Fairfax County Public Schools
Annual Title I Schoolwide Components Template

School Name: Lynbrook Elementary School
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/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:**
Extended contract teachers and members of the Leadership Team were involved in systematic data analysis and needs assessment led by the administration in July 2015. The analysis allowed for a vertical perspective on student learning needs, with a close look at student performance trends among demographic groups and potential factors both in and out of the classroom. This team then created the School Improvement Plan. During the teachers’ first week back the administration shared the School Improvement Plan and data. Teams provided additional input as well as the implications for instruction. The administration will present the School Improvement Plan and subsequent data to offer parents opportunities to give their perspective to challenges and tactics for overcoming them.

**Reading Data Analysis:**
Lynbrook ES Reading data on the Spring 2015 SOLs demonstrates needs in the All Students subgroup. Analysis of DRA2 results show similar findings. As a result of this analysis, Tier 1 instruction in literacy will continue to be a focus, with emphasis on Balanced Literacy and focus lessons and supports for English Learners.

**Reading Goals:**
FCPS CAG Driver: ACADEMIC SUPPORTS: Provide appropriate instructional supports to help all students achieve academic excellence. Schools articulate decision making rules for the use of interventions as well as progress monitoring and early warning.
Reading: All students in grades K-6 will make measurable, accelerated progress in reading as demonstrated by ongoing running records, data checks, comprehension check points, progress monitoring DRA2, and DRA Word Analysis. There will be a 10% reduction of students who are not meeting benchmarks in grades K-2 as indicated by the DRA2 or DRA Word Analysis. 84% of students in grades 3-6 will receive a pass proficient or pass advance score on the Spring 2016 Reading SOL.

**Math Data Analysis:**
Lynbrook ES Math data on the Spring 2014 SOLs demonstrates needs in All students and subgroup. The Mathematical Reasoning Assessment (MRA) for grades K-2 further supports the need for developing and strengthening early numeracy skills. The emphasis will on support for English Learners and a schoolwide approach to math workshop.

**Math Goals:**
All students in grades 3-6 will achieve a pass rate of at least 89% as indicated on the spring 2016 Math SOL.

In summary, our academic focus is to support increased and accelerated progress in:
- Reading by focusing on a Balanced Literacy: Focus Lessons,
- Math Workshop: Guided Math/ New FCPS Math Pacing Guide

**Additional documentation attached/linked (if applicable):**
**Title I feedback to school:** 11/25/15 (EB) Complete. Schoolwide Component 1 has been addressed through a comprehensive needs assessment which includes analysis of student achievement in reading and mathematics.
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:**
The following reform strategies are in place to improve achievement, strengthen core programs, improve the quality of learning time, and meet the needs of at-risk students:

- Title I reading and mathematics resource teachers will collaborate with classroom teachers to coach and implement ‘best instructional practices’
- Progress Monitoring Days
- School-wide professional learning plan intrinsically tied to school improvement data and developed in conjunction with individual teachers’ data-based goals
- Participation in both school-based and FCPS professional learning
- New materials in Literacy Center (i.e., variety of non-fiction texts at different reading levels, texts of varying lengths, persuasive materials to support new standards)
- All resource teachers will collaborate with classroom teachers in CT meetings to incorporate inclusive teaching, differentiated instruction and student data analysis (Literacy/Math)
- Teachers will provide targeted intervention based on assessment data (Literacy/Math)
- Literacy/Math professional development will be provided for teachers on way to differentiate through balanced literacy and guided math workshop
- The master schedule will be restructured to provide a language arts block of time for grade level teams per FCPS language arts allotment
- Teachers will utilize guided reading daily to develop students’ reading skills, strategies, and comprehension. (K – 6)
- K – 6 Math Center provides additional resources and manipulative materials to support hands-on instruction
- Family learning opportunities to support student success
- Math resource teachers provide grade level team resources, instructional modeling and specific professional learning to support math instruction
• Participation in both school-based and FCPS professional learning opportunities
• Common Assessments (Horizon)

Our Lynbrook Elementary School Mission and Vision:
At Lynbrook, we are respectful, problem solvers who:
- Communicate
- Collaborate
- Care for ourselves, our environment, and others

Additional documentation attached/linked (if applicable):

Title I feedback to school: 11/25/15 (EB) Complete. Schoolwide Component 2 has been addressed through a description of schoolwide research-based, instructional practices based on identified needs. Evaluation of these strategies is completed through monthly SIP reflection and quarterly data reflections.
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:
Lynbrook ES 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. 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 Lynbrook. Additionally, new teachers have access to coaching and professional learning related to specific core instructional practices, including assessment training. Lynbrook engages in strategic efforts to retain high quality staff who understand and can meet the needs of all our students. 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: 11/25/15 (EB) Complete. Schoolwide Component 3 has been addressed with description of concerted efforts, including ongoing supports, to retain highly qualified staff to meet the needs of underserved and at-risk student populations.
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:

Ongoing professional development will be provided to members of the Leadership Team to develop capacity through active listening, communication, and leading collaborative teams.

Members of the Lynbrook staff attended the FCPS Summer Literacy Symposium for professional development on focus lessons. Additionally a one day seminar regarding the same topic was offered to staff. This fall, Lynbrook reading resource teachers are offering an academy course on focus lessons.

Lynbrook staff have registered for both the Number and Number Sense Class and More than Math Workshop: Guided Math throughout the school year. Ongoing embedded professional development on the new math pacing guide is planned during weekly CT meetings.

In the spring, staff will have the opportunity to take an academy course on Working with English Language Learners.

Members of the Responsive Instruction Team received training regarding clarity in Tier 2 and Tier 3 students identification.

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

**Title I feedback to school:** 11/25/15 (EB) Complete. Schoolwide Component 4 has been met through a description of many professional development opportunities for teachers and staff that match schoolwide efforts towards school improvement reform.
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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<th><strong>Narrative:</strong></th>
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<td>The school collaborates with central office staff to recruit high quality staff to Lynbrook 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, Lynbrook 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 at Lynbrook which meets the specific needs of students and families.</td>
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<td><strong>Title I feedback to school:</strong> 11/25/15 (EB) Schoolwide Component 5 is complete as it includes a variety of strategies to attract high-quality highly qualified teachers to meet the high needs of students.</td>
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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:**

Fairfax County Public Schools' Title I program is established to improve student achievement and help all students meet the objectives of the Fairfax County Program of Studies and the Virginia Standards of Learning. To assure that this goal is met, a partnership with families is essential. Therefore, Lynbrook Elementary School commits to work in partnership with families in the following ways:

**Welcoming All Families**
- Welcome all families as valuable partners in our school learning community.
- Our office team greets and welcomes all families and guests.
- Signs in different languages.

**Effective Communication**
- Monthly community newsletters translated into Spanish
- Newly updated Lynbrook website
- Communicate with families frequently throughout the school year regarding their child’s progress in school and provide specific strategies for intervention and support through parent/family conferencing
- Utilize our parent liaison, Family Learning Center Coordinator and the Keep in Touch (KIT) call out system to support family communications/connections. This is communicated to all families when any translation is needed especially for testing, progress reports and parent questions.
- Provide Interpretation and translation services for school events. Documents will be translated in two common languages at Lynbrook - English and Spanish. Additional translation will be provided as identified.
- KIT, Classroom newsletters are often translated

**Volunteering**
- Assist in library with re-shelving books and assist with all aspects of book fairs
- Parent group meets daily to support teacher needs such as cutting, putting materials together (some parents are trained to use copier and workroom equipment)
- Organize (count) and distribute flyers, food bags, miscellaneous to classrooms and teacher mailboxes as needed
- Assist in cafeteria when needed
- Make ice bags for health room
- Parents have created a child-care co-op group to help when they are volunteering in the classrooms
- Room parents are supporting all grade levels

**Supporting Student Success (Learning at Home; Parenting)**
- Provide families with timely information to help them understand No Child Left Behind, curriculum, the Virginia Standards of Learning, school performance profile information and individual assessment results.
- Hold an annual meeting at the beginning of the school year in conjunction with our Back to School Night and first PTA meeting, to communicate with families about our Title I program and their right/ expectation for involvement with planning and implementing our Title I program.
- Collaboratively work with families in the Lynbrook Family Learning Center giving families the opportunity to come together frequently to learn, share and support student learning in a safe environment.
• Lee Pyramid Health Resource Fair
  Weekly coffees, different themes shared by counselors, social worker, teachers and administrators
• Develop and implement family learning activities to include Family Literacy and Math Night, Family Summer Fun Learning Night, Family Health and Wellness Day and a variety of workshops to provide information, strategies for learning, and resources to our families to support their child’s academic development and achievement.
• Parents as Educational Partners (PEP) classes for parents
• Early Literacy and Leadership program for Hispanic Families
• English conversation classes (with community volunteer)
• HIPPY program
• Computer basics classes
• INOVA-Health and Nutrition classes
• Mind In the Making Parent classes
• Various evening programs
• Family workshops based on POS objectives and SOL expectations
• Parents observe reading lessons
• Family liaison support communication between school and home
• National Network of Partnership Schools (NNPS)
• Family and School Partnerships- Early Literacy Program for Hispanic families
• Adult ESOL Classes/Family Literacy Classes for children of parents attending- funded by Title III
• Home Instruction for Parents of Pre-school Youngsters- (HIPPY)-held here in the school
• Parent/Family Leadership Classes/Workshops- lead by our counselor, our social worker and specialist- translated by Family Center Coordinator
• WETA “Ready to Learn” Preschool Program
• Literacy Classes, for Lynbrook, led by Lynbrook Parent
• Implementation of school-wide, Room-Parent program

Decision Making/Advocacy
• Develop and implement a School-Home Compact with families, clearly defining what each party specifically will do to share the responsibility for high student expectations and performance. Review the compact annually with families and school staff.
• Involve families in our school community by collaboratively developing our school improvement plan.
• Collaborate with PTA to provide opportunities for learning and advocating for their child’s success in school.
• Opportunities for DAC rep to share learning/resources * we currently have 2 Reps

Collaborating with the Community
• Weekend Snack Bags provided by Partner church and NOVA Assistance League Group
• Payless Gift Cards provided by NOVA ALG (shoes)
• St. Mark’s Lutheran Church
• Kirkwood Presbyterian Church
• Trails for Youth.org

Additional documentation attached/linked (if applicable):

Title I feedback to school: 11/25/15 (EB) Complete. Schoolwide Component 6 has been described comprehensively to include connections to effective family engagement practices and the school’s School-Home Compact and Family Engagement Policy.
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.

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<td>Lynbrook maintains three Head Start classrooms. Additionally, the Lynbrook ES Staff offered a Bridge to K program with our Summer Extended Learning program. Bridge to K is offered to children that have not attended any formal schooling, i.e.: Headstart, preschool, etc. There were 3 classes supporting 48 students in this program. Kindergarten transition data indicated that the students attending both Headstart and Bridge to K had a markedly smooth transition as evidenced by fewer parent calls to pick up students in distress and fewer incidents of parents having to stay the duration of the school day. The Neighborhood School Readiness Team worked with Lynbrook ES to support the kindergarten registration program –Spring, 2015.</td>
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<td><strong>Title I feedback to school:</strong> 11/25/15 (EB) Complete. Schoolwide Component 7 has been fully addressed supporting the school's plan to assist students in their transition from early childhood programs to elementary school settings.</td>
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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:**
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.

- Each grade level has developed SMART goals for both reading and math and science, which include specific assessments by which they wish to measure their individual and collective success throughout the year.
- Data dialogue protocols 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 and to draw conclusions from this assessment data.
- Quarterly progress monitoring 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.
- Teams create common assessments based on the big 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 based on what the team determines will best demonstrate students’ learning.
- At least quarterly, teachers identify performance tasks that they will use to reflect students ability to apply learning and support development of deep understandings around reading and math content.

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

**Title I feedback to school:** 11/25/15 (EB) Complete. Schoolwide Component 8 has been addressed to include teachers decision making in collaboratively developing academic assessments and analyzing data results to make informed instructional decisions within the CLT structure.
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:**
Instructional staff collects and analyzes data from the assessments to design instruction focused on the needs of students who are experiencing difficulty through:

- Running Records /Comprehension Interviews
- Developmental Reading Assessment 2
- Developmental Reading Assessment 2 Progress Monitoring Tool
- Kindergarten DRA 2 Word Analysis
- Anecdotal notes
- Standards of Learning (SOL) tests
- Standardized tests
- Math Reasoning Assessments (MRA)
- Quarterly Math Performance Tasks
- Common Pre and Post Horizon tests
- eCART quarterly assessments
- eCART common assessments
- Readers as Leaders program for 4th grade students
- Leveled Literacy Intervention

Classroom and resource teachers will meet regularly to discuss assessment results and plan timely intervention for at-risk students:

- Administrative progress monitoring meetings –review summative/formative goals and progress
- Response Team (RT)
- Grade level teams
- Kid Talk

Teachers will recommend students who are experiencing academic difficulty for remediation programs that specifically target at-risk students:

- Afterschool Homework Club
- Planning an Afterschool intervention—math/literacy/science

**Title I feedback to school:** 11/25/15 (EB) Complete. Schoolwide Component 9 has been addressed to include strategies in place to meet the needs of students who are having difficulty meeting academic achievement standards; these interventions are monitored through the Response Team and regular classroom teacher meetings.

Additional documentation attached/linked (if applicable):
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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<td>FECEP/Head Start</td>
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<td>PreK-12 ABA Services</td>
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<td>Title I feedback to school: 11/25/15 (EB) Complete. Schoolwide Component 10 has been addressed through the coordination and integration of federal, state and local services.</td>
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