

# Fairfax County Public Schools

## Annual Title I Schoolwide Components Template

**School Name:** Herndon Elementary

**School Year:** 2015-2016

### **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 "School Plans" 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](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:**

We continue to improve our efforts regarding tier 1 instruction to meet the needs of all of our students. Through collaborative learning teams (CLTs), we continue to examine our gap group data and address students by name and need on a quarterly basis at a minimum. We also analyze and maintain record keeping of historical and current DRA and SOL data. Each grade level has created a SMARTR goal that aligns with the school goals to support student achievement. Grade level teams regularly engage in data dialogues and refer to SMARTR Goals to ensure alignment and academic student progress is being made.

Based on data from the previous school year and Organizational Health outcomes, we continue to use feedback for this school year. We meet bi-weekly to address FSAC concerns and involve the SIP leaders, who are designated teacher leaders, to be the voice of the staff to promote shared decision making. The administrative team continues to seek feedback from staff regarding the improvement of communication and ensuring that there is transparency in communicating the why behind decisions that impact the school.

Our data analysis for the 2014-2015 school year that is being used to make instructional decision for the current year (2015-2016) are as follows:

Gap Group 1	AMO Target	Herndon ES
Reading	65%	45.56%
Math	63%	40.46%
Gap Group 2	AMO Target	Herndon ES
Reading	64%	55.56%
Math	62%	34%
Gap Group 3	AMO Target	Herndon ES
Reading	66%	37.79%
Math	65%	38.24%

We didn't meet AMO (Annual Measurable Objective) in Gap Group 1-Students with Disabilities, English Language Learners, and Economically Disadvantaged and Gap Group 2-Hispanic Students. With the current AMO Targets, 65% of our Gap Group 1 students need to pass the Reading SOL with a score of 400 or more. This means that we will need to increase our pass rate of 20% or more to meet our target. If we don't improve in Gap Groups 1 and 3 with a minimum of a 20% increase, we will not meet benchmarks. Gap Groups 1 and 3 continue to be the groups where we have the most students with high needs, yet we are not meeting expectations.

We met the AMO for Gap Group 2 with the 3 year average. Our data indicates a need to greatly improve rigorous Tier 1 instruction.

The DRA data for our first and second graders from Spring 2015 shows that for our subgroups of Limited English Proficient (LEP), Black, and Hispanic students with 56.8% of students in the LEP subgroup scoring below grade level, 56.9% of Hispanic students scoring below grade level. For Black students, the majority of students, 25% scored above grade level with 50% of students scoring on grade level.

We continue to focus on the components of Guided Reading and Math Workshop. Professional Development was provided at the beginning of the school year for all staff to address Reading, math and science and continues to be provided throughout the school year. Teachers use data points such as running records, anecdotal notes, DRA data, eCART and program data for all students. Teachers also have both historical and current data points to address the individual needs of students. Focus lessons and small group instruction have been focal points for the current school year as a means to observe and evaluate instruction. Teachers have created SMARTER goals aligned with the School Improvement Plan (SIP) that identifies the number of students within each subgroup and how best to meet their instructional needs to ensure that the AMO targets are reached.

Teachers also conduct classroom visits and observations to gain and share insight. The focus this school year is on focus lessons (the previous year it was small group instruction). We also have support to focus on instruction from specialists in math, reading, and science. The support and professional development provided is based upon data from assessments as well as classroom observations.

**Additional documentation attached/linked (if applicable):** Additional information regarding subgroup data is provided with the following link:  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/](http://www.doe.virginia.gov/statistics_reports/school_report_card/)

**Title I feedback to school:** 12/10/15 (SM) Complete. Evidence of a complete and comprehensive needs assessment which involved multiple stakeholders in the process.

**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:**

Based on historical data and feedback from the staff, Herndon ES is committed to continue to improve instruction in the areas of math, reading, and science. In Language Arts, Guided Reading with Daily 5, continues to be the primary structure used to instruct reading in the classroom. CLTs meet weekly to plan instruction for Language Arts with DRA and DSA data, as well as other common assessment data in order to better understand the individual needs of students. The teachers are given days to meet and plan for all content areas to plan & pace, address instruction and create assessments.

Math instruction is based upon the Math Workshop model which emphasizes problem solving tasks, small group instruction and independent practice. Teachers continue to receive professional development and support to ensure that the model is implemented effectively.

EXCEL, a Saturday program, continues as an ongoing practice at Herndon ES. Tutors from the high school provide support to students to complete academic work that supports their learning. The work that the students complete is specifically for them, addressing any areas of growth needed for the student to be academically successful.

**Additional documentation attached/linked (if applicable):**

**Title I feedback to school:** 12/10/15 (SM) Complete. Evidence of use of data analysis to determine instructional strategies for the coming year. The school is focusing on implementation of the math workshop model as well as an emphasis on guided reading within the balanced literacy framework.

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

**Expected Evidence: Efforts to retain highly qualified staff (teachers and paraprofessionals) to better meet the individual needs of all students.**

**Narrative:**

Herndon hired more than ten teachers this year for various grade levels and departments. Herndon continues to strive to hire highly qualified and experienced teachers. In order to retain staff members, Herndon strives to improve the communication, which was indicated as an area of growth by the staff. Staff members have an opportunity to be a part of the decision making process when discussing professional development needs as well as decisions that will impact the school. A committee of teacher leaders has been created to serve as body to represent teacher voice in school wide decisions. As with the teachers, training was given to the paraprofessionals at the beginning of the year by our behavior specialist to address their concerns when working with students that have multiple needs.

New teachers meet twice monthly with their mentors and participate in professional development to sustain the quality of instruction that is needed and expected to meet the various needs of our students.

Instructional and resource coaches provide grade level and individual support for teachers to plan and deliver instruction that is engaging and rigorous. They also provide optional small group professional development based on teacher feedback to support their needs.

As of July 1, 2015, 100 percent of instructional paraprofessionals serving within the Title I funded program meet highly qualified expectations in accordance with the Elementary and Secondary Education Act (ESEA) of 2001.

**Additional documentation attached/linked (if applicable):**

**Title I feedback to school:** 12/10/15 (SM) Complete. Evidence of information on the culture being created and the supports and opportunities put in place in order to entice teachers to stay at the school

**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:**

All staff, including administrators, participate in a myriad of professional development opportunities. At the beginning of the year, teachers, coaches, and resource staff participated in Math Workshop, Guided Reading (and how it fuses with Balanced Literacy), and science professional development which was presented by central office content specialist. These sessions were offered for full and half day sessions.

Mini professional development sessions are offered each Friday as a follow up to whole school professional development by instructional coaches, resource team members, and administrators. HES has also planned for central office content specialists to support teacher teams throughout the year during CLT planning meetings as well as co-teaching in the classroom to support individual teachers and support Tier 1 instruction.

Within the professional development provided, teachers are given opportunities to participate as their students would, to ensure there is a thorough understanding of the instructional strategies. While other small group professional development is offered to support individual teacher needs (i.e. classroom management, assessment practices, special education), the focus of whole staff professional development has been on instruction.

**Additional documentation attached/linked (if applicable):**

**Title I feedback to school:** 12/10/15 (SM) Complete. Evidence of job-embedded professional development for the entire staff to focus on the balanced literacy framework, implementation of math workshop, as well as other differentiated topics on a regular basis.

**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:**

Because Herndon Elementary has students with a variety of needs, we strive to recruit highly qualified staff and well as long term substitutes and Instructional Assistants. We utilize job fairs, collaborate with central office, as well as with colleagues within the county regarding candidates transferring from within the county. During interviews, potential candidates are asked questions reflective of our school demographics. Staff members are also included in the interview process to ensure that candidates will be a match for our schools and grade level teams.

Collaborating with local colleges and universities also help to ensure that we are recruiting qualified candidates.

Being an Immersion school, we have closely collaborated with staff who network to recruit teachers from abroad to teach in our Immersion program. This school year, we were able to hire two teachers for our Spanish Immersion classrooms in the primary grades.

**Additional documentation attached/linked (if applicable):**

**Title I feedback to school:** 12/10/15 (SM) Complete. Evidence to show that in addition to what the division has in place, Herndon ES has structures in place to attract teachers who can meet the needs of the students.

**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:**

Having parental involvement is key to having the voice of the community in our school. HES works closely with the parent liason, Parent Teacher Association and staff to communicate the commitments of all stakeholders. HES works closely with the Herndon Fornightly Library and attends a monthly Neighborhood meeting that involves all community members. The majority of family engagment activities take place in the evening to accommodate the schedules of families, and when we are able to do so, provide child care.

Some of the opportunities available for our families include and are not limited to the following:

Family Literacy Night

Kindergarten Orientation

Open HUse

Advanced Academics Parent Information Night

PTA and related events hosted by the PTA that are geared to families

Back to School Night with extended hours

Parent Resource Fair

Immersion Night to highlight our French & Spanish Immersion programs

Other Family Engagement opportunities include:

Head Start Parent Breakfast

Bridge to K to prepare kindergarteners for coming to school full day

Career Day

Kids At Hope Assembly to promote our pledge of believing that all children of capable of success

Partnership with Trinity Presbyterian Church to support schoolwide initiatives

Providing meals through our weekend backpack program and school supplies for our economically disadvantaged students which includes the support from various organizations

**Additional documentation attached/linked (if applicable):**

**Title I feedback to school:** 12/10/15 (SM) Complete. Evidence that family engagement opportunities are planned in a variety of ways, include both parent involvement and education, and include a variety of school staff members.



**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 has a Head Start program that participates in the family engagement and school sponsored student activities. All Head Start families are invited to attend Kindergarten Orientation, Bridge to K and screening processes. This year, the Head Start program is also using the same type of reading assessments to gauge the students' readiness for kindergarten. Involving parents in the various steps for school readiness is also an important part of the process. Parents are given information regarding the skills necessary for success in preparing their children for the next steps.

This year, Herndon ES is working with the Neighborhood program to reach out more to the communities to get students ready for kindergarten by offering registration information to parents at locations that are accessible to them.

**Additional documentation attached/linked (if applicable):**

**Title I feedback to school:** 12/10/15 (SM) Complete. Evidence that the school has outlined a number of practices to assist in transitioning students beyond the typical kindergarten orientation.

**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:**

Herndon ES has a core group of support staff that include Instructional Coaches (one for math and one for Language Arts) as well as Title I resource teachers that serve to support teachers and students. There is also a teacher leader group that, along with administration, serves as a decision making body to represent the voice of teachers.

Teachers engage in quarterly (at a minimum) data dialogues to discuss the academic areas of strength and opportunities for growth for math and Language Arts for all grade levels; Virginia Studies for 4<sup>th</sup> grade and science for 5<sup>th</sup> grade.

For primary grades, the Developmental Reading Assessment and Developmental Spelling Assessment (DRA & DSA) are used to gauge student success in reading.

During the quarterly data dialogues, teachers will also reflect upon their Gap Group SMARTR Goals to ensure that students in our subgroups are successful. During this time, Tier 1 instruction is also addressed with the support of the Instructional Coaches and resource team.

With the all-day planning days that are given to teachers, they are able to collaborate and address instructional needs and plan ahead to continue planning and pacing alignment.

**Additional documentation attached/linked (if applicable):**

**Title I feedback to school:** 12/10/15 (SM) Complete. Evidence that SMARTR goals are written around student achievement goals and data from a variety of assessments. Data protocols are in place to assist teachers in monitoring progress and making instructional decisions.

**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:**

Herndon Elementary incorporates a variety of support for students who are having academic difficulty. The support provided includes the following:

A Responsive Instruction (RI) team meets monthly to address the needs of students who are not successful with Tier 1 instruction. Documentation of evidence is provided for students being referred for Tier 2. The RI team takes a narrow focus to evaluate what has been in place and what the next steps might be for students. Students discussed with the RI core team are those that have been discussed at the grade level team meetings and strategies put in place are not successful.

EXCEL, the Saturday program, is also designed to meet the needs of students. They receive support from high school students and adults to complete work that is specifically geared to address their learning deficiencies.

Intervention is done with funds to secure teachers to work with small groups of students who need additional academic support in reading and math. These students are identified using various data points and have shown difficulty over a period of time.

Early Intervention Reading Instruction (EIRI), is an early reading intervention program for kindergarten students who did not meet the Fall benchmark on the Word Analysis (WA).

Waterford, Dreambox, and MyOn are a few computer programs used to support students with Language Arts and math that are accessible at school and home to reinforce instruction.

**Additional documentation attached/linked (if applicable):**

**Title I feedback to school:** 12/10/15 (SM) Complete. Evidence shows that a number of processes are in place to identify students in need of intervention, match them with appropriate interventions, and monitor their progress.

**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:**

Herndon Elementary uses Title I funding to provide additional support with program materials, human resources, family engagement and support personnel. The funding also provides for hourly support to work with individual and small groups of students who are exhibiting academic difficulty.

Head Start, a federally funded program, provides preschool services to students who have been designated as economically disadvantaged

Through the partnerships with community organizations, Herndon ES is able to provide food for families thru the back pack program, resources for family engagement events and the home-school connection

The master schedule of the school, that involves shared leadership, allows designated time for professional development, collaboration and strategic planning throughout the school year.

**Additional documentation attached/linked (if applicable):**

**Title I feedback to school:** 12/10/15 (SM) Complete. Evidence to show that the school has a number of programs in place and they are all used in a way that meets state and federal guidelines without repetition. Title I funds are used to supplement the regular school program