox"/> Other (Describe)	<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 <input type="checkbox"/> Other (Describe)	<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 <input type="checkbox"/> Other (Describe)

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 <input type="checkbox"/> Other (Describe)	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 <input type="checkbox"/> Other (Describe)	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 <input type="checkbox"/> Other (Describe)
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SECTION D: BUDGET - Applicable to Tier I, II, and III Schools

Part 1. Budget Summary (one for the division and one for each school). Description of expenditure codes can be found at the end of Section C. 1003(g) and 1003(a) funding may be expended on any Condition of Award. See Attachment C-g. 1003(g) and 1003(a) funds may also be expended for the purchase of educational vendor/company services to support the implementation of the selected reform model. See Attachment D-g.

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(g) 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 the selected intervention model.

Division Budget Summary

Division Name: Portsmouth Public Schools

Virginia Department of Education Grant Expenditure Requirements

Note 1

Divisions must ensure that 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

Note 2

Divisions must ensure that Tier I and Tier II schools include in their budgets the purchase of I Station and ARDT.

I Station Cost: \$6,500

ARDT Cost: \$4.00 per student per school.

Division Budget Summary

Division Name: Portsmouth Public Schools

Complete using all applicable funding sources. The division budget represents all applicant schools.

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include division total for these schools. [1003(a) funds must be encumbered by September 30, 2011]										
1000 - Personnel			Year 1 - \$49,119.72			Year 2 - \$49,119.72			Year 3 - \$49,119.72		Total - \$147,359.16
2000 - Employee Benefits			Year 1 - \$17,276.30			Year 2 - \$17,276.30			Year 3 - \$17,276.30		Total - \$51,828.90
3000 - Purchased Services			Year 1 - \$1,950.00			Year 2 - \$1,950.00			Year 3 - \$1,950.00		Total - \$5,850.00
4000 - Internal Services			Year 1 - \$1,000.00			Year 2 - \$1,000.00			Year 3 - \$1,000.00		Total - \$3,000.00
5000 - Other Charges			Year 1 - \$53,904.62			Year 2 - \$53,904.62			Year 3 - \$53,904.62		Total - \$161,713.86
6000 - Materials and Supplies			Year 1 - \$55,916.36			Year 2 - \$55,916.36			Year 3 - \$55,915.36		Total - \$167,748.08
8000 - Equipment/ Capital Outlay											
Total			\$179,167.00			\$179,167.00			\$179,166.00		Total - \$537,500.00

* If applicable.

School Budget Summary

School Name: Churchland Academy 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? See Attachment A-g.

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

Yes No: Is this school a Tier I or Tier II school? See attachment A-g.

If yes, check here to indicate that the school has included the purchase of I Station and ARDT in its budget.

School Budget Summary (One Per Applicant School)

Complete using all applicable funding sources.

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include here. [1003(a) funds must be encumbered by September 30, 2011]										
1000 - Personnel			Year 1 - \$49,119.72			Year 2 \$59,119.72			Year 3 - \$49,119.72		Total - \$147,359.16
2000 - Employee Benefits			Year 1 - \$17,276.30			Year 2 \$20,139.00			Year 3 \$17,276.30		Total - \$51,828.90
3000 - Purchased Services			Year 1 - \$1,950.00			Year 2 - \$1,950.00			Year 3 - \$1,950.00		Total - \$5,850.00
4000 - Internal Services			Year 1 - \$1,000.00			Year 2 - \$1,500.00			Year 3 - \$1,000.00		Total - \$3,000.00
5000 - Other Charges			Year 1 - \$53,904.62			Year 2 - \$78,000.00			Year 3 - \$53,904.62		Total - \$161,713.86
6000 - Materials & Supplies			Year 1 - \$55,916.36			Year 2 - \$18,458.28			Year 3 - \$55,915.36		Total - \$167,748.08
8000 - Equipment/ Capital Outlay											
Total			\$179,167.00			\$179,167.00			\$179,166.00		Total - \$537,500.00

Complete a budget form for each school – one for each school.

Part 2. Budget Narrative: Describe in detail by expenditure codes how the school improvement 1003(g) funds as well as other funding sources will be used to implement the selected reform model(s) for the division and each school.

DIVISION NAME: Portsmouth Public Schools

1. Personal Services (1000)		
School Improvement Specialist		\$49,119.72
2. Employee Benefits (2000)		
School Improvement Specialist		\$17,276.30
3. Purchased Services (3000)		
Formative Assessments		\$1,950.00
4. Internal Services (4000)		
Printing		\$1,000.00
5. Other Charges (5000)		
Indirect Cost (4.8%)		\$8,206.12
Training Institutes – Staff Development		\$25,206.49
Language Arts/Mathematics Tutors		\$20,492.00
6. Materials and Supplies (6000)		
Workshop/Conference and Instructional and Materials and Supplies		\$55,916.36
7. Equipment/Capital Outlay (8000)		
		\$0.00

(SCHOOL NAME): Churchland Academy Elementary

1. Personal Services (1000)

School Improvement Specialist	\$49,119.72
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2. Employee Benefits (2000)

School Improvement Specialist	\$17,276.30
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3. Purchased Services (3000)

Formative Assessments – Teach First Formative Assessments	\$1,950.00
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4. Internal Services (4000)

Printing	\$1,000.00
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5. Other Charges (5000)

Indirect Cost (4.8%)	\$8,206.12
Training Institutes – Staff Development	\$25,206.49
Language Arts/Mathematics Tutors	\$20,492.00

6. Materials and Supplies (6000)

Workshop/Conference and Instructional and Materials and Supplies	\$55,916.36
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7. Equipment/Capital Outlay (8000)

	\$0.00
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Complete a budget narrative for each applicant school.

Code 1000 – Personal Services

\$49,119.72 - Payment for full-time employment for Paula Lufsey, School Improvement Specialists to work with identified students in the area of reading and math.

Code 2000 – Employee Benefits

\$17,276.30 – School Improvement Specialist, Paula Lufsey will receive part of her compensation

Code 3000 – Purchased Services

\$1,950.00 - TeachFirst Formative Assessment for school.

\$1,000.00 – Documents(hand-outs for staff development, parent workshops) to be printed to support professional development for school’s staff and reports that need to be submitted.

Code 4000 – Internal Services

\$0.00

Code 5000 – Other Charges

\$8,206.12 – Indirect Cost (4.8%)

\$25,206.49 – Training Institutes – Staff Development

\$20,492.00 – Language Arts/Mathematics Tutors

Code 6000 – Materials and Supplies

\$55,916.36 – Workshop/Conference and Instructional Materials and Supplies

Code 8000 – Capital Outlay

\$0.00

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.

Section E: Assurances

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section B of this application to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under the final requirements of this SIG grant.

Section F: Waivers (FOR SCHOOLS ALLOCATED 1003g FUNDS)

The LEA identifies the waiver that it will implement for each school. Not all waivers are applicable for each school; if the waiver is applicable, please identify the school that will implement the waiver.

A waiver from Section 421(b) of the General Education Provisions Act (20 U.S.C.§1225(b)) to extend the period of availability of school improvement funds for the state and all of its local school divisions to September 30, 2013.

1. (Churchland Academy Elementary)
2. (School Name)
3. (School Name)
4. (School Name)

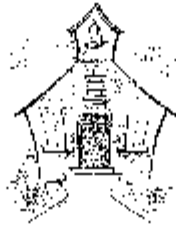
A waiver from Section 1116(b)(12) of the ESEA to permit local educational agencies to allow their Tier I, and Tier II, Title I participating schools implementing a turnaround or restart model to “start over” in the school improvement timeline.

1. (School Name)

2. (School Name) _____
3. (School Name) _____
4. (School Name) _____

A waiver from the 40 percent poverty threshold in Section 1114(a)(1) of the ESEA to permit local educational agencies to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold.

1. (School Name) _____
2. (School Name) _____
3. (School Name) _____
4. (School Name) _____



**Portsmouth City Public Schools
Reporting Document
2009-10**

School Name: Churchland Academy		Date: April 15, 2010	
Action Steps for Month, Year: April 2010			
No.	Action Step	Accomplished	Not Accomplished
1	Update CII site based on benchmark 3 and the 45 day plan.		
2	Monitor remediation based on benchmark 3 to assess success rate of instruction weekly. Conference with teachers who have demonstrated success at 85% and document specific expectations for improved academic outcomes in writing.		
3	Using tracking form developed in March action item 1, update student progress by AYP subgroups and recovery students.		
4	Identify completion data for benchmark 3 remediation and set assessment date to formally determine progress.		
5	Based on outcome of action # 4, adjust the master schedule, teacher assignments, use of specialists/tutors, instructional resources to improve student knowledge in each tested course where success is not documented.		
6	Monitor instruction daily using TOT/division forms to ensure instruction is focused and successful with student understanding checked daily.		
7	Develop a method (s) to increase student desire to improve individual academic performance and encourage parents to support the school personnel in the educational program. Schedule "I Can Learn" math for students in a complete classroom setting using the short order lessons followed with lessons for individual remediation based on benchmark 3.		
8	Document computer driven reports are used in determining additional instruction. (Note instruction does not mean students simply complete released test problems-this applies at all grades-TEACH)		
9	Identify a source of lesson plans for teaching of essential skills that have not had student pass rates at AYP or accreditation rates. Monitor implementation and outcomes. Examples: Project Graduation, Rechartered Learning		
10			

Churchland Academy Elementary School

Open House / General PTA Meeting

September 15, 2009

6:00pm

Welcome.....	Mrs. Avel Fulp PTA President
Pledge of Allegiance.....	
Student of the Month	Britt/Shoffner
Secretary Report.....	Ms. Smith Secretary
Treasurer's Report.....	Ms. Jones PTA Treasurer
Membership Report	Mrs. Pitts VP of Membership
Principal Remarks	Mrs. Whichard-Harris Principal
School Improvement Presentation	Mrs. Sharon Knight
Dismissal	

Churchland Academy Elementary School
Title I Annual Meeting Agenda
December 15, 2009

Welcome

Title I Overview

School – Parent Compact

Written Parent Involvement Policy

Question and Answers

*see 3
pages.*



January 22, 2010

Dear Parents and Guardians,

Your child has been selected to participate in the Supplemental Educational Services Program. In order for your child to participate in the tutoring services, you **must** develop a Learning Plan with the chosen provider to develop a specific plan for your child's tutoring services.

On **Monday, February 1st** and **Tuesday, February 2nd**, the providers will be available from **2 p.m. to 7 p.m.** to help you in developing your child's Learning Plan. Please plan to attend one of these sessions to further assist your child in achieving academic success.

We look forward to seeing you at Churchland Academy on Monday, February 1st or Tuesday, February 2nd from 2 p.m. to 7 p.m.

Sincerely,

A handwritten signature in cursive script that reads "Jamill Jones".

Jamill Jones
Assistant Principal

Churchland Academy Elementary School
4061 River Shore Road • Portsmouth, Virginia 23708-2001
(757) 686-2527 • FAX: (757) 686-2529

PORTSMOUTH
PUBLIC
SCHOOLS

Dear Parent:

I would like to take this opportunity to ask for your help. This year our goal is for every child to score 88% or better on all quizzes and tests. *This year's goal of 88% or above requires your child to participate in class discussions, listen to the teacher, take notes, pay attention, do homework, read nightly for twenty(20)minutes or more, and be at school no later than 8:40 am.*

By now, you have received your child's *Report Card* and a *Student Profile Report* based on the district's first benchmark test that was sent home by your child's teacher. If you have not received these crucial reports please call my office and inform my receptionist so that I can make sure you receive them and if needed schedule a conference for you.

You should be aware that _____ needs to work harder at reaching the 88% goal in all subject matters. You can help your child by encouraging him/her to *participate in class discussions, listen to the teacher, take notes, pay attention, do homework, read nightly for twenty(20)minutes or more, and be at school no later than 8:40 am.* I hope, as I know you do, that your child's performance will improve each and everyday during this second quarter of school.

Sincerely,



V. Whithard-Eau's
Principal

Churchland Academy Elementary School
4061 River Shore Road • Portsmouth, Virginia 23709-2001
(757) 686-2527 • FAX: (757) 686-2529

January 21, 2010

Dear Parents,

We are excited to be able to offer your child the opportunity to participate in a new program to provide extra assistance after school with homework. Through a grant-funded partnership with University Instructors, we are offering a one-hour homework session for reading and math, Monday through Thursday, 3:45-4:45. A light snack and transportation will be provided. In addition to this program, the University Instructors are also working in the classrooms during the day, providing support services for teachers and students.

The after-school program is limited to students with IEPs, and the number of students we can accommodate is limited, so please respond promptly if you wish for your child to participate. The program will begin on February 1, 2010 and run until the end of the school year. If your child will be participating, please complete the form below and return it to Mr. Snowden, Assistant Principal by Monday, January 25, 2010.

Sincerely,

Ralph K. Snowden
Assistant Principal

Student Name	Address
--------------	---------

- Yes, my child will participate in the UT After School EW program.
- I will pick up my child every Monday-Thursday at 4:45.
- My child will ride the after-school bus.
- No, my child will not participate in the UT After School EW program.



January 25, 2010

SOL AFTER SCHOOL REMEDIATION PROGRAM

Great news! This year Churchland Academy will host the SOL remediation program beginning February 9- May 13, 2010 every Tuesday and Thursday. Attached you will find a list of the scheduled dates. The program is intended to provide additional remediation services to third-six grade students. It will provide assistance to students that demonstrated weakness on the nine-week Benchmark tests in one or more of the subjects of English, mathematics, social studies, and or science.

Program content and remediation techniques used will provide students academic support to successfully meet the higher more rigorous academic standards as required by the Commonwealth of Virginia Department of Education Standards of Learning. Transportation will be provided or parents may drop off and pick students up from school.

Please complete the attached form(s) and return it to your child's teacher on the next school day. Thank you for your cooperation and support in this educational endeavor. If you have any questions, please call our office at 686-2527 for assistance.

Yours in education,

Venessa Whitehead-Harris
Principal

Churchland Academy Elementary School
4061 River Shore Road • Portsmouth, Virginia 23703-2001
(757) 686-2527 • FAX: (757) 686-2529



December 14, 2009

To: The Parents of

Portsmouth, Virginia 23703

Dear Parent:

I would like to take this opportunity to ask for your help. This year our goal is for every child to score 88% or better on all quizzes and tests. *This year's goal of 88% or above requires your child to participate in class discussions, listen to the teacher, take notes, pay attention, do homework, read nightly for twenty(20)minutes or more, and be at school no later than 8:40 am.*

By now, you have received your child's *Report Card* and a *Student Profile Report* based on the district's first benchmark test that was sent home by your child's teacher letting you know of your child's achievement. If you have not received these crucial reports please call my office and inform my receptionist so that I can make sure you receive them and if needed schedule a conference for you.

You should be aware that Dennis Harner needs to work harder at reaching the 88% goal in all subject matters. You can help your child by encouraging him/her to *participate in class discussions, listen to the teacher, take notes, pay attention, do homework, read nightly for twenty(20)minutes or more, and be at school no later than 8:40 am.* I hope, as I know you do, that your child's performance will improve each and everyday during this second quarter of school.

Sincerely,

V. Wheeler-Harris
Principal

Churchland Academy Elementary School
4061 River Shore Road • Portsmouth, Virginia 23703-2081
(757) 686-2527 • FAX: (757) 686-2520

Monthly School/Parent Resource Center Workshops

The following workshops will be presented throughout the school year to give parents suggestions on how to help their children with academics. These workshops will be held on varied days and at varied times to better accommodate parents.

Workshop Topics

- Make & Take Reading and Math Workshop (K-6)
- What Does "No Child Left Behind" Mean for My Child?
- Homework: How to Motivate Your Child
- Children Online: How to balance Fun, Education and Safety on the Internet
- Gangs: What Can I Do to Keep My Children Safe?
- "Helping Children to Cope – Being the Bully or the Victim"
- Nutrition: Quick Meals for Healthy Kids and Busy Parents
- Using the Newspaper to Reinforce SOL Skills
- Parents and Kids and Money
- Effective Parenting Skills
- Children and Television
- Things You Can Do at Home to Support Your Child's Learning
- Strengthening Your Child's Home Study Skills
- Improving Your Child's School Organizational Skills

*Sent home during PTA/Open
House Night.*

SOL REMEDIATION DATES
2009-2010

February

2, 4, 9, 11, 16, 18, 23, 25,

March

2, 4, 9, 11, 16, 18, 23, 25, 30

April

1, 3, 15, 20, 22

May

4, 6, 11, 13



Fact Sheet for Churchland Academy Elementary School

Churchland Academy Elementary School has met the Virginia Department of Education standards to be fully accredited. Unfortunately, its test scores fell below the requirements of the Federal No Child Left Behind Act. Because it takes two years to be relieved of the Federal requirements, Churchland Academy remains "in need of improvement" as of the 2009-10 school year. The 2009-10 test requirement in Reading/English was 77 and in Mathematics, 75. The preliminary Virginia Standards of Learning results for Churchland Academy Elementary School, the Portsmouth School Division, and the State of Virginia are shown in the chart below.

Preliminary SOL Ratings for 2009-10 *

	English	Math	Science	History
Ch. Academy	81.6	80.5	81.5	85.9
Portsmouth	84.7	82.1	80.2	69.8
Virginia *	77	75	77	75

Parents who wish further comparison data may search the State Department of Education's website at <https://p1pe.doe.virginia.gov/reportcard>. To improve our students' achievement and test score results, Portsmouth Public Schools and the State Department of Education have hired a NCLB coach for each school that has not met the higher standards. We are confident these concerted efforts, in addition to the many classroom and division-wide efforts, will increase our students' academic achievement.

Parents are urged to become involved with the efforts to achieve a better education for their children. Please consider taking the following actions:

- Tell the school principal you are willing to serve on a school committee.
- Ask the school how to provide additional remediation activities for your child.
- Contact the Title I Parent Center for a list of workshops and activities you may attend.
- Offer to serve on the Title I Parent Advisory Committee.
- Have your child read every day.
- Secure a library card from the Public Library.
- Contact the school with any concerns.

* Not available at time of publication. Please check the following website later: <https://p1pe.doe.virginia.gov/reportcard/excel.do?division=AI&schoolname=AI> or you may call the Title I-NCLB Office at 393-2611 for updates.

Department of Curriculum and Instruction
School Improvement Quarterly Meeting
Woodrow Wilson High School

Focus Area: First Nine Week Benchmark Assessments

Tuesday, November 24, 2009

A G E N D A

- Welcome and Opening Comments.....Dr. Patricia H. Fisher
Assistant Superintendent for Curriculum and Instruction
- Writing Assessment for First Nine Weeks Dr. Helen Taylor
Director of English
- Benchmark Assessment Data Mr. Derrick Nottingham
Director of Research and Evaluation
- School Improvement Presentation.....Mrs. Cora Freeman
Principal, Churchland Primary and Intermediate
- Give Me 5 for AYP Pride..... Mr. Richard Carter
Director of Social Studies
- Closing Remarks..... Dr. David C. Stuckwisch
Superintendent of Schools



Next School Improvement Meeting
February 16, 2010
3:00 p.m. - 4:00 p.m.
Woodrow Wilson High School

CHURCHLAND ACADEMY ELEMENTARY SCHOOL
FACULTY MEETING AGENDA
December 9, 2009

Data Analysis-----

-----Liveman/Wisely

Collegial Learning

*Lufsey/Teacher
leaders*

Professional Books-----Library

- Brain Friendly Study Strategies-Grades 2-4
- Teaching the Male Brain
- Under-resourced Learner
- Understanding Poverty

*with
attachments*

Substitutes-----Teachers

Corrective PL:IB-----

Grades 3-6 Teachers

Division: Portsmouth City Public Schools

School: Churchland Academy Elementary School

Principal: Venessa Whichard-Harris

Literacy Coach: Paula Lufsey

Date: March 5, 2010

Services Provided thru Training in Charlottesville July 29, 2010

- Materials to use in the local school
- Modeling presentation of materials for school improvement in the local school
- Excellent materials for including slide presentations, The Mega Book, articles, and forms
- Provision of "Next Steps" assignments for use at the next meeting.
- Included in this folder are examples of training and presentations that have been provided at Churchland Academy Elementary School as a result of training in Richmond.
- Materials included in this folder are samples of what has been passed on and implemented in Region I.

Differentiated Instruction for Teaching "Author's Purpose" with
Flexible Groupings: T, P, and E ----->
Sol 4.4a

from
W120E
Trinity

Getting the Idea

- **Author's purpose:** the author's purpose is the reason or reasons the author has for writing; an author may write to persuade, to inform, to entertain, or to express ideas and feelings (from "Reading Street" IE 2.1, p40) *Story Selection: Lewis and Clark and Ide: A Dog Tale, pp. 44-59.*
- **Lesson idea #1:** Select five read aloud books to read to the class M-F. All of these books should have the same author's purpose for reading/writing. In the following weeks choose other books to read identify "one" author's purpose for the week.
- **Lesson idea #2:** Identify the author's purpose for your "Main Selection" each week. Have students (in groups of four) answer the question "What is the author's (or writing this story) purpose?" and discuss with their group. Students will write the title of the story and then the author's purpose in their journals.
- **Lesson idea #3:** Use On-level, Strategic Intervention, and Advanced Level Readers (in flexible groupings) to review Author's Purpose, "Reading Street" 4.1, pp. 40f and 40g.
- **Lesson idea #4:** Use Success Net for handouts/review for Author's Purpose
- **Lesson idea #5:** Guide instruction by using Differentiated Instruction: Weekly Plan for Group Time found in "Reading Street" Teachers Edition.

Target Group: On grade level

- Have a pair of students read a story from their basal that the teacher has chosen. Following the reading of the story, continue with each student (with their partner) write in their journals the author's purpose of (writing the story) for its audience. The students will also write why they chose this "purpose" for the story. Is the story make-believe? Is the story fiction? Is the story nonfiction?

Prerequisite Group: Approximately one grade level below target

- Review in small group the four reasons for an author writing the story they read: to persuade, to inform, to entertain, and to express. Show students examples of familiar texts that illustrate each purpose and point out clues that help readers figure out the purpose. Use a graphic organizer (attached) to keep track of the author's purpose.

Enhanced Group: Related to the target of a higher level thinking/or higher grade

- Use suggested format from "Reading Street" IE, 4.1, pp. 40g. Use handouts in small groups from Success Net.

GENERAL FACULTY and STAFF MEETING

November 3, 2009

1:00 pm

✓ PowerPoint-----Whichard-Harris
→ Strategies Nov. 18
(450-499 category) Mrs. Sbugue
Differentiated
Instruction-----Lufsey and Mason
(Power Point attached)

✓ WAR Room-----Teacher Leaders
• Location
• Norms
• Benchmark Data
• Specialist
• Substitutes
Specialist Included

Dr. V. Taylor's Visit-----Next time-----Whichard-Harris

STES Supplemental Education Services-----Whichard-Harris

Housekeeping-----Whichard-Harris
• Faculty/PTA Meetings
• Arrival Time/Departure

Achievement Series-----Liverman and
Woody-Smellie

Kudon
< Tutoring students after school >

Faculty Meeting Agenda
September 30, 2009

The Goose Story	Ms. Mason
Effective Learning	Ms. Mason
Instructional Planning	Ms. Lufsey
Summary of Teaming	
September Debriefing	Mrs. Whichard- Harris
Grade Level Minutes	Mrs. Whichard- Harris
Dr. Taylor's Visit	Mrs. Whichard- Harris
Grant Information	Mrs. Whichard- Harris
Fire Safety Update	Mrs. Whichard- Harris
Influenza Shots	Mrs. Whichard- Harris
Questions	
Adjournment	

with attachments

Quotable Quote: "Creativity is a type of learning process where the teacher and pupil are located in the same individual." Arthur Koestler

LUFSEY

Faculty Meeting Agenda
7 October 2009

TSD - Carolyn Thomas

School Improvements

- Grade level discussion on action steps ✓
- New action steps that need to be included
 1. TSD ✓
 2. Community lesson plans

Effective Team Planning - Lufsey and Mason ✓

Leadership Team Minutes - Tommy Woody-Simellie ✓

Reminders

- 4th Week Tests ✓
- 1st Pacing Guide ✓
- Progress Reports/conference Notes (Xerox paper) ✓
- Parent Teacher Conference, Monday (12:7) ✓
- Conflicts between students in room ✓
- Relay for Life Update ✓
- Cafeteria Update ✓
- Remediation Notebooks and Sweeps ✓

with
attach notes

Science
Sec. Studies

(1 hr. for supplies
4 to 5
5 to 6)

Supplies

Quotable Quote: "A liberally educated person meets new ideas with curiosity and fascination. An illiberally educated person meets new ideas with fear." James H. Stockdale

Instructional Strategies

Author's purpose from
reading specialist



RE: Professional Developments you have attended

Wynn, Quirstin

Sent: Friday, March 26, 2010 11:19 AM

To: Woody-Smeille, Tammy

The Three R's
I CAN LEARN

From: Woody-Smeille, Tammy

Sent: Friday, March 26, 2010 10:22 AM

To: CHURCHLAND ACADEMY STAFF EMAIL

Subject: Professional Developments you have attended

Good Morning you wonderful teachers,
Please send me a list of all the professional development (inservices) you have attended this school year (July 2009- March 2010). (Any subject matter) If you have a copy of the agenda or flyer that would be great. May I please have it by Monday March 29, 2010.

Tammy

Tammy Woody-Smeille

Mathematics Specialist

Churchland Academy

"Children are our most precious resource"

Staff Development for Accelerated Reader

Presenter: Sahrina Kelly, 4th Grade Teacher, CAES

Attendees: K-6 Grade Teachers

Date: December 9, 2009



Portsmouth Public Schools
The Reading/English Education Team
Office of Curriculum and Instruction
3651 Hartford Street • Portsmouth, Virginia 23707-1205
(757) 393-8885 9-17-09



Nicole Booker
Reading/English Instructional Specialist

WRITING WORKSHOP

AGENDA

- Successful Writing Practices
- Writing Process
- Color-Coded Writing
- Writing Features Assessed on (SOL) Grade 5
- Activities to Implement in Writing
- Writing Portfolios
- Writing Samples
- Scoring Writing Papers (State Department)
- Writing Rubric (State)
- NCS Mentor
- Curriculum Guide ~ *Essential Knowledge*
- Released Test Items
- Blueprint



Staff Development for: "Gathering Student Learning Data"

Presenters: Paula Jafsey, Literacy Coach

Jarice Mason, Lyrico Lynnou, Teacher Leaders

Attendees: Faculty and Staff, K-6

Date: January 15, 2010

Staff Development for "Literature and Mathematics"

Trainer/Facilitator: Sandra Barkley, Portsmouth Public Schools

Attendees: K- Teachers/Staff from Churchland Academy Elementary

Date: September 29, 2009

Staff Development for DIBELS

Trainer: Mrs. Jamill Jones, Assistant Principal, Churchland Academy

School: Churchland Academy Elementary School

Attendees: Literacy Coach and Reading Specialists

Date: September 28, 2009

Goal A #1: Achievement—Standard 8-VAC.20-131-3-G.1

Goal(s): By the end of the 2009-2010 school year, 88% or more of all students will pass the English SOL Assessments.

Objective(s): By the end of the 2009-2010 school year, strengths in the reporting category of Demonstrate Comprehension of Printed Material and Plan, Compose, and Revise will increase to a mean scaled score of 40.

Focus Area: English

Evidences of Need		Evidence of Need—2009 Reporting Categories	
		2008	2009
SOL Pass Rate: Grade Specific	2007	2008	2009
Grade 3 English-Reading Literature	75 %	74 %	77 %
Grade 4 English-Reading Literature	81 %	82 %	80 %
Grade 5 English-Reading Literature	79 %	82 %	84 %
Grade 6 English-Reading Literature	77 %	78 %	73 %
Grade 8 Writing	N/A %	75 %	71 %
AYP (SOL) Pass Rate: Special Ed.		58%	
AYP (SOL) Pass Rate: Minority	79 % B	97 % W	N/A % O
AYP (SOL) Pass Rate: LEP		N/A%	
AYP (SOL) Pass Rate: Disadvantaged		77%	
Other:	%	%	%

8-VAC.20-131-310-G.2	Specific measures of student achievement that will be taken throughout the school year(s) and used to monitor academic improvement over time.	Frequency of Measures and Data Collection	Evidence/Date to be Collected
1	District Level Benchmark 2-4-1 Weak	Benchmarks - Each Nine Weeks	Student scores on District Benchmark 2-4-1 Weak Assessment
2	Grade 3-5 SOL Pre-Post Test	2-5, 10-week Assessments - Each 4-5 Weeks Semit-Annually	Student Scores/Data Analysis Fall 2009 and Spring 2010
3	SOL Assessment	Annually	Student Scores/Data Analysis - May 2010
4	Reading Score Unit Test	October 2009- June 2010	Student Scores : Data Analysis




Portsmouth Public Schools
Office of the Assistant Superintendent
Department of Curriculum and Instruction

3651 Hartford Street • Portsmouth, Virginia 23707-1205
(757) 393-8556 • FAX (757) 393-5349

April 27, 2010

Memorandum

TO: Mrs. Venessa P. Whichard-Harris
Principal, Churchland Academy School

FROM: Patricia H. Fisher, Ph.D. 
Assistant Superintendent for Curriculum and Instruction

SUBJECT: Academic Review Report

Attached is a summary of the review team's findings and recommendations pursuant to the division's Academic Review conducted at Churchland Academy School on Friday, April 16, 2010. We appreciate your desire and commitment to school improvement, and the hospitality you and your team demonstrated during our visit. It was a pleasure to conduct the review for your school. We hope that you will find this report of value as you endeavor to attain your school improvement goals for this year. Please let me know if we can be of further assistance or support as you deliberate with staff in response to this report.

Please sign the signature page of this document, keep a copy for yourself and return the original to me by Tuesday, May 4, 2010.

Thank you.

cc: Fiona Nichols
Derrick Nottingham
Dr. Helen Taylor
Patricia Grigsby
Lisa Pennington
Jeekie Tate

SOL RESULT CONFERENCES

Teacher	Date/Time	Subject	Continued	Goals Achieved
Crawford (3)	August 21 at	History 76 Math 71		
	8:00 am	Reading 69 Science 76		
Hick (3)	September 2 at	History 68.7 Math 31		
	7:30 am	Reading 44 Science 68.7		
Kelly (4)	September 2 at	Reading 60/74		
	8:15 am	Social Studies 67		
Bosco (4)	August 26 at	Math 77		
	8:00 am			
Douglas (4)	August 26 at	Math 57		
	8:30 am			
Parker	September 2 at	Math 71/58		
	9:30 am			
Olive	August 21 at	Reading 75		
	8:36 am			
Chalk (6)	August 26 at	Math 74/60/78.5		
	4:00 pm			

2009-2010
 Benchmark #2
 English

	Totals		80-100		60-79			0-59		
	Students	Correct	% Band	Students	Correct	% Band	Students	Correct		
3 rd Grade	123	73.4%	48.0%	59	86.8%	17.9%	22	72%	18	44.4%
4 th Grade	114	78.4%	58.1%	68	86.9%	35.0%	41	71.0%	N	43.4%
5 th Grade	110	75.1%	50.0%	53	87.3%	34.5%	38	69.9%	17	47.3%
6 th Grade	123	75.0%	50.4%	62	86.4%	35.8%	44	70.1%	17	46.3%

Grade 4 Reading

Students	Robinson	Alonzo	Crack	Thompson	Robinson	Special Ed	Grade-level Avg	Special Ed Avg
Use word analysis strategies and info resources						67	78	(11)
Use context of a story to infer the meaning of unfamiliar words.						67	64	+3
Describe with appropriate sources of a pivot text						67	82	(15)
Use context of information text to infer meaning of unfamiliar words						67	74	(12)
Use context of a functional text to infer meaning of unfamiliar words						100	95	+5
Use context in a passage to determine word meaning						100	92	+8
Classify or re-define them / identify a type						100	86	+14
Apply knowledge of multiple meaning words.						67	65	+2
Determine the appropriate source of given text.								
Demonstrate comprehension of printed materials								
Analyze how the author uses language to describe a character						67	70	(3)
Determine how language helps to convey author's message						67	89	(22)
Locate information in a passage to support conclusions						67	75	(8)
Make an inference based on information contained in a text						67	82	(15)
Make an inference based on information contained in a text						100	88	+12
Determine character motivation in a text						100	97	+3
Make an inference based on information contained in a text						67	93	(26)
Identify an explicit main idea						33	86	(53)
Identify which question is answered in a given paragraph						67	82	(15)
Draw conclusions based on information stated in text						67	81	(14)
Identify supporting details						67	84	(17)
Determine an appropriate heading for a text						100	79	+21
Identify a conclusion from a text						33	92	(49)
Analyze the author's purpose for writing an informational text						67	88	(21)
Analyze the author's purpose for including details in a narrative						67	83	(16)
Draw conclusions from a story						67	60	+7
Make an inference based on text						67	83	(16)
Identify supporting details						33	79	(46)
Identify supporting details						33	71	(38)
Identify supporting details in passage						100	76	+24
Draw conclusions from a story						67	74	(7)
Identify sensory words and their effect on the reader						33	80	(47)
Identify which question is answered in given paragraph						100	88	+12
Describe how information contributes to author's purpose						33	64	(31)
Identify main ideas and go in student notes						67	87	(15)
Determine the cause for a given effect.						100	97	+53
Identify which paragraph answers a question.						100	66	+37

What leads to the "x" in this grade?

Special Ed

