

Fairfax County Public Schools

Annual Title I Schoolwide Components Template

School Name: Herndon Elementary

School Year: 2014-2015

Overview:

Schools receiving Title I, Part A grant funds and implementing schoolwide instructional models are required to develop schoolwide plans in accordance with Section 1114(b) of the *Elementary and Secondary Education Act* (ESEA), as amended in 2001. The ESEA requires ten components to be included in the schoolwide plan. Guidelines for schoolwide plan development include the following:

- The comprehensive plan shall be developed/reviewed annually, with adjustments made based on thorough evaluation of the effectiveness of previous plans;
- The plan shall be developed with the involvement of parents and other members of the community to be served;
- Individuals who will carry out the plan, including teachers, principals, administrators, and if appropriate, pupil services personnel and technical assistance providers, shall be involved in the development of the plan;
- The plan shall be available to division personnel, parents, and the public; and
- Information in the plan shall be in an understandable, uniform format and, to the extent practicable, provided in a language that parents can understand.

The template that follows (beginning on page 2) provides a framework to house the schoolwide plan components. For each component, the narrative section in the template should be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed, with consideration for the expected evidence. Specific elements from the School Improvement Plan (SIP) may be referenced within the narrative as they relate to individual schoolwide components. The annual review of these components promotes continuous improvement and allows for the schoolwide plan to reflect the ongoing efforts to upgrade the entire educational program of the school.

Resources:

Copy of your school's most recent Schoolwide Components: *available by calling 571-423-4700*

Sample schoolwide components and links to federal guidance: *available under the "Schoolwide Components" heading on the FCPS Title I intranet site (<http://fcpsnet.fcps.edu/is/title1/index.html>)*

VDOE presentation on schoolwide programs and planning: *available at http://www.doe.virginia.gov/federal_programs/esea/professional_dev/program_admin_annual_2011/requirements_implementation_of_title1_schoolwide_program.pdf*

Schoolwide Component 1 - §1114(b)(1)(A): A **comprehensive needs assessment** of the entire school (including taking into account the needs of migratory children as defined in §1309(2)) that is based on the information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in §1111(b)(1).

Expected Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A summary of data analyses must be included. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students (described in Component 2).

Narrative:

Our systematic efforts to involve Instructional staff include how we reviewed gap group results and analysis and through quarterly CLT meetings analyzing current DRA and SOL data. All grade levels maintain SMARTR goals to ensure school wide improvement. Quarterly, grade levels will continue to review data and determine next steps for intervention and instruction.

The Organizational Health Survey was administered in the spring of 2014. A core group of members from the current FSAC and CLT Leaders (as voted on by staff), attended formal two-day training with the survey writers. Following, the group reviewed the data with the staff in full and created breakout sessions to elicit responses from all members of the staff. The core group then created an action plan in an effort to increase our overall organizational health. The data indicated that the principal is clearly aware of the staff's overall view of our organizational health. We are working to come up with a better why for shared decision making starting with functional FSAC to determine our organizational needs and the CLT Leaders to determine out academic needs.

The Working Conditions Survey from early spring 2014 was administered. The results were shared with all staff and compared with the 2012 survey. Results indicated a need for increased shared decision making, trust and communication from administration.

Data Analysis:

| Gap Group 1 | AMO Target | Herndon ES |
|-------------|------------|------------|
| Reading | 59% | 43% |
| Math | 57% | 40% |

| Gap Group 2 | AMO Target | Herndon ES |
|-------------|------------|------------|
| Reading | 57% | 50% |
| Math | 56% | 45% |

| Gap Group 3 | AMO Target | Herndon ES |
|-------------|------------|------------|
| Reading | 60% | 42% |
| Math | 60% | 35% |

We did not meet AMO (Annual Measurable Objective) in Gap Group 1 (Students with Disabilities, English Language Learners, and Economically Disadvantaged Students (unduplicated) AMO target in reading was 59%. We scored 43%. Meaning only 43% of our students in that group passed the SOL with a 400 or better on the reading SOL. In the same group in math the target was 57% we scored 40%. This means that only 40% of our students in that group scored 400 or better on the math SOL.

We made AMO in Gap Group 2 (Black Students), but with the 3 year average. The target for this group in reading was 57%. We scored 50% in reading. The target in math was 56%. We scored 45%. With the same effort this group will not pass this year.

In Gap Group 3 (Hispanic Students) The target was 60% in reading. We scored 42%. In math the target was 60%. We scored 35%. Some of it we will be looking at during data CLT's.

For reading DRA2 and DRA2 WA indicates that reading achievement is an area of concern. HES met the AMO overall using the three year average for reading SOL score. Our reading SOL pass rate continues to decrease over the last few years. We have larger percentages of students failing in Gap 1 Gap 3 and Students with Disability. See HES reading results on VDOE hyperlink below.

A strong need to improve progress monitoring and consistency of guided reading in all grades due to a noticeable lack in progress over time (i.e. school year) based on DRA data was evident. Using Jan Richardson's Next Steps in Guided Reading, HES teachers plan guided reading lessons in CLT's together. Electronic/paper portfolios (pensieve) of student data is maintained by each teacher. The data is reviewed to plan next steps for each student. Monitoring how often students meet in small groups with the classroom teacher. The need to improve Tier One is clearly evident in the data. A priority is given to instruction through small group. The implementation of Math Workshop at every grade level is the initiative for 2014-2015. All of these issues are addressed in the Indistar school improvement plan.

Additional documentation attached/linked (if applicable): Please refer to SMARTR Goal powerpoint, and Story of HES powerpoint:
<https://p1pe.doe.virginia.gov/reportcard/report.do?division=29&schoolName=1388>

Related Indistar® indicators (if applicable): *IF08, VC01; TA01; TA02; and TA03*

Title I feedback to school: 12/5/14 (tep) Complete. Evidence includes an analysis of various data and are addressed in the Indistar plan.

Schoolwide Component 2 - §1114(b)(1)(B): Schoolwide reform strategies that—

1. *Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in §1111(b)(1)(D);*
2. *Use effective methods and instructional strategies that are based on scientifically-based research that—*
 - a. *Strengthen the core academic program in the school;*
 - b. *Increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;*
 - c. *Include strategies for meeting the educational needs of historically underserved populations;*
 - d. *Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—*
 - i. *Counseling, pupil services, and mentoring services;*
 - ii. *College and career awareness and preparation such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and*
 - iii. *The integration of vocational and technical education programs; and*
 - e. *Address how the school will determine if such needs have been met; and*
 - f. *Are consistent with, and are designed to implement, the state and local improvement plans, if any.*

Expected Evidence: Scientifically-based research strategies based on identified needs (described in Component 1) and designed to raise the achievement level of all students on content standards, addressing strategies to strengthen the core academic program, improve the quality of learning time, and meet the needs of underserved and at-risk populations. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

Strengthen the core academic program:

Based on the data analysis and the needs assessment in Reading, Herndon ES is committed to continue to improve the Daily 5 Literacy structure and will improve and make time for guided reading practices. Grade level teams meet weekly for professional development in literacy instruction. Specific staff development is provided to enable teachers to administer, score, and analyze the Developmental Spelling Assessment in order to better understand individual student needs of learners in reading and writing instruction.

Based on the data analysis of mathematics instruction, Herndon ES is supporting mathematics Tier One instruction by implementing a mathematics workshop model that emphasizes problem solving with daily focus lessons, small group mathematics instruction, and independent practice and extension opportunities. An identified need for teacher development in implementing math workshop is a work in progress.

A Saturday School program meets weekly with tutors from the local high school to practice workshop based activities in mathematics and reading. Informal training is provided at the high school. There are multiple certified teachers at both the elementary and high school levels working with the students. In addition, the teachers for the students provide all activities based on student need and individualize tutoring instruction as necessary.

Additional documentation attached/linked (if applicable):

Related Indistar® indicators (if applicable): IF08, VC01; TA01; TA02; and TA03

Title I feedback to school: 12/5/14 (tep) Complete. Evidence includes work to be done to strengthen core instruction.

Schoolwide Component 3 - §1114(b)(1)(C): Instruction by highly qualified teachers.

Expected Evidence: Efforts to retain highly qualified staff to better meet the individual needs of all students.

Narrative:

Herndon Elementary works diligently to retain high quality staff who can meet the individual needs of all students. We believe that by providing a warm and friendly school culture with open communication between staff and leadership we create a school where everyone learns and grows together, however our Workplace Survey in 2014 and our results from the Organizational Health Survey indicate this is not evident to others. The action plan to build a positive culture: The Organizational Health Survey was administered in the spring of 2014. A core group of members from the current FSAC and CLT Leaders (as voted on by staff), attended formal two-day training with the survey writers. Following, the group reviewed the data with the staff in full and created breakout sessions to elicit responses from all members of the staff. The core group then created an action plan in an effort to increase our overall organizational health. The data indicated that the principal is clearly aware of the staff's overall view of our organizational health. We are working to come up with a better way for shared decision making starting with functional FSAC to determine our organizational needs and the CLT Leaders to determine out academic needs.

New teachers attend Great Beginnings to transition to the classroom. New teachers to Herndon are provided a mentor and monthly supportive professional development to increase and sustain the best quality of instruction. The county/district also provides an outside mentor to each new teacher. In addition, optional morning professional development provides professional learning for all staff. Weekly grade level meetings and coaching for all teachers support best instructional practices.

Additional documentation attached/linked (if applicable):

Related Indistar® indicators (if applicable): IF08, VC01; TA01; TA02; and TA03

Title I feedback to school: 12/5/14 (tep) Complete. Evidence includes results of a number of surveys and action steps to coordinate services.

Schoolwide Component 4 - §1114(b)(1)(D): *In accordance with §1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.*

Expected Evidence: Ongoing professional development planning that supports administration, teachers, and paraprofessionals to serve students and their needs.

Narrative:

Instructional staff, including administrators and instructional assistants, will be supported by the following on-site professional development:

- * Teachers in grades K-6 participate in professional development surrounding school-wide implementation of math workshop
- * Teachers in grades K-6 participate in professional development using the Jan Richardson book *Next Steps in Guided Reading*
- * HES staff will begin to participate in peer and administrative observations in an effort to share feedback and ensure fidelity of small group math instruction and guided reading.
- * Instructional personnel will be trained in the Responsive Classroom strategies as a positive behavior approach to classroom management.
- * Instructional staff participates in before school professional development opportunities such as: *Launching a Math Workshop*, *Using MyOn in classrooms*, *Jan Richardson modeled guided reading strategies*, *Utilizing E-Cart*
- * Increased professional development during CLT's to meet the needs of individual grade level teams
- * Professional development includes: *Daily 5*, *Jan Richardson*, *DSA*, *Math workshop*, *Eric Jensen*, and *Kagan strategies*.

Additional documentation attached/linked (if applicable): PD calendar

Related Indistar® indicators (if applicable): *IF08, VC01; TA01; TA02; and TA03*

Title I feedback to school: 12/5/14 (tep) Complete. Evidence includes an outline of the PD plan for the year.

Schoolwide Component 5 - §1114(b)(1)(E): Strategies to attract high-quality highly qualified teachers to high-needs schools.

Expected Evidence: Efforts to recruit highly-qualified staff to better meet the individual needs of all students.

Narrative:

The school works closely with FCPS central office to recruit highly qualified staff and long term substitutes to HES. in an effort to meet our students needs. Through job fairs, collaboration with college personnel, and a variety of incentives recruitment specialist in the FCPS HR department continue to build a highly qualified core of teachers for all division schools. At the school level, our interview questions reflect our Herndon initiatives. In partnership with JMU, student teaching placements have resulted in the hiring of three highly qualified teaching positions since 2012.

Additional documentation attached/linked (if applicable):

Related Indistar® indicators (if applicable):

Title I feedback to school: 12/5/14 (tep) Complete. Evidence includes the coordination with central offices around the hiring of teachers.

Schoolwide Component 6 - §1114(b)(1)(F): Strategies to increase parental involvement in accordance with §1118, such as family literacy services.

Expected Evidence: Parent/community involvement; compact development and implementation; parent policy and other required activities to involve parents.

Narrative:

Herndon Elementary School worked with teachers and parents early in the school year to update a school/home compact to outline the partnership and shared commitments of staff, parents and students. Parent representatives were provided an opportunity to review the family engagement policy and provide input to our compact. Both documents will be shared with families through the HES webpage, and hard copies distributed to families quarterly.

Family Community Engagement:

Herndon Elementary school offers families a variety of opportunities throughout the school year to assist parents in learning ways to support their students learning. The following are a few of the opportunities implemented at HES (as outlined in detail in our School/Home Compact and Family Engagement Policy both available on our homepage):

- Child care available during various school programs
 - Conduct workshops at a variety of times to provide assistance to all families in supporting their child's academic achievement, such as: Partners in Print, Family Literacy Programs, Kindergarten Orientation and Open House, Advanced Academics Parent Information Night, and other curriculum nights; including SOL information and the four content area information.
 - Counseling programs available during school for students involved in life altering events or experiences such as death, divorce, loss of a pet.
 - Child care and snacks will be made available during various family engagement events, including Family Partnership Trainings and Curriculum Night.
 - Convene an annual meeting early in the school year to inform parents about the Title I program and The No Child Left Behind Law and their right to be involved in the planning and implementation of the Title I program.
 - Offered Bridge to K summer program to prepare rising Kindergarteners for the routines and procedures of the school day.
 - Career Day to expose students to a variety of future professional opportunities
 - Family Field Trip events to expose students and their families to local area museums and exhibits
 - Invited students to attend a Saturday tutoring program where students work 1 on 1 with high school volunteers
 - Saturday morning GEMS (Girls Excelling in Math and Science) club
 - Evening events to support French and Spanish immersion programs: French and Spanish Bedtime stories, French Fun Night, Hispanic Parent Night (November 18, 2014)
 - Parent Resource Fair offered to provide resource for community
 - Working with Kids are First to supply free school supplies to students in FARMS
 - Herndon Weekend Backpack Program offering food to families supported through McLean Bible Church and Food for Others
- * Work in close coordination with Trinity Presbyterian Church to support various programs and schoolwide initiatives

Additional documentation attached/linked (if applicable):

Related Indistar® indicators (if applicable):

Title I feedback to school: 12/5/14 (tep) Complete. Evidence includes a listing of family engagement activities.

Schoolwide Component 7 - §1114(b)(1)(G): Plans for **assisting preschool children in the transition** from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Expected Evidence: The school assists and supports children in their transition from early childhood programs to elementary school through activities that are planned, implemented, and assessed. If the school is a middle school, address how the school will assist students in their transition to high school.

Narrative:

Herndon Elementary assists and supports children in their transition from early childhood programs to elementary programs through the following activities:

- * Each Head Start family is invited to all Partners In Print activities
- * All Head Start families are part of Kindergarten Orientation and Kindergarten screening
- * Selected families are invited to Bridge to K program to support early school readiness during a three week summer program.
- * Head Start students visit the classroom and other areas of the school throughout the school year.
- * Head Start teacher completes the strengths and areas of growth form for each student to provide necessary early educational data
- * HES has a formal Kindergarten Orientation where rising Kindergartners and their families visit Herndon Elementary, meet our staff, and participate in an early screening activity. Parents receive valuable information about skills students need to be ready for kindergarten from a Reading, Math and Speech specialist.
- * Early Literacy Program: invite specific families to attend family literacy event in the spring before entering Kindergarten. Families are invited based on child's Kindergarten screening score. Resources are shared and books provided for families. Follow-up with children who attend is a part of Fall Kindergarten data collection.

Additional documentation attached/linked (if applicable):

Related Indistar® indicators (if applicable):

Title I feedback to school: 12/5/14 (tep) Complete. Evidence includes a variety of orientation and familiarity activities within the school.

Schoolwide Component 8 - §1114(b)(1)(H): Measures to include teachers in the decisions regarding the use of academic assessments described in §1111(b)(3) in order to provide information on, and to improve, the overall instructional program.

Evidence: The role and activities of teachers in decisions regarding the use of academic assessments in order to provide information on—and improve—the achievement of individual students and the overall instructional program.

Narrative:

With the support of the Title One math specialist and instructional coach, grade level teams review and select performance tasks to administer in mathematics in order to form small groups that focus on student needs.

Each grade has developed SMARTR goals for both reading and math, which include specific assessments to measure individual and collective success throughout the year.

Each grade level will have three all-day planning sessions to allow teachers to analyze data and focus on ways to improve Tier one instruction.

Teams are using excel spreadsheets to document DRA2 progress, analyzing progress quarterly: 2x using DRA data, and 2x using schoolwide assessment data.

Teachers administer the Developmental Spelling Assessment to glean additional information about individual students knowledge of how words work, increasing fidelity of guided reading instruction.

Additional documentation attached/linked (if applicable): SMARTR Goal Spreadsheets

Related Indistar® indicators (if applicable): IF08, VC01; TA01; TA02; and TA03

Title I feedback to school: 12/5/14 (tep) Complete. Evidence includes the CLT cycle and how goals are set for each team.

Schoolwide Component 9 - §1114(b)(1)(I): Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by §1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Expected Evidence: A process for identifying students needing additional support to meet academic achievement standards which includes timely identification, implementation, and monitoring of interventions.

Narrative:

The following are descriptions of activities to ensure that students who experience difficulty mastering proficient or advanced SOL levels will be provided with timely, effective additional assistance:

- * RI CLT's- Grade level teams meet monthly to discuss students who are having academic or behavioral difficulties. Team identifies strengths, weaknesses, and specific strategies to assist the student.
- * RI Core Team- If two or more Tier One interventions have not been successful grade level teachers bring students to the RI Core Team, along with data to support need for further intervention. A determination is made among the core team as what next steps are needed. If the team has evidence to support a need for Tier Two interventions a highly trained specialist implements a research based intervention program such as: Leveled Literacy Intervention, Do the Math, or Language!.
- * Saturday School-Excel: Students who are identified as needing additional support in math or reading are recommended for our Saturday school program.
- * Academic Double Dosing- The most struggling students in mathematics and reading are identified as high priority students needing additional time for learning in both our intervention time and during class time. These students are given an additional small group as often as possible in coordination with ESOL and classroom teachers.
- * Early Intervention Reading Instruction (EIRI)- an early reading intervention program for Kindergarten students who do not meet the Fall benchmark on WA.
- * Waterford Computer Program- Kindergarten teachers identify students who need additional work with phonemic awareness and early reading skills based on synthesizing WA task data. These students are using Waterford as an additional reading support.

Additional documentation attached/linked (if applicable):

Related Indistar® indicators (if applicable): TA01, TA02, TA03

Title I feedback to school: 12/5/14 (tep) Complete. Evidence includes the work around responsive instruction and much more is captured both within the Indistar tool and the RI application.

Schoolwide Component 10 - §1114(b)(1)(J): Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Evidence: Federal, state, and local funding sources are used to support and implement the plan. **Resources,** such as programs and materials, human resources, time, and community are used to meet the needs of staff and students.

Narrative:

Coordination of federal, state, and local funding sources:

- *Title One funding provides supplemental program and materials, human resources, family engagement activities and support personnel.
- * Head Start federally funded program provides preschool services for low income families
- * Title One funds allow for hourly interventionist who responds to student learning needs
- * Food For Others backpack program meets the physical basic needs by supplying additional meals for over 200 students each week.
- *Family Engagement activities provide a format for family involvement and encouragement for the home school connection.

Coordination of resources to meet student and staff need:

- *Our school master calendar and the FCPS calendar provide designated time for collaboration, strategic planning, and professional learning.
- * Business partners meet monthly to discuss the school goals
- * Division and team formative assessments provide valuable information for teams as they set and monitor learning goals

Additional documentation attached/linked (if applicable):

Related Indistar® indicators (if applicable): IF08, VC01; TA01; TA02; and TA03

Title I feedback to school: 12/5/14 (tep) Complete. Evidence includes the various funding sources for this school.