

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

Division Name: Grayson County Public Schools

School Name: Fries School

Person Completing Report: Susie Funk

E-mail: sfunk@grayson.k12.va.us

Telephone: 276-773-2832 ext. 211

**Application for Continuation of FY2009 1003(g) SIG Funding**

Using the current 2010 data, including preliminary 2011 SOL data, please respond to the following questions for continued FY2009 1003(g) grant funding.

1. When are the dates of the division team's monthly meetings through June 2012?

Month	Date(s)
August	August 22, 2011
September	September 19, 2011
October	October 24, 2011
November	November 21, 2011
December	December 19, 2011
January	January 23, 2012
February	February 20, 2012
March	March 19, 2012
April	April 23, 2012
May	May 21, 2012
June	June 18, 2012

2. When are dates of the division team quarterly meetings with principals of schools receiving school improvement funds through June 2012?

Quarter	Date(s)
First Quarter	October 27, 2011
Second Quarter	January 26, 2012
Third Quarter	April 26, 2012
Fourth Quarter	June 22, 2012
Other	

3. Who are the members of division team?

At a minimum, identify the following:

- a. division representative for instruction
- b. special education representative
- c. Title I representative
- d. ELL representative, if applicable.

Name	Email	Title
Steve Cornett	<a href="mailto:scornett@grayson.k12.va.us">scornett@grayson.k12.va.us</a>	Director of Instruction and Assessment
Doug Lawson	<a href="mailto:dlawson@grayson.k12.va.us">dlawson@grayson.k12.va.us</a>	Supervisor of Special Education
Susie Funk	<a href="mailto:sfunk@grayson.k12.va.us">sfunk@grayson.k12.va.us</a>	Supervisor of Elementary Education
Anna Farmer	<a href="mailto:afarmer@grayson.k12.va.us">afarmer@grayson.k12.va.us</a>	Title I Reading Specialist/Parental Inv.

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

	Agenda Item
1	Review of division's Indistar® improvement plan
2	Updates needed to the division's Indistar® improvement plan
3	Review 2011 SOL Data and target areas of need
4	Review student data: Istation, SOLAR, PALS and target areas of need
5	Discuss delivery of Intervention and resources needed for implementation
6	
7	

**Must include the items indicated in rows 1 and 2**

5. Please provide a tentative agenda for the division's quarterly meetings with principals of schools receiving school improvement funds.

	Agenda Item
1	Review of strategies and data analysis for students who are at-risk of failing a reading or mathematics SOL
2	Review of strategies and data analysis for students who have been identified for PALS intervention (K-3), if applicable
3	Review of strategies and data analysis for students who failed the SOL reading or mathematics assessment in 2010-2011
4	Review of strategies and data analysis for students who are below grade-level in reading or mathematics based on a disability
5	Review of division's Indistar® improvement plan
6	Updates needed to the division's Indistar® improvement plan
7	Review istations reading and math data
8	Review SOLAR Benchmark Date, if applicable
9	
10	

**Must include the items indicated in rows 1-6**

**Copy and complete one chart for each school.**

**School Name: Fries School**

**2010-2011 School Year**

**1. What objectives did the school meet by June 2011?**

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

- A meeting with School Improvement Team representatives and the Wild Cat committee was held to share the improvement plan, ask for their involvement, and share the school's data.
  - Implemented instructional coaching across grades and all subject areas
  - Professional development sessions were conducted by the instructional coach for the purpose of exploring Targeted Learning Objectives and Effective Instructional Practices.
  - The scheduling sub-committee proposed a master schedule for the 2011-2012 school year that includes collaborative planning time.
  - An Extended learning time was implemented after school to provide high quality tutoring in the areas of reading and math.
  - Additional tutoring support was given during the day for students who could not stay after school.
  - Multiple opportunities were offered for the parents and the community to participate in the improvement efforts such as, a community dinner in September 2010, the Fries School ribbon cutting ceremony, band concerts, SOL Pizza Event, Title 1 Parental Involvement night and 21<sup>st</sup> Century family events, as well as grade level activities.
  - Schoolwide expectations were posted in all schoolwide areas as part of the process of positive behavior supports in school.
  - A division wide team was created to study bullying and develop anti-bullying policies.
  - Student motivational activities were developed to engage students in learning.
2. What processes were initiated during the 2010-11 year to support the school with accomplishing the stated goals?
- A leadership team was formed and met to review data, best practices, and the implementation of the school's improvement plan.
  - The leadership team members chose school improvement tasks and are responsible for the oversight of these tasks.
  - Instructional Coaching process of observation, support, and feedback was initiated
  - A scheduling sub-committee was established to study the master schedule and make scheduling recommendations to ensure optimal utilization of all resources

- Additional instructional time was provided in an after school and in school tutoring program
- Increased community and parent involvement
- A process of positive behavior supports exists to support desirable behaviors and curtail undesirable behaviors

**2011-2012 School Year**

3. What are the school's objectives for 2011-12?
  - Learning Teams training and teacher work group implementation
  - I-Station training and improved implementation of I-Station interventions
  - Professional development conducted by the SOLAR Benchmark Assessment Team
  - Additional extended learning time staffing
  - Teacher work groups for the creation of lessons aligned to district pacing guides
  - Support and training of new teachers in the school improvement model, the data, and implementation goals for Fries.
4. What additional processes are being planned to meet these goals?
  - Training and meeting dates for the Learning Teams are being scheduled
  - Training dates are being developed for the istation training and SOLAR training.
  - The development of a master schedule that supports collaborative planning for the teacher work groups
  - Time allotted for school improvement team monthly meetings, learning facilitator monthly meetings, regularly scheduled professional development, and new teacher training.
  - Hiring of additional afterschool tutors
  -

5. The school should have a school improvement plan on the Indistar® website. This plan will need to be updated based on current 2011 data. Based on the analysis of the school's preliminary Spring 2011 SOL results and any other academic achievement data collected during the 2010-11 school year, which Indistar® indicators will the school modify, add or remove in the current school improvement plan?

- There were some indicators that were a priority for the 2010-2011 school year and some will be the focus of the 2011-2012 school year. The School Improvement Leadership Team will continue with the processes implemented this school year and focus on the following during the 2011-2012 school year; implement Learning Teams, a master schedule that supports monthly teacher collaborative planning, provide time for monthly professional development, the development of data notebooks, data walls, a strong system of positive behavior supports, etc... All of these tasks are currently included in the school improvement plan on Indistar.
- Indicator 15 - A response to intervention process will be implemented with targeted interventions applied to identified student with specific learning needs and based on the data. The interventions utilized will match the student's identified learning needs and attempt to close the gap.

6. What specific interventions are being put in place as a result of the data analysis? Using a Response to Intervention model, describe the specific interventions planned next year for Tier 2 and Tier 3 students for each of the following populations:

a. Students who are/were at-risk of failing a reading or mathematics SOL

In the area of reading, Fries School purchased the istations reading monitoring tool with 1003g funds in August 2010 to assist with identifying at-risk students. The istation Reading Program is a comprehensive reading and intervention program developed using scientifically based reading research. It provides data to schools to ensure their students learn to read by automating progress monitoring, individualizing instruction on the computer and in the classroom and providing district, school, class and student reports that categorize risk and show skill growth. SOLAR benchmark testing, and PALS will be given periodically for the purpose of monitoring student progress in reading as well as istations. Reading interventions delivered during the regular day and the afterschool program will be based on data from SOLAR, SOL's, istations, PALS, and teacher communication. Student progress in reading will be monitored by the classroom teacher, the resource teachers, principal, and division administrators.

In the area of mathematics, Fries School will utilize data from SOL's, SOLAR benchmark assessments, Accelerated Math and classroom assessments for the purpose of identifying at-risk students and monitoring student progress. Fries School will pilot the istation math program for grades 4 and 5 beginning in September 2011. Intervention will be based on the student's individual needs and delivered from the Harcourt math intervention lessons, as well as, the Accelerated Math intervention lessons. The istations math will be utilized as a monthly monitoring assessment of math skills. The classroom teachers, resource teachers, and principal will also monitor student progress through progress reports to parents and report card grades. ARDT will be utilized to provide data for the purpose of planning appropriate interventions. The accelerated math will provide reports on student progress for parents, teachers and administrators. Also, math interventions delivered in the afterschool program will be based on data from SOL's, SOLAR benchmark, teacher communication, and the accelerated math reports.

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

Students identified for PALS intervention in K-3 are provided 30 minute daily reading intervention provided by the Title I teachers. Resources used for intervention are from PALS, the Harcourt Reading Intervention program and the istation Reading Monitoring Program. The PALS assessment is administered in the Fall, Mid-Year and Spring. PALS identified students are assessed monthly using the istation Reading monitoring tool as well as PALS quick checks.

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

**Instructional Teams will review the results of the 2011 SOL test 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. Students failing the SOL in reading are provided daily intervention by the classroom teacher and/or resource teachers during the classroom instructional time and a special intervention scheduled time. An afterschool program will provide additional tutors to deliver assist students in mastering the daily classroom objectives. This will provide additional intervention for students failing previous SOLS or at-risk of failing SOLS. Students will have an opportunity to participate in six additional hours of afterschool intervention provided by highly qualified teachers.**

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

Students with disabilities functioning below grade level in reading or mathematics are receiving intervention services in the regular classroom with the classroom teacher and resource teacher. Students with disabilities will have an opportunity to participate in the afterschool program provided by the funds from this grant to receive additional intervention. Student progress is being monitored through a variety of methods according to Individual Educational Plans.

7. Describe the school's plan in place to monitor the intervention process. The monitoring process should include, at a minimum, a monthly assessment of student growth. For example, the school should be able to report the MONTHLY grade level increase to a parent of a fifth grader who is reading on a second grade level using a response to intervention model such as Istation, Voyager, etc.

Fries School began implementing the Istation Reading Program in September 2010 with the use of 1003g funds in an effort to monitor student reading growth. The Istation math will be implemented as a pilot program for the 2011-2012 school year in grades 4 and 5. The Istation program is scientific research based and assesses student reading level with growth tracking on a monthly basis. The program provides interventions based on the needs of the student. The lessons are teacher directed and computer based. Students are listed after each assessment in tiers by skill needs. There are many different reports generated by the Istation program. The variety of reports can be utilized to provide parent with information concerning student's reading progress on a monthly basis. Priority reports and summary reports provide teachers with tier levels for intensive targets designed to provide specific skill needs according to intensive, strategic and target levels. The after-school program will utilize the Istation interventions along with other research based intervention strategies found to be effective through classroom use for improving reading skills. Other assessment information from the SOL's, SOLAR Benchmark Testing, ARDT Assessment and PALS will be utilized for progress monitoring and interventions delivered for student during the regular day and those participating in the afterschool program.



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

Department/Grade Level	Date(s)
Learning Team Meetings	August 15, 2011
	September 19, 2011
	October 17, 2011
	November 21, 2011
	December – No Meeting
	January 16, 2011
	February 20, 2011
	March 19, 2011
	April 16, 2011
	May 21, 2011

9. Provide the agenda for the meetings

	Agenda Item
1	Review of strategies and data analysis for students who are at-risk of failing a reading or mathematics SOL
2	Review of strategies and data analysis for students who have been identified for PALS intervention (K-3), if applicable
3	Review of strategies and data analysis for students who failed the SOL reading or mathematics assessment in 2010-2011
4	Review of strategies and data analysis for students who are below grade-level in reading or mathematics based on a disability
5	Review of division's Indistar® improvement plan
6	Updates needed to the division's Indistar® improvement plan
7	Review of strategies and data analysis for students not making adequate progress according to SOLAR Benchmark Test, ARDT, istations reading and math assessment and classroom performance .
8	
9	

10	Must include the items indicated in rows 1-6
----	--

**Application Submission**

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

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

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

Retain the original application in the division's files.