Fairfax County Public Schools

Annual Title I Schoolwide Components Template

School Name: London Towne
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 “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:
Reading Goal: To increase school-wide reading achievement for all students through increased comprehension, improved fluency rate, and increased reading accuracy.
In reviewing the school-wide Standards of Learning (SOL) results for school year 2014-2015 (Table 4), it was noted that 74% of our students in Grades 3-6, met benchmark in reading. This was 2% above the AMO target of 72%.
In an effort to continuously improve Tier 1 instruction in the classrooms, a team of teachers attended an FCPS Literacy Symposium during the summer of 2015. The purpose of the symposium was to teach teams of teachers how to create unit goals in reading for each quarter. Ultimately, this will serve to authenticate the literacy learning for all students.
Our literacy coaches have been conducting turn-around professional development for teachers through a series of professional development days throughout the school year and through Collaborative Learning Team meetings that will extend and refine teachers’ ability to create unit goals and plan effective focus lessons.
We are continuing to improve Tier 1 Instruction through Literacy Collaborative. This year, we have expanded Literacy Collaborative to include the upper grades. Beginning next school year, our upper grade teachers will be able to participate in professional development on site through a course and real time coaching by our upper grade Literacy Collaborative coach.
The Kindergarten team continues to improve their skills in teaching literacy. They set a benchmark (DRA2 Level 4) that was higher than the county benchmark. Last year, 76% of their students were able to attain Level 4 in reading. Kindergarten teachers used the DRA Word Analysis and the ESOL W-APT assessment to determine interventions for new kindergartners at the beginning of the year. As the year progressed, teachers periodically analyzed student progress using classroom observations, DRA2 results, and guided reading anecdotal records to tailor interventions to the needs of each student.
The 1st grade team maintained the progress of student DRA2 Levels (Kindergarten: 66%, 1st Grade: 67%). This cohort of students had a large number of LEP Levels 1 and 2 students (38% of total 1st grade students) who were still developing their oral language skills. As this group of students enters 2nd grade, 17% of them are at LEP Levels 1 and 2 based on the WIDA, showing improvement in oral language, literacy, and listening skills. We expect this growth to continue.
During CLT meetings, ESOL teachers provided the 1st grade teachers with strategies to help them support their students during Tier 1 instruction. Further, targeted intervention with our LEP students helped them improve their English language and literacy skills.
The data for the students in last year’s 2nd grade cohort shows a downward trend in students who meet benchmark at the end of the year based on the DRA2. In Kindergarten, 81% met end of year benchmark, in 1st grade 73% met benchmark, and in 2nd grade 68% met benchmark. This downward trend is unusual for the 2nd grade team since data trends for the past 5 years indicate the number of students meeting benchmark increased from 1st to 2nd grades. Factors that may have contributed to the decline were the number of special education students in the grade level and the number of students with high behavioral support needs.
Students in 4th grade continue to show great progress in reading. Over the past three years, 4th grade students have made gains on the Reading Standards of Learning. This is a result of
planning for language arts with a literacy coach and close collaboration between the special education teacher and the classroom teachers.

The cohort of students who are currently in Grade 6 has experienced a decline in SOL pass rates over the past three years. The 6th grade cohort has a high percentage of Students with Disabilities (19% of total 6th grade population). Another factor that may have had an impact was that during their 5th grade year, there were three novice teachers and one experienced teacher who was new to the grade level. We anticipate improvement in the quality of reading instruction in 5th grade as the teachers improve their knowledge of the 5th grade curriculum and, with the support of literacy coaches, their understanding of how students learn to read.

SOL Analysis in Tables 5 and 6 shows the passing rates for six subgroups in grades 3-6, over a three year period. Our students with disabilities (51%) and our African American students (60%) did not meet last year’s AMO in reading. We are fine-tuning our interventions to ensure that at-risk students receive quality interventions that are research based and effective. We will continue to support our students with Parent Education Nights that help our parents learn how to support their readers at home.

Table 8 shows the DRA2 scores for Kindergarten – 2nd grade over a three year period. The DRA2 formative assessment given to all students in grades K-6 at the beginning and end of the school year and given to all Kindergarten through 2nd grade students at the middle of the school year to mark student progress and inform instruction.

Math Goal: To increase school-wide student achievement in mathematics through the use of the guided math framework.

Table 1 reveals SOL math scores for all grade levels in mathematics over the last three years. Grades 4-6 have shown continued growth or maintenance of pass rates. Grade 3 improved their pass rate by five percentage points. There was a slight dip in the Grade 4 team’s math scores from last year to this year; however, when analyzing the cohort of students there was a six percent increase in their math results in 4th grade (81%) as compared to their math results in 3rd grade (76%). Math coaches will continue to support.

There was a six percentage point dip in scores by the 5th grade students (84%) as compared to their scores in 4th grade (90%). The 5th grade team was a new team: three novice teachers and one teacher new to the grade level. We anticipate a rise is the scores this year as a result of teachers understanding the 5th grade math curriculum and having a good working knowledge of the guided math framework.

Table 2 provides a breakdown of how our subgroup populations performed on the math SOL over the past three years. Analysis of mathematics scores shows that all subgroups met the Federal Benchmark in Mathematics. Our students with disabilities continue to be the subgroup that continues to barely make the federal benchmark. We have organized vertical articulation meetings within the Westfield Pyramid and within the school to carefully look at student progress and address math achievement. Further, classroom teachers and special education teachers have participated in on-site professional development courses in math instruction.

In the primary levels, pass rates on the KMRA and MRA continue to rise as teachers become more familiar with the guided math framework and math exchanges. In Kindergarten, 89% of the students, 86% of the 1st graders and 92% of the second graders met the math benchmark.

Teachers are continuing to promote mathematical thinking with their students. Encouraging students to develop strategies to problem solve and to learn to explain their thinking.

Table 3 shows the breakdown of subgroups by grade level for the most recent SOL year. Analysis of this data reveals a strong trend of student math achievement as they progress through each grade level.

Additional documentation attached/link (if applicable): Data Source Tables Attached
Related Indistar® indicators (if applicable):
Title I feedback to school: Summary of data analysis included; strategies to improve instruction for all
students is evident. This component is complete. 11/23/15 (LB)
Component I Data Sources

Table 1
Summary of SOL Results Pass Rate % in Mathematics for last 3 Years

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>78%</td>
<td>76%</td>
<td>81%</td>
</tr>
<tr>
<td>4</td>
<td>86%</td>
<td>90%</td>
<td>82%</td>
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<tr>
<td>5</td>
<td>83%</td>
<td>83%</td>
<td>84%</td>
</tr>
<tr>
<td>6</td>
<td>94%</td>
<td>89%</td>
<td>89%</td>
</tr>
</tbody>
</table>

Table 2
Summary of SOL Results Pass Rate % in Mathematics for all Subgroups (3 year)

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Black</td>
<td>73%</td>
<td>78%</td>
<td>80%</td>
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<tr>
<td>White</td>
<td>94%</td>
<td>91%</td>
<td>93%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>80%</td>
<td>82%</td>
<td>82%</td>
</tr>
<tr>
<td>LEP</td>
<td>81%</td>
<td>82%</td>
<td>83%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>78%</td>
<td>82%</td>
<td>80%</td>
</tr>
<tr>
<td>Special Education</td>
<td>72%</td>
<td>68%</td>
<td>60%</td>
</tr>
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</table>

Table 3
Summary of SOL Mathematics Results: Subgroups per grade level
2014-2015 (Overall pass rate for all students K-6=91%)

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<th></th>
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</thead>
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<td>3</td>
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<td>57%</td>
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<td>5</td>
<td>80%</td>
<td>83%</td>
<td>77%</td>
<td>62%</td>
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<tr>
<td>6</td>
<td>83%</td>
<td>81%</td>
<td>93%</td>
<td>60%</td>
</tr>
</tbody>
</table>
Table 4
SOL Pass Rates in Reading for Grades 3-6

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>73%</td>
<td>72%</td>
<td>74%</td>
</tr>
<tr>
<td>4</td>
<td>72%</td>
<td>73%</td>
<td>78%</td>
</tr>
<tr>
<td>5</td>
<td>69%</td>
<td>73%</td>
<td>68%</td>
</tr>
<tr>
<td>6</td>
<td>83%</td>
<td>80%</td>
<td>72%</td>
</tr>
<tr>
<td>Total for grades 3-6</td>
<td>74%</td>
<td>74%</td>
<td>74%</td>
</tr>
</tbody>
</table>

Table 5
SOL Pass Rates in Reading within Subgroups

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>64%</td>
<td>67%</td>
<td>68%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>66%</td>
<td>67%</td>
<td>51%</td>
</tr>
<tr>
<td>White</td>
<td>89%</td>
<td>83%</td>
<td>86%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>68%</td>
<td>71%</td>
<td>69%</td>
</tr>
<tr>
<td>Black</td>
<td>61%</td>
<td>73%</td>
<td>60%</td>
</tr>
<tr>
<td>LEP</td>
<td>64%</td>
<td>70%</td>
<td>66%</td>
</tr>
</tbody>
</table>

Table 6
Summary of SOL Reading Results: Subgroups per grade level
2014-2015 (Overall Pass Rate for all Students K-6=81%)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>40%</td>
<td>70%</td>
<td>67%</td>
</tr>
<tr>
<td>4</td>
<td>50%</td>
<td>68%</td>
<td>72%</td>
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<tr>
<td>5</td>
<td>69%</td>
<td>59%</td>
<td>58%</td>
</tr>
<tr>
<td>6</td>
<td>54%</td>
<td>63%</td>
<td>48%</td>
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</tbody>
</table>
### Table 7
**Overall Pass Rates for SOL in Content Areas for 2014-2015**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science - Grade 5</td>
<td>78%</td>
</tr>
<tr>
<td>Social Studies – Grade 4</td>
<td>92%</td>
</tr>
</tbody>
</table>

### Table 8
**DRA2 scores for grades K-2 (3 year)**

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>94% at level 3</td>
<td>91% at level 3</td>
<td>87% at level 3</td>
</tr>
<tr>
<td></td>
<td>81% at level 4 and above</td>
<td>66% at level 4 and above</td>
<td>76% at level 4 and above</td>
</tr>
<tr>
<td>1st grade</td>
<td>84%</td>
<td>73%</td>
<td>67%</td>
</tr>
<tr>
<td>2nd grade</td>
<td>79%</td>
<td>87%</td>
<td>68%</td>
</tr>
</tbody>
</table>
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:**

**Language Arts:**

- Collaborative Learning Time (CLT) will focus on language arts in grades K-6 on a weekly basis. Components will include: Lesson study, cluster coaching, peer observation through video analysis, data dialogues to analyze weekly and quarterly data, and the creation of common assessments (based on data analysis).
- The Benchmark Literacy program (from Benchmark Education publisher) will be used to supplement instruction. This will serve to support LEP readers, and to further strengthen teacher skill in teaching comprehension and metacognitive strategies which will meet the educational needs of all students, particularly those who have been historically underserved.
- Teachers in grades K-6 will continue to participate in peer support and peer observation during 2014-2015. Lesson Study and cluster coaching will be a venue to help teachers become more proficient in the area of teaching language arts, particularly in guided reading and guided writing groups.
- Each K-6 class will continue to schedule two-hours of uninterrupted language arts instruction daily; one hour for reading workshop and one hour for writing workshop, respectively.
- The Primary Literacy Collaborative model will continue to be implemented with our trained coordinator this year. This will further support the coaching model for grades K-3 to increase teacher skill in all components of the Comprehensive Literacy framework. This year we are fortunate to train a reading teacher to serve as the Intermediate Literacy Collaborative Coach, who will serve the teachers and students in grades 4-6.
- Several reading/writing intervention programs will be implemented by the second week of school: Reading Recovery in 1st grade, Leveled Literacy Intervention in grades K-5 and small group double-dose guided reading lessons from ESOL and literacy coaches.
*It must be noted that due to the fact that we are receiving 1/5 of the funds we received last year for our budget adjustment, we will no longer be able to provide the essential and additional support our most struggling readers need in the form of our after-school remedial program called, Literate Lions. We have offered this program to our students for the last six years and will not be able to provide this due to lack of funding.

Mathematics:

- All grades will continue to have weekly Math Collaborative Learning Time (CLT). The design of CLT satisfies the following questions: What do we want our students to learn or be able to do? What will we accept as evidence that they have learned it? How will we respond to those who struggle or excel? What strategies will we utilize in providing high-progress instructional program? Components of the CLT will include: Lesson study, data dialogues to analyze weekly and quarterly data, creation of common assessments (based on data analysis), utilizing the new quarterly pacing documents, a thorough study of math standards from the FCPS pacing guides with review of all math vocabulary, and teacher study prompted from co-created Learning Plan which guides each team’s continued development and teaching skills.
  - Each K-6 class will operate under a scheduled one-hour uninterrupted math block in the master schedule.
  - Each K-6 teacher will implement all components of the Guided Math framework.
  - Data was collected from a teacher self-assessment for math instruction at the end of June, 2015. Information from this revealed a need for more support in teacher content knowledge. Responding to this, we continued to support teachers within their CLT’s with ways to strengthen their Tier 1 instruction within the classroom, reducing the need for Tier 2. As well, teachers studied ways to implement strategies for Cognitively Guided Instruction as it applies to multiplication.
  - Math intervention programs will be offered this year to support students during the school day: Math Recovery in grades K & 1 and “Do The Math” in the intermediate grades, with an ESOL/Math Coach devoted to support our Hispanic/LEP students in 5th and 6th grades.
  - Assessment for Learning (Seven Strategies of Assessment for Learning, by Jan Chappuis) continues as a school wide focus for study. All teaching staff are implementing all seven strategies in all content and specialty areas: 1) providing students with a clear understanding of the learning target, 2) using strong and weak exemplars as models, 3) offering regular, descriptive success or intervention feedback, 4) teaching students how to self-assess and set goals, 5 & 6) teach one learning target at a time with focused revision, and 7) engage students in self-reflection and let them keep track of and share their learning. Ultimately our goal is to strengthen students' investment in their own learning through increased effort.
  - Advanced Mathematics is also offered in 6th grade for students who require enrichment and advanced study.

*Due to the decrease in funds allotted to our school this year, we will be unable to offer the Math Power Hour; an after-school remedial intervention program for our most struggling students. This is the first time in six years that we will not be offering this effective program.

Additional documentation attached/linked (if applicable):

Related Indistar® indicators (if applicable):

Title I feedback to school: There is evidence of using research based strategies to improve the core academic instruction as well as a way to evaluate its effectiveness. This component is complete. 11/23/15 (LB)
**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>
<thead>
<tr>
<th><strong>Narrative:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>At this time 84 out of 84 teachers meet the high qualified standards. Teachers newly hired are provided with the opportunity to attend the Great Beginnings induction program to assist them in their transition to the classroom. Ongoing, job-embedded professional development is provided during weekly Collaborative Learning Team meetings through literacy and math resource teachers as well as team leaders. The administrative team creates a culture of building capacity and building upon leadership skills by encouraging teacher leaders to participate in summer leadership seminars. These seminars give the teacher leaders the tools to facilitate productive CLT meetings in order to improve student achievement. 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.</td>
</tr>
</tbody>
</table>

| **Additional documentation attached/linked (if applicable):** |
| **Related Indistar® indicators (if applicable):** |
| **Title I feedback to school:** London Towne ES provides opportunities for teachers to explore and enhance their leadership skills which helps retain highly qualified staff. This component is complete. 11/23/15 (LB) |
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 will participate in the following on-site professional development:

- Teachers in grades K-3 will continue to participate in the Literacy Collaborative professional development. Teachers have access to consistent, supportive coaching. Teachers in Year 1 will attend bi-weekly classes and work with the LC to effectively implement a Comprehensive Literacy framework in their classrooms.

- Teachers in grades K-3 that were trained in Literacy Collaborative will maintain participation in the Literacy Collaborative through periodic coaching, Lesson Study, and grade level CLT with concentrated study of all components of the literacy framework.

- All teachers in grades K-6, including ESOL and Special Education teachers will participate in Lesson Study and cluster coaching as it applies to either math or language arts instruction.

- Teachers will continue to use the book Seven Strategies of Assessment for Learning by Jan Chappuis, with special emphasis on Strategies 5-7 this year (Designing lessons to focus on one learning target or aspect of quality at a time, Teaching students focused revision, and Engaging students in self-reflection and let them keep track of and share their learning.)

- Coaches will provide “Just in Time” training; Assessment for Learning for all teachers new to London Towne.

- Instructional staff will have opportunities to participate in FCPS staff development, such as Teacher Collaborative Services, Academy Courses, After school specials sponsored by the Language Arts and Mathematics offices, Literacy Leaders, and Elementary Math Teachers as well as staff development offered by the Title I office. As well, administrators joined the literacy coaches for quarterly Literacy Leader staff development sessions offered by Instructional Services. Content supported learning in the area of reading workshop. Additional staff development in this area was provided during the summer through a two-day Summer Literacy Symposium where teacher teams received training in how to create unit goals for reading, how to create pre-assessments and focus lessons aligned to such goals. London Towne took this a step further and planned staff retreats for the first semester that extended the learning for teachers in how to become more fluent in creating unit goals, pre assessments, and focus lessons. Ultimately, our goal is for teachers to utilize this way of thinking into all content areas when planning, assessing, and teaching.

- The team leadership council: Lion’s Den will participate in team leadership skills, creating agendas, analyzing data, leading discussion and dialogue, conflict resolution, team-building, and a variety of other leadership strategies. This will be conducted during a one-week training during August 2015 and will be ongoing during the monthly leadership meetings. This year the leadership team concluded Timothy Kabold’s book, “Five Disciplines of PLC Leaders” as a study guide to learn more about leadership skills. As well, all leadership team members will complete Strengths Finders for Leadership and learn how to apply such to their work with

- All new instructional personnel will be trained in the Responsive Classroom strategies as a character development classroom management model.

- The Responsive Classroom Committee made up of parents and teachers will meet six times a year or ad-hoc to address issues that pertain to school climate, safety, character education, anti-bullying, and student behavior throughout the campus.

- Members of the Leadership Team who have not been trained in Adaptive Schools techniques will attend and be trained in these leadership protocols.
### Additional documentation attached/linked (if applicable):

### Related Indistar® indicators (if applicable):

<table>
<thead>
<tr>
<th>Title I feedback to school:</th>
<th>There is strong evidence of ongoing, job-embedded, professional development to include all instructional staff members. The professional development is researched-based and focused on leadership skills and best practices for instruction and classroom management. 11/23/15 (LB)</th>
</tr>
</thead>
</table>

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:**
Through job fairs, collaboration with college personnel, and a variety of incentives, recruitment specialists in Fairfax County Public Schools Department of Human Resources continue to build a highly qualified core of teachers for all of its schools. London Towne has also increased its partnership with George Mason University by hosting 2 students to fulfill their field experiences, and have hosted student teachers in our primary grades over the last three years.

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

**Related Indistar® indicators (if applicable):**

**Title I feedback to school:** Evidence of efforts to recruit highly-qualified staff. This component is complete. 11/23/15 (LB)
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:
Family involvement activities assure that London Towne families play a significant role in helping our students achieve the challenging state standards. A variety of opportunities are offered to help parents learn ways to support student learning. The following actions or programs will be implemented or continued to address this focus area:

- **Helping Your Reader At Home** – This program has been so successful with our Kindergarten families that we are now offering it through second grade, with plans to include 3rd grade families in the second semester. Identified students bring their parents to an evening where teachers model strategies that can be easily transferred to the home setting. Spanish translators provide the same strategies in the home language. Books or magnetic letters are provided with activities.
- **Science Fair** – London Towne ES works with the Children’s Science Center to bring a hands-on family science night to the school in March, 2016. This night allows students to experience and learn scientific principles related to the SOLs.
- **Kindergarten Orientation** – An opportunity for parents of rising Kindergarteners to visit London Towne and meet the Kindergarten teachers, the administrators, counselors, and other important London Towne 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 that will be required. This event is held in May.
- **Kindergarten Open House** – Rising Kindergarteners and their families are invited to meet their teachers and to visit their classrooms.
- **Head Start Open House and Parent Meetings** – Each year Head Start hosts an involvement meeting. At monthly parent meetings, the Head Start teachers discuss topics such as child safety, nutrition, budgeting, and kindergarten transition.
- **Neighborhood network** – A program run through the Department of Family Services. The parent liaison is instrumental in serving targeted parents to access programs for basic needs, health care, counseling, tutoring, etc.
- **Backpack Program** – A program that is offered to our neediest families. We provide nutritionally well-balanced meals for children throughout the weekend.
- **Advanced Academics Parent Information Night** – London Towne sponsors an information night about the AAP program at our school.
- **Partnership for Healthier Kids** – our parent liaison works closely with the Inova Partnership for Healthier Kids which is designed to identify uninsured children and connect them with an appropriate and affordable source of quality healthcare services. The program also teaches kids to make healthy choices in nutrition and physical activity.
- **Business partners** – London Towne receives support from various business partners for our low income students in the form of backpacks, school supplies, winter coats, hats, and gloves. The parent liaison generates a list of families who receive supplies and serves as the family point of contact.
- **Child care and translation services** are provided for all PTA meetings and Helping Your Reader at Home nights.
- This year a parent meeting has been organized in late fall to inform and involve parents of students who are in math and reading intervention programs. The meeting will provide specific ways that parents can support and help their children at home to further strengthen and accelerate these academic areas. This will be held in conjunction with the Helping Your Reader at Home nights.
- **All primary level classrooms** include volunteers that serve as room parents to support the
teacher in a variety of tasks and help with class events or field trips.

- The Family Engagement Policy and School-Home Compact is shared with families and posted on the school’s website.

Parents are also represented on school committees and organizations:

- London Towne has a strong and active PTA. The principal holds monthly meetings with the PTA President and monthly meetings with the Executive Board committee. These meetings focus on school plan goals.
- Parent representatives serve on the School improvement plan. They serve to review and provide input on all achievement goals.

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

### Related Indistar® indicators (if applicable):

| Title I feedback to school: | There is clear evidence of compact development and implementation as well as a variety of ways to involve parents and the community to improve student achievement. This component is complete. 11/23/15 (LB) |

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**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 seamless transitions from Early Childhood programs into our local elementary programs:

- Two years ago London Towne was fortunate to increase our FECEP program by adding an additional classroom. Both Headstart classes work in collaboration with the Kindergarten instructional team to plan and consult as well as learn how to better prepare preschoolers for the transition to their elementary program.
- The Early Childhood office staff and Family Services team will assist the school in the effort to inform FECEP parents about Kindergarten Orientation and ensure attendance.
- 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.
- Interpreters are provided to parents to assist them with registration and orientation. This year, we had 100% parent attendance for our FECEP orientation meeting in early September.
- A Kindergarten Open House is held in August for the parents and students.
- Targeted Kindergarten students receive additional small group support from a trained Early Intervention Reading Initiative teacher. This year we have organized this intervention to begin in September as soon as preliminary assessment is done. Leveled Literacy Intervention will be used as the program to help at risk Kindergarteners.

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

**Related Indistar® indicators (if applicable):**

**Title I feedback to school:** Specific and successful activities are in place for the transition of FECEP and Headstart students into the elementary school setting. This component is complete. 11/23/15 (LB)
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:
One of the hallmarks and strongest instructional resource within our school is our Teacher Leadership Development program. Minimal staff turnover within our leadership team resulted in a core of teachers who have maintained a learning posture, continually ‘spiraling’ up in their abilities to lead dialogue and discussion, analyze and interpret a variety of data, create meaningful agendas, guide the co-creation of high-quality lessons, and support their colleagues in the implementation of high-progress instruction, continually working toward targeted results and continued student achievement.

The Collaborative Learning Time (CLT) cycle has been the touchstone of our learning community. It has been the vehicle by which teams have engaged in collective inquiry on the big questions of teaching and learning. This is where we analyze examples of student work, analyze a variety of data, identify areas for improvement, develop strategies to bring about improvement, gather new information based on our implementation, analyze such information, and then repeat the process in a cycle of continuous improvement.

In addition, data dialogue protocols have been implemented between individual teachers and their evaluator or teammates when taking a closer look at class or subgroups of students and their assessment results. Implications for instruction can be completed in a more accurate way and individual or small group action plans are created. This protocol was borrowed from Dr. Paul Bambrick-Santoyo within his book, Driven by Data.

With the emphasis on providing support and informed instructional insights to their teams, our team leaders have now completed studying the book, “The Five Disciplines of PLC Leaders” by Timothy Kanold.

• Each grade level has developed SMART goals for both reading and math. The CLT is an important, protected, weekly grade level meeting time. During this time, twice a week, teams of teachers develop high-quality lessons to address areas of need based on formative and summative data. Teachers then reflect on their plans and make adjustments accordingly guided by a process called, “plan-do-reflect-adjust cycle”. Grade level teams spend time developing common assessments and using the results to drive their next instructional focus. Through this CLT time, teachers participate in job-embedded staff development that is linked directly to student achievement. The math and reading coaches, ESOL and Sped teachers are important members of this process and contribute to teacher learning through this venue. This year, we have increased time for CLT study from 60 minutes to 70 minutes for one of the CLT’s. This allows much-needed time for teachers to study, analyze data, and collaborate for planning.

• The master schedule is created with the following priorities: protected 2-hour language arts block of instruction, 1-hour math instructional block, planning time to allow for two CLT’s a week. The math and reading coach schedules will be coordinated to work with a variety of classroom teachers during the math and language arts workshop times.

• Quarterly, half-day planning sessions are executed to allow teachers to analyze and respond to data through grade level and vertical articulation meetings. 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.

• The Title I Math Coach works with targeted students as well as teachers who need support through modeling, feedback, and individual planning. This model is the same for our Title I
Reading intervention teachers. Our Reading Recovery, Leveled Literacy Intervention, and Math Recovery teachers work as a team of Interventionists. This team meets bi-weekly to review all student data, chart progress or regress, and adjust student programs as needed.

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

**Related Indistar® indicators (if applicable):**

**Title I feedback to school:** There is strong evidence that shows teachers being involved in the decisions regarding academic assessments which include team SMART goal setting, data dialogues, and common assessment development. This component is complete. 11/23/15 (LB)
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:

- Kid Talk and Responsive Instruction Team – London Towne grade level teams meet weekly to discuss students who are having academic or behavioral difficulties. The team comes up with specific interventions for the student and the teacher implements those interventions and collects data so the team can evaluate the effectiveness of the intervention. If interventions are not working, the student is referred to our Responsive Instruction Team. The RI team provides evidenced based interventions of moderate intensity that address learning or behavioral problems of our most at-risk students.

- Developmental Reading Assessment (Primary and Intermediate) - London Towne K-6 grade teachers assess students through the DRA2, DRA2 Word Analysis (Kindergarten) and the Upper Grade DRA. The DRA is used to inform instruction during shared reading and guided reading. Primary teachers complete this assessment three times a year. Upper grades collect this information in the fall and spring. For the neediest students, this information is updated in January. At the end of the year, each teacher updates each student’s focus for instruction form to be included in the Literacy Folder. These Literacy Folders are passed to the next year’s teacher.

- Leveled Literacy Intervention – Small group intervention and support for struggling readers. This program is now fully implemented here at London Towne in grades K-5.

- Reading Recovery – A highly effective short-term intervention program that provides individualized instruction for low achieving 1st grade students.

- Math Power Hour – An after school intervention program taught by our best teachers, Math Power Hour is for students in grades 3-6 who are struggling in math and to provide specific strategies in demonstrating their knowledge on the SOL. [This year, we will be unable to provide this service due to lack of funding.]

- Literate Lions – An after school intervention program taught by qualified teachers. This is for students in grades 3-6 who are at risk to fail the SOL assessment.[This year, we will be unable to provide this service due to lack of funding.]

- Academic Double Dosing – The most struggling students in mathematics are identified through teacher observation and assessment information. Small groups meet with classroom teacher or specialist, or administrators trained in that content area. Content and test taking strategies are reviewed with the students.

- Literacy Collaborative – On going staff development and coaching support for
teachers in grades K-3. Teachers look at data to determine instructional focuses and support. Teachers receive support through ongoing coaching and staff development sessions. This year we are training a Literacy Collaborative Coach for our upper grade teachers. We will begin offering upper grade Literacy Collaborative staff development beginning next year.

- Early Intervention Reading Instruction (EIRI) – An early reading intervention program for Kindergarten students to support struggling readers.

- MentorWorks – a program to provide 3-6 grade targeted students with mentors from our Business Partners and Westfield High School. Mentors meet weekly with students to provide academic support, help students with social skills, and build relationships with students.

- Readers Are Leaders – Westfield High School students meet weekly for a 12 week period. The focus of this program is for the older students to be “Reading” role models and to encourage a love of reading in younger students.

- LIFT (Summer Reading Program) – Seventy of our neediest students, based on family income, will receive through the mail, six books throughout the summer to read. Students complete a postcard to identify a specific strategy they used while reading the book.

- Math Recovery - Title I teachers will provide additional math instruction to targeted students in grades K-2 as an early intervention. These math and reading teachers also serve as coaches for classroom teachers.

- Do the Math – Some of our special education teachers have been trained and are working with small groups of students.

- ESOL – Our ESOL team carefully analyze student reading data to determine small intervention groups for our LEP students. Additionally, the ESOL team provides professional development to our Collaborative Learning Teams to further improve Tier 1 instruction.

- Intervention Team– Our intervention team coordinates the efforts of all of our interventionists, to include the ESOL team, to ensure that we meet the needs of our students who are not meeting benchmark in reading and math. The team ensures that no child “falls through the cracks.”

Intervention experiences include: Summer Extended Learning Time (K-6), Readers are Leaders Title I Math, High School Mentor program, Leveled Literacy Intervention, Double doses for guided reading instruction by ESOL teachers, Reading Recovery, Math Recovery, Student goal setting through Strategies 1-7 (Assessment for Learning by Jan Chappuis), Math Power Hour, Literate Lions, Do the Math.

Enrichment experiences include: Young Scholars, Habits of the Mind, Jason Project, Advanced Math (grade 6), Accessing next grade level curriculum material through the Guided Math framework, PTA sponsored after-school Academic clubs, Advanced Academic Program Local Levels 1-3 and full time AAP teacher, Student goal setting through strategies 1-7 (AFL), Stem conference (Science, Technology, Engineering, and Math) for students and families in grades 3-5, Differentiating all math stations grades K-6.

Additional documentation attached/linked (if applicable):  
Related Indistar® indicators (if applicable):  
Title I feedback to school: There is evidence of identifying, implementing and monitoring interventions to meet the academic and behavioral needs of students needing additional supports. This component is complete. 11/23/15 (LB)
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.

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<tr>
<th><strong>Narrative:</strong></th>
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<tr>
<td>Coordinated services by the following federal, state, and local programs are represented at London Towne elementary:</td>
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<tr>
<td>Head Start/FECEP: The Family and Early Childhood Education Program (FECEP)/Head Start/Early Head Start is an income eligible program for children and families 0 to 4 years old and pregnant women. The purpose of this program is to empower families, schools, and the community in a collaborative effort to promote later student achievement and provide children 0-4 years old a quality prekindergarten education experience.</td>
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<td>ESOL: ESOL instruction assists students from various different home language backgrounds to learn and demonstrate understanding in English. Students progress through beginning, intermediate and advanced ESOL levels, mastering specific criteria in oral, reading and writing skills before moving to the next level. The ESOL curriculum is aligned with the Language Arts Program of Studies and prepares students with vocabulary, syntax and literature of academic disciplines.</td>
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<tr>
<td>Title I: The Title I program provides extra help to students to assist them in meeting state and local education standards. The program serves millions of children in elementary and secondary schools each year. Most school districts participate. Funds are directed to schools with the highest poverty levels, measured by the number of students receiving free and reduced-price lunch.</td>
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<td>Other programs include: Advanced Academics: Local Level 3, Spanish Dual Immersion program, Neighborhood Networks, Priority School Initiative Sustaining School, PTA, School Community Business Partners, Responsive Instruction.</td>
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<td>All FCPS schools receive food and nutrition services including breakfast. All schools work with the Student Safety and Wellness Office to implement anti-drug and anti-violence activities.</td>
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<td>These programs effectively support the schoolwide process by encouraging a view of the whole child’s educational and development needs by providing resources for specific student needs and developing teachers’ capacity for reaching those needs. Further, these integrated services recognize that the task of education reaches beyond the classroom walls into the home and community.</td>
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| **Additional documentation attached/linked (if applicable):** |
| **Related Indistar® indicators (if applicable):** |
| **Title I feedback to school:** There is clear evidence to support that federal, state and local funding is being used to support and implement London Towne’s plan to improve student achievement. The programs in place meet all of the state and federal guidelines. This component is complete. 11/24/15 (LB) |