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/titleI/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:**
Systematic Effort Involving Multiple Stakeholders:
Instructional staff meet regularly to collaborate and make decisions about student achievement, through the use a schoolwide data wall. SOL results, DRA scores, literacy folders, and assessment crates are all used to guide discussion. The analysis allowed for a vertical perspective on student learning needs, with a close look at performance trends among demographic groups and potential factors both in and out of the classroom. Dialogues determined schoolwide goals. Preliminary findings were shared with the staff to gain feedback and further input.

Summary of data analysis and identified needs:
For reading, a review of SOL, DRA2, and DRA2 WA indicates that reading achievement is an area of concern. Although Hybla Valley met the AMOs overall, there are a significant number of students who ended the school year with a text reading level below grade level benchmark. See Hybla Valley’s reading results for the 2013-2014 school year in the additional documentation. Specifically, collaborative learning teams will analyze data from ongoing assessments, running records, anecdotal notes, end of unit assessments, progress monitoring tools, among others to gauge student progress, differentiate instruction, and make instructional decisions. Our School Improvement Plan includes a schoolwide focus on a balanced literacy framework and student achievement of at least one year’s growth as measured by the DRA2.

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Below Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>28%</td>
</tr>
<tr>
<td>1</td>
<td>68%</td>
</tr>
<tr>
<td>2</td>
<td>55%</td>
</tr>
<tr>
<td>3</td>
<td>59%</td>
</tr>
<tr>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>5</td>
<td>47%</td>
</tr>
<tr>
<td>6</td>
<td>47%</td>
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</tbody>
</table>

For mathematics, Spring 2014 SOL assessment results show that Hybla Valley met the AMOs overall. See Hybla Valley’s SOL Math results for the 2013-2014 school year in additional documentation. CLT’s identified a need to build students’ skills as problem-solvers to improve performance on tackling multi-step problems. An additional need was identified to enhance students’ ability to explain their mathematical thinking. Application of a math workshop model was identified as a key strategy to address these needs using a rubric to assess teacher’s current implementation. Collaborative learning teams will analyze data from common assessments, eCART, MRA, performance tasks, among others to gauge student progress, differentiate instruction, and make instructional decisions.

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>69%</td>
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<tr>
<td>Black Students</td>
<td>69%</td>
</tr>
<tr>
<td>Hispanic Students</td>
<td>68%</td>
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</tr>
<tr>
<td>Limited English Proficient Students</td>
<td>65%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>67%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>52%</td>
</tr>
</tbody>
</table>

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

**Related Indistar® indicators (if applicable):** n/a

**Title I feedback to school:**
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:**

**Strengthening the core academic program:**

Based on the data analysis and needs identified above for literacy, Hybla Valley is committed to a school-wide implementation of a balanced literacy framework. Additionally, teams meet on a regular basis to collaborate in the area of language arts, including monitoring of literacy instruction, deepening understandings of the POS, and developing team-level ongoing formative assessments. Collaborative Learning Teams (CLTs) will focus on language arts in grades K-6 on a weekly basis. Components will include: coaching, peer observation, data dialogues to analyze weekly and quarterly data, creation of common assessments (based on data analysis), and understanding the main literacy ideas and key vocabulary for each unit of study.

Based on the data analysis and needs identified above for mathematics, Hybla Valley is working to strengthen mathematics instruction by implementing a mathematics workshop model that emphasizes problem-solving through daily focus lessons, small group mathematics instruction, independent practice along with intervention and extension opportunities. Teachers are also building in a time for reflection where students can share strategies used for solving multi-step problems.

**Increasing amount and quality of learning time:**

- Master schedule developed to ensure uninterrupted math and language arts blocks.
- An after-school intervention program will be provided for students in grades 3-6 who are at risk for failing the reading and/or math SOL. This program will help students develop reading strategies and build math concepts in order to meet their individual learning goals and will help students learn to demonstrate their knowledge on standardized tests.
- Advanced Mathematics is offered in 6th grade to give students who require enrichment and
advanced study early access to grade 7 math content and support algebra readiness.

- The Project Lift Summer Reading Program offers our neediest students six books sent through the mail to ready throughout the summer. Students complete a postcard to identify a specific strategy they used while reading the book.

Meeting the needs of underserved and at-risk populations:

- The Advanced Academics Resource Teacher facilitates problem-solving strategies lessons in all classrooms K-3 and works closely with classroom teachers and specialists to identify and recommend students for Young Scholars and Advanced Academics services.
- The school counselors facilitate lessons in goal-setting and self-regulation at least monthly in all classrooms K-6 and regular group meetings for students who need additional social-emotional support.
- The school social worker coordinates with county and community services to identify and address family needs that support students’ availability for learning, including healthcare and nutrition. Food and clothing pantries are available at the school to further address immediate student and family needs.

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<thead>
<tr>
<th>Additional documentation attached/linked (if applicable):</th>
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<tbody>
<tr>
<td>Related Indistar® indicators (if applicable): n/a</td>
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<tr>
<td>Title I feedback to school:</td>
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</table>
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.

<table>
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<tr>
<th>Narrative:</th>
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<tr>
<td>Hybla Valley engages in strategic efforts to retain high quality staff who understand and can meet the needs of all our students. The school leadership team creates a culture of open communication, regularly inviting staff to provide feedback and input into school and team decisions as a way to maintain active engagement in building and maintaining positive school climate and working conditions. Teachers newly hired are provided with the Great Beginnings induction program to assist them in their transition to the classroom and are provided on site mentors. Ongoing professional development and teacher mentoring is in place to increase and sustain the best quality of instruction and provide new and veteran teachers the support system they need to continue at Hybla Valley. Additionally, new teachers have access to coaching and professional learning related to specific core instructional practices.</td>
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| Additional documentation attached/linked (if applicable): |
| —— |

| Related Indistar® indicators (if applicable): |
| n/a |

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

- **Math Workshop Professional Development** - provided by math resource teachers. Topics covered include the math workshop model, questioning strategies, and developing a deeper understanding of number talks.

- **Balanced Literacy Professional Development** (Tuesdays with Literacy) - provided by literacy team. Topics covered include the balanced literacy framework, interactive read aloud, running records, literacy work stations, poetry, among others.

- **Literacy Collaborative (K-6)** - provided by literacy collaborative coordinator. Enrolled staff participate in monthly sessions to deepen their understanding of balanced literacy components through this Academy Course.

- **Responsive Classroom Professional Development** - provided by Responsive Classroom resource teacher and Responsive Classroom committee. Schoolwide focus on establishing routines and procedures for Language Arts and Math blocks, along with a focus on teacher language and a proactive approach to supporting challenging behaviors.

Schoolwide support from resource staff is available for all teachers to build their understanding of effective practices to improve students' literacy and math understanding.

Instructional staff will have opportunities to participate in FCPS staff development.

- Great Beginnings Program
- Academy Courses
- Responsive Classroom 1 and Responsive Classroom 2

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

- Related Indistar® indicators (if applicable): n/a
- Title I feedback to school:

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**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.

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<thead>
<tr>
<th><strong>Narrative:</strong></th>
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<tbody>
<tr>
<td>The school collaborates with central office staff to recruit high quality staff to Hybla Valley who can fully meet our students’ needs. Through job fairs, collaboration with college personnel, and a variety of incentives, recruitment specialists in the FCPS HR department continue to build a highly qualified core of teachers for all division schools. As a school receiving Title I funding in FCPS, Hybla Valley is given preference in hiring highly-qualified teachers designated as “early hires” within the division, when such are available. Additionally, when interviewing for new instructional staff, administrators highlight the successes and innovations of Hybla Valley faculty in meeting the needs of students and families.</td>
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<th><strong>Additional documentation attached/linked (if applicable):</strong></th>
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<td>Related Indistar® indicators (if applicable): n/a</td>
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| **Title I feedback to school:** |
**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.

<table>
<thead>
<tr>
<th>Narrative:</th>
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<tbody>
<tr>
<td>Family and community engagement: Family engagement activities assure that Hybla Valley families play a significant role in helping our students achieve the challenging state standards. Hybla Valley provides a variety of opportunities throughout the year to help parents learn ways to support student learning. The following are a few of the actions that will be implemented to carry out the goals outlined in the school-home compact. These opportunities include:</td>
</tr>
<tr>
<td>• PTO meetings</td>
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<tr>
<td>• Grade Level Family Nights – Grade level teams each hold night events to create partnerships with the parents of students in developing literacy and numeracy skills.</td>
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<td>• Early Parent Conferences</td>
</tr>
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<td>• Saturday Family Field Trips</td>
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<tr>
<td>• Family Resource Center</td>
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<tr>
<td>• Early Literacy Classes</td>
</tr>
<tr>
<td>• Family Literacy Classes</td>
</tr>
<tr>
<td>• Family Events (landscaping projects, evening events, special programs)</td>
</tr>
<tr>
<td>• School is Important - collaborative partnership computer program</td>
</tr>
<tr>
<td>Efforts are made to reduce barriers to parent involvement so that all families may participate in programs at school including child care, interpreters/head sets available at all programs, food provided at family functions, take away activities to work with students at home, and Keep in Touch (KIT) messages.</td>
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<tr>
<th>Additional documentation attached/linked (if applicable):</th>
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<tbody>
<tr>
<td>Related Indistar® indicators (if applicable): n/a</td>
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<td>Title I feedback to school:</td>
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</tbody>
</table>
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:
Preschool, kindergarten, and primary classroom programs provide important, large-scale opportunities for young children to learn and use their knowledge of literacy and math concepts. The following are ways in which efforts are made to provide transitions from Early Childhood programs into the K-6 program:
- FECEP students will visit kindergarten classrooms and other areas of the school, periodically and throughout the school year.
- FECEP teachers will complete a transition form that explains the strengths and areas of growth for the students.
- Kindergarten Orientation – An opportunity for parents of rising kindergarteners to visit Hybla Valley Elementary and meet the kindergarten teachers, the administrators, counselors, and other staff. Parents receive information about important skills students need to have to be ready for kindergarten, as well as a quick introduction to academic areas of focus in kindergarten
- Early Literacy Program
- School Readiness Collaborative

Additional documentation attached/linked (if applicable):

Related Indistar® indicators (if applicable): n/a

Title I feedback to 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.

<table>
<thead>
<tr>
<th>Narrative:</th>
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<tbody>
<tr>
<td>The CLT is the vehicle by which teachers and teams are continuously engaged in collective inquiry and decisions about academic assessments to inform and improve the instruction for all students.</td>
</tr>
<tr>
<td>• The School Improvement Plan Committee has developed SMARTR goals for both reading and math, which include specific assessments to measure individual and collective success throughout the year.</td>
</tr>
<tr>
<td>• Data dialogues have been implemented for taking a deep look at the information that can be gained from analysis of assessment results for a grade level, class, and/or demographic groups to improve instruction.</td>
</tr>
<tr>
<td>• An electronic data wall holds all reading and math data on each child in the school. Through this tool we can track particular students to ensure they are supported and identified for intervention in a timely manner.</td>
</tr>
<tr>
<td>• Teams create common assessments based on the main ideas in a unit of study—what students should know, understand, and be able to do. Teachers use formative data throughout a unit to reflect on their instructional plans and make adjustments as needed. These common assessments include a variety of question types to include technology enhanced items and performance based assessments to best demonstrate students’ learning.</td>
</tr>
<tr>
<td>• SOL Planning Days are provided to help grade level teams formulate assessments, performance based tasks, rubrics, and instructional plans for assessing standards across all subject areas.</td>
</tr>
</tbody>
</table>

| Additional documentation attached/linkedin (if applicable): |
| Related Indistar® indicators (if applicable): n/a |
| Title I feedback to school: |
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:

• Instructional staff collects and analyzes data from various assessments (eCart, DRA, progress monitoring tool, etc.) to design additional instruction focused on the needs of students facing difficulty.

• Responsive Instruction (RI) – Teams of teachers meet to discuss students who are having academic or behavioral difficulties. Team identify specific interventions for the student, and the classroom teacher implements those interventions and collects data so the team can evaluate the effectiveness of the intervention. If necessary, evidence-based supplemental interventions are implemented by highly trained specialists and include: Leveled Literacy Intervention, Cognitive Reading Strategies, ReadWell, Fundations, and Language!

• After-school Intervention – An after school intervention program taught by our most highly skilled teachers is offered for students in grades 3-6 who are struggling in math and reading. This program provides specific strategies to help students demonstrating their knowledge on the SOL.

• Academic Double Dosing – The most struggling students in mathematics and language arts are identified through teacher observation and assessment information. Small groups meet with the classroom teacher or Title I resource teachers trained in that content area. Content and test taking strategies are reviewed with the students.

• Summer Extended Learning Time (SELT)

Additional documentation attached/linked (if applicable):
Related Indistar® indicators (if applicable): n/a
Title I feedback to school:
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:
Federal Title III, Part A for English learners, Title I, Part A for high poverty schools, Individuals with Disabilities Education Act (IDEA) funds and the National School Lunch Program all contribute to strong programs and services for students at Hybla Valley Elementary. These federal funding sources provide resources, professional development, and programs that build on the FCPS student achievement goals and instructional improvement focus. Head Start/Virginia Preschool Initiative provides comprehensive services for families of low-income preschool children. Local and state funds provide staffing for class size reduction and to meet the Standards of Quality. Supplemental local Title I funds allow for additional coaches and hourly interventionists who can respond to adult and student learning needs.

Coordination of resources to meet student and staff needs:
The school’s master calendar and FCPS calendar allow for designated time for collaboration, strategic planning, and professional learning. Professional development is available for specific staff members through FCPS central offices, and FCPS Academy courses offer additional opportunities for all teachers to extend their knowledge and skills. Technology and curricular resources allow staff and students to access the tools they need to pursue learning at deep levels. Division and team-generated formative assessments provide valuable information for teachers and students as they set and monitor learning goals.

These programs effectively support the schoolwide process by encouraging a view of the whole child's educational and developmental needs by providing resources for specific student needs and developing teachers’ capacity for reaching those needs.

Additional documentation attached/linked (if applicable):
Related Indistar® indicators (if applicable): n/a
Title I feedback to school: