

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Dr. Karen Grass, Ed.D.

Official School Name: Grafton Bethel Elementary

School Mailing Address:
410 Lakeside Drive
Yorktown, VA 23692-3026

County: York County State School Code Number*: 0140

Telephone: (757) 898-0350 Fax: (757) 898-0359

Web site/URL: https://www.edline.net/pages/GBES E-mail: kgrass@ycsd.york.va.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Eric Williams

District Name: York County Public Schools Tel: (757) 898-0300

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Mark Medford

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- | | |
|-----------|-----------------------------------|
| 10 | Elementary schools (includes K-8) |
| 4 | Middle/Junior high schools |
| 5 | High schools |
| | K-12 schools |
| 19 | TOTAL |

2. District Per Pupil Expenditure: 9577

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 4 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	2	1	3	6			0
K	44	37	81	7			0
1	61	54	115	8			0
2	50	56	106	9			0
3	51	50	101	10			0
4	53	56	109	11			0
5	56	63	119	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							634

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
8 % Asian
10 % Black or African American
3 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
74 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 12 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	37
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	41
(3)	Total of all transferred students [sum of rows (1) and (2)].	78
(4)	Total number of students in the school as of October 1.	634
(5)	Total transferred students in row (3) divided by total students in row (4).	0.123
(6)	Amount in row (5) multiplied by 100.	12.303

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 12

Number of languages represented: 5

Specify languages:

German, Spanish, Chinese, Korean, Vietnamese

9. Students eligible for free/reduced-priced meals: 17 %

Total number students who qualify: 105

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %

Total Number of Students Served: 67

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>14</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u>7</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>30</u>	<u> </u>
Special resource teachers/specialists	<u>14</u>	<u> </u>
Paraprofessionals	<u>19</u>	<u>3</u>
Support staff	<u>4</u>	<u> </u>
Total number	<u>69</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 21 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	96%	96%	96%	96%
Teacher turnover rate	2%	10%	10%	10%	12%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	_____	
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	%

PART III - SUMMARY

Grafton Bethel Elementary School is a suburban school located in York County on the Peninsula in the Hampton Roads area of Virginia, situated between the James and York rivers. Grafton Bethel serves a diverse and somewhat mobile population; many military families transfer in and out, bringing a global perspective to our classrooms.

Grafton Bethel's mission is captured in our theme for the past three years of "Going Beyond Expectations". This theme, proclaimed from a banner as you walk through the front doors, constantly reminds us that passing rates on state tests are not our only goal. We are about focusing on the learning for ALL children. To do this we have to know the students and their families, many of whom have been part of this community since this neighborhood school was first opened in 1952. This school has traditionally served a middle-class suburban neighborhood. With the more recent economic downturn, our school has seen an increase in the number of students eligible to receive free and reduced lunch. This increase in our lower SES population has resulted in our designation as a Targeted Title 1 school. While the number of "needy" students has increased, it makes no difference to the staff as we continue to "shoot for the moon" and to help every learner experience success, whether it's a special needs student working on an alternative assessment, a Limited English student struggling with a new culture and language, or a disadvantaged student who simply needs some school supplies or a coat.

At Grafton Bethel, the staff truly believes that all students can be successful and that through our team efforts and collaborative teaching this belief becomes a reality. This reality takes a lot of hard work ("going beyond expectations"). Common planning time is provided to accommodate weekly grade level meetings; however, teams work before and after school as well to insure that the instruction planned is engaging and rigorous and meets the needs of every student. Special education teachers are included in the planning meetings but also provide planning support to individual teachers more frequently.

Professional development has evolved during the past six years as a true professional learning community takes time to create. From a whole faculty book study to grade level topics, our professional development is reflective of the mission and goals of the school division, the needs of the staff, and the results of each year's data. Currently, our staff is involved in four topic areas of study determined by school and division needs. Our staff selected a topic based on their own interest and level of expertise to pursue for this year. Each grade level has representation as well as each of the Encore teachers and Special Education teachers, providing a vertically articulated group of practitioners who are studying teacher made assessments, the writing model, rigor and student engagement (school division initiatives), and diversity due to an increase in the number of diverse students and staff in our school.

The success of students at Grafton Bethel also reflects the contributions and involvement of our active parent organization. They, too, go beyond expectations as they raise money in a single fundraiser (a Spell-a-thon) to support our school throughout the year. Our volunteers are a strong component of our success and a daily reminder of the partnership we share with them.

The staff of Grafton Bethel truly believes that every child can succeed and we will do whatever it takes to make that happen. The students, parents, teachers, paraeducators, cafeteria workers, custodians, secretaries, and administrators all go beyond expectations in order to achieve our mission "to promote and maximize student potential for success in the 21st century."

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The Virginia Standards of Learning (SOL), adopted in 1995 by the state Board of Education, emphasize the core academics; English, mathematics, history, social science, and science. The assessments of the standards are designed to inform teachers and parents what students are learning in relation to those standards and to hold schools accountable for teaching the content covered. With the introduction of the No Child Left Behind federal legislation requirements for accountability, Virginia continued to administer the SOL assessments bringing the state requirements into compliance with the federal guidelines. During the 2005-06 school year, fourth grade assessments were added. Virginia's accreditation standards and the federal requirement of Adequate Yearly Progress (AYP) are based on school performance on these tests in terms of the percentage of the students passing. A 600 point scaled score is used to determine levels of "Proficiency" (400-499) and "Advanced" (500-600). Grafton Bethel Elementary has been fully accredited since the SOL testing began and has achieved AYP annually since 1999.

Grafton Bethel has consistently improved over the past five years in every grade level. For the previous year, our most successful year in fifth grade, our teachers focused not only on the reading and math content but also on the emotional attitudes of the students toward the testing situation. While it may sound trite and simple, the fifth grade teachers wanted to make sure that the students felt that they could succeed. The teachers continually reminded their students to believe in themselves and their ability to succeed. In previous years, this emotional efficacy was not deemed necessary. However, this year students were experiencing a negative situation in one particular classroom and the rest of the team worked hard to build up the attitudes of the students as the test approached. Even though the negative situation was resolved before the school year ended, the team feels confident that an important lesson was learned ...building a student's self-confidence is an important ingredient to ensure his or her academic success. On the day the results were revealed, the teachers were ecstatic that 100% of the students had passed the state test in reading and math. They continually needed to be reminded through the conversation that 100% meant 100% as they asked about particular students who were disadvantaged, or special needs, or limited English proficient. When 100% pass, that means ALL students. As the teachers began to review the data for the beginning of the school year, it was made even more apparent to them that this efficacy "thing" had really worked. Believing in all children and their ability to succeed was identified as a strong factor in their success, along with the state standards, continuous remediation during the school year, and collaborative teaching with the special education teachers.

While not as high as our fifth grade scores, our third and fourth grade scores continue to improve each year. For years, our fourth grade students scored exceptionally well when the only state assessment was Virginia Studies. With the addition of the reading and math assessments in 2005, teachers needed to realign the time devoted to these instructional areas. With the implementation of a new math model by the school division, which included a math block of 90 minutes, increased paraeducator support, and additional math materials such as Math Buddies (a skill-based remediation program) and enrichment software (Mega Math), our fourth grade math scores are steadily rising. In the same vein, literature groups, flexible reading groups, the Wilson Reading program (a multi-sensory reading program) and Making Connections (a program focused on reading comprehension) have supported the reading instruction as well as the division reading model and contributed to maintaining our reading progress at this grade level.

2. **Using Assessment Results:**

All grade levels review assessment data including state testing results at the beginning of the school year. Celebrations highlight students who have passed the PALs (Virginia's Phonological Awareness Literacy Screening) at kindergarten and first grade level, Stanford (national norm-referenced test) scores for our second

graders and state tests results for the tested grade levels, third, fourth and fifth. Our primary grade teachers provide that firm foundation necessary for the “structured learning” of the upper grade students. Recognizing all grade levels in these celebrations affirms the work of all teachers not just those in the tested grade levels. A more detailed disaggregation of data using the “Student Performance by Question report” occurs during collaborative grade level meetings. Teachers note topics that resulted in student difficulty based on the test responses and examine curriculum maps to make needed alterations. The Response to Intervention process is also used to identify particular students for more intense interventions. Data from several reading assessments are used to continuously follow student progress and these data are collected at each grade level in an electronic database referred to as the Reading Progress Monitoring System. Division Benchmark Assessments in math for second through fifth grade students provide ongoing diagnostic information for students. These Division Benchmark Assessments are aligned with our state standards and help to assure that our students are prepared for the content on the state test. Those students who are struggling with topics identified on the quarterly benchmarks are provided remediation through after school, before school and during school remediation sessions. Two years ago the timeline of our remediation program changed. Formerly the program began about six weeks prior to our state testing dates; usually following our Spring Break. For the past two years, our remediation program has provided ongoing skill based remediation throughout the school year to targeted students based on quarterly benchmark assessments and reading progress monitoring.

3. Communicating Assessment Results:

Our school’s theme of going beyond expectations is evidenced in most of the communication about student performance at Grafton Bethel. The steady increase of our students’ scores through the past five years demonstrates that success breeds success! Our PTA newsletter, our weekly Monday Messages (sent electronically and by paper copies to parents who do not have electronic access) and our school website provide the media for communicating about our success. For example, one particular article denoted the number of students who were achieving at the pass proficient and pass advanced levels and stated our goal to increase the number of students at the pass advanced level. PTA meetings and community gatherings such as the kickoff of our WatchDOG program (a program that fosters involvement of our Dads (Watch Dads Of Great Students)) and our Volunteer appreciation breakfasts also provide a means for public accolades. Our assessment results are presented to the local media and are printed in several local newspapers. Parents also have continuous access to the state website where they can review our “Report Card” online at <https://p1pe.doe.virginia.gov/reportcard/>. Our school division website provides similar information.

When state test scores are available in June, the state provides parent reports which are sent to the local schools. The schools in turn mail the reports to each parent. Back to School and Open House meetings with teachers provide opportunities to discuss the results. Other assessments and student progress reports are also shared with parents at our fall parent conferences and with report cards and interims during the school year. Parents can track their children's progress in school with a Web-based grade book (Edline) that gives them access to information about grades and assignments. The up-to-date information will give parents an early warning about problems at school. Parents and teachers communicate through phone and email with questions and concerns about their student assessment results and daily progress.

4. Sharing Success:

There are many avenues through which we share our success. Most recently, our school inclusion programs were the focus of the Accent on Academics at the October, 2009, school board meeting. Our presentation in DVD format garnered accolades from the board members as well as positive comments from parents and community members as the presentation cycles on the county TV channel.

Our teachers and instructional trainers share at school division meetings. Our administrators are called upon to share our expertise with our behavior support and inclusion/core programs with other administrators in the division. Teachers from other schools visit to observe these programs in action.

In our Principals meetings, successes are shared through a focus on data disaggregation. We are led through a data-walk where we analyze each elementary school's strengths and areas of need. We then make appointments with select administrators and pick their brains as to strategies that have led to success with particular subgroups. For example, last year the principal was especially impressed with a school with similar demographics to Grafton Bethel that had been very successful with their disadvantaged students. As this was an area of need for Grafton Bethel, the principal met with the administrator and she shared her successful strategies. Her best practices were implemented with some refining and modifications resulting in similar increased scores for our disadvantaged students.

In a similar vein, our teachers have shared their successes and traded strategies at school division horizontal articulation meetings. Our reading specialists and instructional trainers have presented at division wide and state level conferences and workshops.

Should we be selected as a National Blue Ribbon School we would welcome the opportunity to share on a national level.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

A York County school division curriculum guide provides the core curriculum in each of the content areas and is aligned with the Virginia Standards of Learning. Teachers use the resources provided in these guides (pacing guides, text and technology resources, objectives, instructional strategies, and suggested activities) to build their curriculum maps for the year and to begin their long and short term planning.

The English curriculum encompasses a balanced and integrated approach to reading and language arts instruction. Through this model, the curriculum seeks to develop students who are competent readers, effective writers, compelling speakers and creative thinkers - skills needed for “citizenship and productive participation in the global community.” Classroom teachers use many resources including the Scott Foresman series, Rigby leveled readers, fiction and nonfiction trade books, Accelerated Reader, and our newly implemented Division Writing Model. Students earn points for success in the Accelerated Reader program (encouraging students to read a plethora of books on many topics at their independent reading level). Writing Workshop in the primary grades and Power Writing in the upper grades have a proven track record as 97% of our fifth graders have passed our state writing assessment.

In mathematics, our focus on building a strong foundation in computation skills is combined with developing and extending students’ problem solving abilities. Computational fluency, number sense, and geometry are the core of the primary instructional program with measurement, graphing, and patterns integrated into these topics. In the upper grades, the core topics expand to include probability and statistics as well as patterns functions and algebra. Real-life applications are emphasized to cement the skills and to make connections within the math skills.

Our science curriculum engages students in the science processes while investigating topics in various strands: force, motion, energy and matter, life processes and living systems, earth space systems, cycles and natural resources. Activities such as Amoco Science (a hands-on science program implemented by volunteers from our community) provide a wealth of materials, resources and parent volunteers to help our students think and act like scientists. Our proximity to NASA and the Jefferson Lab as well as the Virginia Living Museum and the Chesapeake Bay allows for a broad range of field trips and mentors that bring science into our classrooms and take students to the scientists.

Grafton Bethel is located in the heart of the Historic Triangle of Virginia, allowing our students to live history each day. Our history and social sciences curriculum makes use of the resources in the historic areas of Jamestown, Yorktown, Colonial Williamsburg, and Richmond to make history come alive for many of our students. While Greece, Rome, Mali, Egypt, and China (second and third grade social studies content) are not in our budget for field trips, technology provides our students virtual field trips where they learn about the cultures and the countries. Interactive notebooks help to cement the learning and capture the essential knowledge for the students since our textbooks are not aligned to Virginia’s social studies standards. Teachers use many resources to make sure that students are geographically literate, historically accurate, and economically and civically aware.

Our fine arts curriculum is aligned to the Virginia Standards of Learning and supports all of the other content areas. Childrens’ artwork is exhibited in our school and community and students participate in a variety of art contests. Award-winning student art has been selected two years in a row for the NASA calendar and the York County community calendar as well as the PTA Reflections contest. Every grade level is highlighted in a musical performance for parents and the community, as well as performances for our local community DAREFest and the School Division Festival Chorus. Health and wellness are supported through our very

active PE program. Students participate vigorously in Jump Rope For Heart to support the American Heart Association.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The foundation of Grafton Bethel's language arts curriculum is the York County School Division Reading Model. This reading model serves as a framework for the comprehensive reading instruction provided to our students. Our students receive instruction daily in the areas of phonemic awareness, phonics, fluency, vocabulary, comprehension and writing. Students participate in a variety of reading and writing activities daily while the teachers continually monitor student progress and adjust instruction to meet individual needs. Students read and respond to many different types of literature daily and produce a minimum of 2 pieces of writing reflecting the entire writing process quarterly. In addition, teachers conduct flexible guided reading groups three to five times a week based on students' reading levels.

Scott Foresman Reading 2002 serves as a resource and guide for teachers as they plan their instruction. Our literacy room contains an extensive collection of fiction and nonfiction literature to use during guided reading. Teachers have access to a wide range of levels enabling them to extend and remediate as appropriate for their students.

Various assessments are used during the year to monitor students' progress, determine need for intervention and plan appropriate instructional activities. The PALS assessment (K-3), Scott Foresman Benchmark and Skills Tests, Rigby running records, and STAR are monitored through our Reading Progress Monitoring System (RPMS), a database for collecting and sorting data. Teacher made assessments and daily performance also are closely examined to determine individual needs.

Additional reading instruction is available to students based on individual needs as determined through examination of anecdotal information from the classroom teacher and data from the Reading Progress Monitoring System. Those with the greatest need in the area of phonemic awareness and phonics receive instruction in Wilson Foundations in grades K-2. Students with comprehension and vocabulary needs are provided instruction in our Making Connections program and other small groups. Interventions are provided by the reading specialists and trained paraeducators. All interventions are closely monitored by the reading specialists and adjusted as needed throughout the year.

At Grafton Bethel we believe all students can learn to read and succeed. We Go Beyond Expectations to make that happen by meeting students' needs.

3. Additional Curriculum Area:

Our math curriculum is designed around the required State Standards of Learning in mathematics. This curriculum is implemented through our recently developed Math Model. Our YCSD Math Model provides an integrated approach to math instruction across the curriculum and recommends best practice strategies which include teaching for understanding, using a hands-on approach, increasing instructional time, using a common vocabulary across the grade levels, incorporating more manipulative instruction and decreasing the use of worksheet math.

Our Math Model serves as the framework for comprehensive mathematics instruction. It offers flexibility for teachers to individualize and differentiate mathematics instruction to meet the learning needs of each child. Resources for our Math Model that support the curriculum include the Scott Foresman textbook, the Virginia Standards of Learning Curriculum Framework, the Virginia SOL Enhanced Scope and Sequence, the YCSD Math Curriculum Guide.

With many SOL objectives to cover each year at each grade level, a pacing guide provides the much-needed map to make the math journey through the year. Multiple assessment tools assist the teacher in making instructional decisions and are aligned with the Virginia SOL tests. These tools include Division Benchmark Assessments that are given at the end of each quarter and provide diagnostic information to teachers based on the concepts outlined in the pacing guide.

Based on the data collected with multiple tools, teachers have access to the following resources included in the YCSD math curriculum to meet the various needs of students: Everyday Counts Calendar Math Program, Primary Connections for Kindergarten, Mathletics and Math Buddies for Grades K-5. These resources focus on conceptual math instruction through the use of manipulatives and move children through the thinking process from concrete to representational to abstract.

In order to prepare our students to be 21st century citizens, our math curriculum must be rigorous and relevant. To this end we help students make connections between their current mathematical skills and knowledge to real-life applications. We go beyond the minimum competency of the Virginia Standards of Learning and engage students in higher level thinking and reasoning, developing their problem solving abilities and number sense as well as building on their computational fluency.

4. Instructional Methods:

During the past five years the York County School Division has supported teachers with continuous, high-quality professional development in the areas of high yield strategies for instruction, differentiating instruction, and the best practices incorporated into the reading, math and writing models. Grafton Bethel teachers have a wide variety of tools to access as they provide “engaging rigorous opportunities for student learning,” a recent goal in York County’s strategic plan. During the past year teachers explored the concepts of student engagement and rigor, defining these concepts for themselves and identifying what constitutes rigorous and engaging instruction. All these instructional methods are in place to ensure that students meet or exceed our school division benchmarks.

Two years ago, Grafton Bethel teachers employed a master schedule which allowed for an intervention/enrichment block at which time additional instruction is provided as well as pull out instruction for smaller groups, e.g. reading assistance, PALs, math remediation, pull out instruction for our limited English proficient students. Our special needs students are also served through a modified self-contained instructional program and an inclusion model, depending on severity of need and intensity of services required. Grafton Bethel also houses our Behavior Support Program for the school division. Students in this program move through a level system and as appropriate social skills and behaviors are learned, they become more included in our general education classes with the ultimate goal of returning to their home school.

Instructional time is precious and protected at Grafton Bethel. With the time requirements of the reading and math model, from 60 to 90 minutes of math instruction (depending on the grade level) and a minimum of 90 minutes of reading instruction, teachers need varied activities and strategies to engage the students in learning and to make the best use of their time. The administration respects the instructional time by limiting interruptions, meetings, and non-instructional demands on the teachers, freeing teachers to have quality, common, collaborative planning time. One goal of the current administrator is to provide the special education teachers the scheduled planning time with their grade levels. We are not there yet, but getting closer.

5. Professional Development:

York County School Division’s professional development plan addresses the goals of the division’s strategic plan and is aligned with national standards; consistent, on-going, and site based. During the past five years our professional development has evolved from a division delivered program to a more site-based and data driven program. For Grafton Bethel professional development has evolved from whole-school book study, grade

level topic lesson study, to a vertically articulated professional learning community focused on several aspects of need in our building determined through our cycle of professional growth through the year. Our current model employs the processes of a professional learning community which include a vertically articulated team (members from each grade level, Encore teachers and special education teachers) and study areas selected through data and interest and expertise, monthly scheduled meetings during the school day with paraeducator support provided to classrooms to allow teachers the time to devote to this important mission of the school. As a result of the economic downturn, administration made the decision to rely on the experts in our school to lead these teams, rather than spending funds to send very few teachers to outside conferences. These leaders have in turn facilitated others to rise within the group as the sharing and reflection on best practices occur. Teachers are committed to the process and are taking risks as they share their best, question their practices and rely on each other to continue to improve.

6. School Leadership:

First and foremost, the administrator of Grafton Bethel strongly adheres to a servant leadership belief. Her purpose is to serve the students, staff, and parents to accomplish the mission and goals of Grafton Bethel. With a masters in reading and experience at the state level as the Elementary Math Specialist, the principal is also a strong instructional leader. Her vision of shared leadership and collective efficacy reveals itself in the leadership team which meets monthly to address core instructional and cultural issues in the school. The administrator collaborates with her assistant principal, who brings expertise in special education and teacher evaluation to the team. Instructional trainers in reading and math as well as the assessment, compliance and intervention coordinator serve to complete the leadership team at Grafton Bethel.

Weekly walkthroughs in all the classrooms assist the administrators in “managing by walking around” as well as keeping a focus on instruction and student learning. Administrators are present in the halls at arrival times, in the cafeteria at lunchtime and at the bus lines at dismissal time. Administrators meet with grade level teams to review student progress, discuss student work, and review data from quarterly assessments. These meetings also inform the administrators of any family issues or concerns that may have surfaced; however, serious concerns and situations are brought to administration immediately.

Our PTA executive board meets monthly as well and has two teachers and the principal who serve on the board. This board functions as a liaison between the teachers and parents and provides monetary support for many teacher requests through their innovative mini-grant program. Through one single fundraiser with an instructional focus (the Spell-a –thon- where students raise money by securing sponsors for correctly spelling words on a weekly spelling test), the parent volunteers raise sufficient funds to not only provide major items for the school (large screen and sound system for cafetorium, mini-blinds for all classroom doors, walkie-talkies), they also support the arts by funding all of the cultural arts programs, and they provide financial assistance to needy students for field trips, coats, and school supplies.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Virginia Standards of Learning
Edition/Publication Year: Spring 2005-2009 Publisher: Pearson Educational Measurement

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jun	Jun	Jun	Jun	Jun
SCHOOL SCORES					
% Proficient plus % Advanced	95	96	99	96	94
% Advanced	44	66	61	71	71
Number of students tested	98	104	118	95	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	3	3	1	1
Percent of students alternatively assessed	4	3	3	1	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	94	77		90	
% Advanced	25	31		60	
Number of students tested	16	13		10	
2. African American Students					
% Proficient plus % Advanced	93	100			
% Advanced	33	55			
Number of students tested	15	11			
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	90	73		70	
% Advanced	30	27		30	
Number of students tested	10	15		10	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	96	96	99	95	94
% Advanced	46	66	63	67	72
Number of students tested	68	76	87	85	87

Notes:

Largest other subgroup not listed above is Racial Ethnic Group White

Subject: Reading

Grade: 3 Test: Virginia Standards of Learning

Edition/Publication Year: Spring 2005-2009 Publisher: Pearson Educational Measurement

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jun	Jun	Jun	Jun	Jun
SCHOOL SCORES					
% Proficient plus % Advanced	93	92	92	94	88
% Advanced	46	53	58	52	33
Number of students tested	95	104	118	96	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	3	3	1	1
Percent of students alternatively assessed	7	3	3	1	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	93	69		80	
% Advanced	36	23		30	
Number of students tested	14	13		10	
2. African American Students					
% Proficient plus % Advanced	79	91			
% Advanced	21	36			
Number of students tested	14	11			
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced		67		80	
% Advanced		13		0	
Number of students tested		15		10	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	94	93	94	94	86
% Advanced	46	57	61	51	32
Number of students tested	67	76	87	86	91

Notes:

Largest other subgroup used is Racial Ethnic Group White

Subject: Mathematics

Grade: 4 Test: Virginia Standards of Learning

Edition/Publication Year: Spring 2005-2009 Publisher: Pearson Educational Measurement

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jun	Jun	Jun	Jun	
SCHOOL SCORES					
% Proficient plus % Advanced	90	88	91	87	
% Advanced	61	49	48	44	
Number of students tested	105	111	98	105	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	3	3	1	1	
Percent of students alternatively assessed	3	3	1	1	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	82	80			
% Advanced	36	27			
Number of students tested	11	15			
2. African American Students					
% Proficient plus % Advanced	92	73			
% Advanced	54	27			
Number of students tested	13	11			
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	77	64	69		
% Advanced	23	46	19		
Number of students tested	13	11	16		
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	89	92	90	86	
% Advanced	59	51	45	47	
Number of students tested	75	82	86	86	

Notes:

#6 Largest Other Subgroup not listed is the Racial Ethnic Group White

Virginia 4th graders not tested in math until Spring 2006

Subject: Reading

Grade: 4 Test: Virginia Standards of Learning

Edition/Publication Year: Spring 2005-2009 Publisher: Pearson Educational Measurement

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jun	Jun	Jun	Jun	
SCHOOL SCORES					
% Proficient plus % Advanced	95	91	94	98	
% Advanced	57	55	53	69	
Number of students tested	104	111	98	104	
Percent of total students tested	100	100	100	99	
Number of students alternatively assessed	3	3	1	1	
Percent of students alternatively assessed	3	3	1	1	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	91	73			
% Advanced	9	47			
Number of students tested	11	15			
2. African American Students					
% Proficient plus % Advanced	92	82			
% Advanced	38	36			
Number of students tested	13	11			
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	85	64	75	88	
% Advanced	31	36	25	25	
Number of students tested	13	11	16	8	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	96	93	93	98	
% Advanced	57	55	51	71	
Number of students tested	74	82	86	86	

Notes:

6 Largest Other Subgroup not listed above is Racial Ethnic Group White

Virginia did not begin testing of 4th grade Reading until Spring of 2006

Subject: Mathematics

Grade: 5 Test: Virginia Standards of Learning

Edition/Publication Year: Spring 2005-2009 Publisher: Pearson Educational Measurement

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jun	Jun	Jun	Jun	Jun
SCHOOL SCORES					
% Proficient plus % Advanced	100	93	96	91	87
% Advanced	80	67	76	57	39
Number of students tested	114	110	108	109	127
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	3	1	1	3	0
Percent of students alternatively assessed	3	1	1	3	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	60			50
% Advanced	63	30			13
Number of students tested	19	10			16
2. African American Students					
% Proficient plus % Advanced	100				62
% Advanced	71				15
Number of students tested	17				13
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	100	79		79	31
% Advanced	64	29		29	0
Number of students tested	11	14		14	13
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	91	95	90	89
% Advanced	79	65	72	58	39
Number of students tested	81	93	87	92	102

Notes:

#6 Largest Other Subgroup is Racial Ethnic Group White

Subject: Reading

Grade: 5 Test: Virginia Standards of Learning

Edition/Publication Year: Spring 2005-2009 Publisher: Pearson Educational Measurement

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jun	Jun	Jun	Jun	Jun
SCHOOL SCORES					
% Proficient plus % Advanced	100	94	95	91	88
% Advanced	53	53	56	43	40
Number of students tested	113	110	108	109	127
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	4	1	1	3	0
Percent of students alternatively assessed	4	1	1	3	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	50			63
% Advanced	33	0			19
Number of students tested	18	10			16
2. African American Students					
% Proficient plus % Advanced	100				69
% Advanced	44				15
Number of students tested	16				13
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	100	79		86	46
% Advanced	40	29		21	15
Number of students tested	10	14		14	13
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	94	94	90	90
% Advanced	53	53	59	43	44
Number of students tested	81	93	87	92	102

Notes:

#6 Largest Other Subgroup is Racial Ethnic Group White