Fairfax County Public Schools
Annual Title I Schoolwide Components Template

School Name: Washington Mill 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/title1/index.html)

VDOE presentation on schoolwide programs and planning: available at http://www.doe.virginia.gov/federal_programs/esea/professional_dev/program_admin_annual_2011/requirements_implementation_of_title1_schoolwide_program.pdf
Schoolwide Component 1 - §1114(b)(1)(A): A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in §1309(2)) that is based on the information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in §1111(b)(1).

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

Narrative:
Spring 2015 SOL assessments results indicate an increased pass rate in reading. The 2015 pass rate was a 64% raw data and an 81% adjusted data. The 2014 pass rate was 63% raw data and a 74% adjusted data. Further analysis of the data reveals the necessity to focus on the reading performance of African American students as they did not increase the pass rate. Free Waiver students, Hispanic students, LEP students, and students with disabilities need to be a focus as well but they did improve the pass rate from last year. 75% of the Kindergarten classes had a 90% pass rate or above on the DRA and 90% of the students make a year’s worth of growth. 71% of first graders made the DRA benchmark of 75% or above. The students who did not meet the benchmark still made a year’s worth of growth in Reading. Further analysis of this data into subgroups showed that we need to focus particularly on the Black subgroup. Therefore, we will continue to monitor literacy instruction in all grades with detailed attention to reading instruction for the subgroups mentioned. In light of these results, we will focus this year on the DRA2 Progress Monitoring tool to monitor students at-risk and we will focus on Balanced Literacy school wide. Professional Development will be available for all teachers to build their understanding of these practices as they influence students’ literacy.

Spring 2015 SOL assessment results indicated an increased pass rate for math. The 2015 pass rate was a 63% unadjusted pass rate and an 80% pass rate with the adjusted data. The 2014 pass rate was 55.80% using the unadjusted data and a 70% with the adjusted data. In light of these results, we will focus on creating more rigorous common math assessments, continue with daily exit tickets, and continue our work with Problem Based Learning, while continuing to build upon the students’ conceptual understanding of math. Teachers will continue the implementation of the math Investigations program in the primary grades, which builds a stronger conceptual understanding in mathematics. The upper grades will focus on Math Workshop and implementing guided math at least 3-4 times per week and Problem Based Learning the other days. Teachers will monitor their student’s growth and provide intervention when necessary, eventually leading to improved skills in the five processing strategies in mathematics.

Additional documentation attached/link (if applicable):

Title I feedback to school: 11/24/15 (AG) Complete. Schoowide Component 1 addresses a comprehensive needs assessment for reading and mathematics which includes focused Tier One instruction as well as SMARTR goals for student subgroups.
Schoolwide Component 2 - §1114(b)(1)(B): Schoolwide reform strategies that—

1. Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in §1111(b)(1)(D);

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

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

**Narrative:**

Based on the data analysis and needs identified for language arts, Washington Mill is committed to implementing a school-wide workshop model for language arts instruction. Teams also meet to collaborate, plan instruction, and monitor student progress. They are receiving professional development on implementing Word Study into the language arts block as well as Vocabulary instruction. Collaborative Learning Teams are also focusing on making their instruction more rigorous and relevant for the students. Additionally, teachers in grades 3-6 participate in individual data dialogues with administration and the instructional coach bi-weekly. The focus is analyzing language arts, math, and science assessment data and figuring out next steps for remediation or reteaching.

Based on the data analysis and the needs identified, Washington Mill is working hard to improve core math instruction through the math workshop model as well as Problem Based Learning. Teachers have had professional development on Problem Based Learning, Math Workshop and have read a book, Guided Math: A Foundation for Math Instruction. Teachers will also participate in professional development given by the math specialist and the instructional coach in our school. Teams will collaborate and view modules created by the math leaders in the pyramid to help enhance their math instruction. We are also using the new math pacing guide this year, which provides a lot of resources to our teachers. Also, teachers have been trained in how to use Mountain Math, which is a review and a practice of previously taught concepts.

To increase the quality and amount of learning time:
-Each K-2 class will have a 90 minute uninterrupted language arts block (+ 30 more minutes) and
grades 3-6 will have a 75 minute uninterrupted block (+15 more minutes)
- Each K-2 class will have a 60 minute uninterrupted block for math and grades 3-6 will have a 60 minute uninterrupted block (2xs per week) and a 75 minute uninterrupted block (3xs per week)
- 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 to enhance their reading strategies and build more concepts for math.
- The math specialists, instructional coach, and the Advanced Academics Teacher will provide problem solving lessons in all classrooms and will work closely with classroom teachers to plan for instruction.
- The school counselors teach lessons in classrooms on goal-setting, bullying, testing anxiety, careers, and social skills as well as work with small groups and individual students on needed skills. Also, they help with behavior planning (plans, charts, strategies) and they serve as parent engagement liaisons.
- The school counselors and social worker coordinate with the community and the county to identify and address family needs. Food and clothing drives are held to help those families in need.
- Reading Specialists, Math Specialists, and instructional coach provide supplemental language arts and mathematics instruction (small group intervention, teacher support, mentoring, co-planning, co-teaching, and modeling best practices)
- Teachers have a daily intervention block embedded in to their schedule, designated as math and reading intervention
- There is an increased support, focus, and accountability for guided reading across all grade levels
- There is an increased support, focus, and accountability for implementing processing strategies instruction in reading
- There is an increased support, focus, and accountability for implementing guided math
- There will be monthly progress monitoring of at-risk students in reading using the DRA2PM
- Marilyn Burn’s, Do the Math, will be used for math intervention
- Select teachers are participating in Teachers as Readers to enhance their vocabulary instruction and why it is important to teach Greek and Latin roots
- Teachers will integrate science and social studies into the LA block
- Teachers have created school-wide Best Effort Strategies for math, reading, and science
- Our morning news program will highlight a different character trait each month. Every morning, quotes will be read on the news from different classrooms about what that character trait means to them. Also, each class gets to share something amazing that they are doing on the news each Friday.
- To increase the emotional feel of our school, we have framed and displayed a pictures of every student and staff members in the halls of our school

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

**Title I feedback to school:** 11/24/15 (AG) Complete. Schoolwide Component 2 encapsulates reform strategies to meet student proficiency and advanced academic needs. The reform strategies will be evaluated through quarterly SIP reflections and monthly check-ins.
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:**
At this time, all of our teachers are highly qualified. Ongoing professional development is in place to increase the quality of instruction. Newly hired teachers attend Great Beginnings to assist them with their instruction and transition into the classroom. Ongoing professional development and teacher mentoring is in place to increase and sustain the best quality of instruction. New teachers also have access to coaching and professional learning related to specific core instructional practices and assessment training.

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:** 11/24/15 (AG) Complete. Schoolwide Component 3 includes efforts to retain and develop highly qualified staff to meet needs of students in high poverty communities.
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:
- Collaborative Learning Teams (CLT) will receive job embedded professional development from the information learned at the Literacy Symposium.
- All new teachers in grades K-6 will participate in a Word Study workshop provided by the reading specialists
- Select teachers will continue our work in Teachers as Readers to focus on vocabulary instruction using the Greek and Latin Roots: Keys to Building Vocabulary text. The teachers are learning and implementing strategies on why teaching vocabulary is important using Greek and Latin roots.
- The teachers will have quarterly planning days where teachers will unpack units of instruction, review and create common assessments, conduct data dialogues, and map their curriculum for the entire quarter.
- The reading specialists and instructional coach will co-plan and co-teach with teachers on reading instruction
  - The math specialists and instructional coach will co-plan and co-teach with teachers on math instruction
  - The leadership team will continue their work around facilitating CLTs in order to help them create team meeting agendas, leading discussions and dialogues, focus on team-building and a variety of other leadership skills. The leadership team will meet monthly throughout the school year to continue development of the above skills and focus on our school improvement plan goals.
- All instructional staff will be trained in Responsive Classroom to develop classroom management strategies and will receive professional development from the instructional coach and AP during each of the strategic planning days.
- All instructional staff will receive professional development around the writing process at each of the strategic planning days.
- Teachers will continue to receive professional development around math workshop and problem based learning.

- Instructional staff will have opportunities to participate in FCPS staff development:
  - Academy Courses
  - After school specials sponsored by the math or language arts office
  - Countywide PD that is built into the calendar

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

**Title I feedback to school:** 11/24/15(AG) Complete. Schoolwide Component 4 includes a variety of ongoing professional development opportunities to support schoowide reform efforts and needs of individual staff members and grade level teams.
Schoolwide Component 5 - §1114(b)(1)(E): Strategies to attract high-quality highly qualified teachers to high-needs schools.

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

Narrative:
The school collaborates with central office and recruitment specialists in Human Resources to build a highly qualified core of teachers.

Additional documentation attached/linked (if applicable):

Title I feedback to school: 1/24/15 (AG) Complete. Schoolwide Component 5 includes strategies to attract high-quality, highly qualified teachers in high-needs schools. Both divisionwide and school recruitment strategies are included.
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 engagement activities at Washington Mill ES assure that families and the school partner together in efforts to reach student achievement goals as well as help students meet the challenging standards. A variety of opportunities are offered to parents to learn how to access resources to support their children's learning.
- Take home reading program for at-risk students
- Various parent volunteer opportunities throughout the year
- Community events such as Fall Fest, Veterans Day breakfast, Thanksgiving family luncheon, the Spring Fling, and Science Night are free and open to community members of all ages. They are meant to bring families together and to celebrate the diversity of our community.
- Family field trip to a museum in DC is free for the students and their families. This supports at risk students' learning by increasing their background knowledge.
- Parents have the opportunity to participate in the planning, review, and improvement of the school wide plan through PTA meetings, parent/teacher conferences, and Back to School Night informational meetings.
- Parents are informed by standards of strengths and weaknesses for their children. Data analysis meetings provide staff with a focused need by name for every parent. This information is shared through parent/teacher conferences throughout the year and also on quarterly progress reports.
- The School-Home Compact is shared with parents as a part of the school plan through school improvement plan meetings that are open and accessible to parents. Translation headphones are made available to access is open to all.
- College and Career Night with the High School
- We send a Keep in Touch to inform the community of upcoming events or any important information
We send home a monthly newsletter to share what is going on at Washington Mill
- We conduct PTA meetings at the Sacramento Center

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

| Title I feedback to school: | 11/24/15 (AG) Complete. Schoolwide Component 6 includes strategies to increase parent involvement in support of student achievement through activities to strengthen parent education. |
**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.

<table>
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<tr>
<th>Narrative:</th>
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| During collaborative team meetings, teachers are engaged in job embedded professional development as well as making decisions about academic assessments to inform and drive their instruction for each student.  
- Each team has created a SMARTR goal for math, reading, and science by which they measure their individual success as well as their collaborative success  
- Individual data dialogues have been implemented for grades 3-6 since the beginning of October to look deeply at assessment results and draw conclusions from the assessment data. Team data dialogues occur as well.  
- Quarterly, half-day planning days are held to allow teachers to plan for the upcoming quarter and to create/edit common assessments based on the unit of study-what students should know, understand, and be able to do.  
- The leadership team meets monthly to discuss assessment results, instructional techniques, and instructional areas of focus in the school  
- Math specialists, reading specialists, and the instructional coach offer resources and support for the teams as they plan for instruction |

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<td><strong>Title I feedback to school:</strong> 11/24/15 (AG) Complete. Schoolwide Component 7 addresses a description of school efforts to provide smooth transitions from early childhood programs to elementary grades and beyond.</td>
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</tbody>
</table>
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>
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<tbody>
<tr>
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<td>Title I feedback to school: 11/24/15 (AG) Complete. Schoolwide Component 8 includes a description of teachers involved in the decisions regarding academic assessments which include team SMART goal setting, data dialogues, and common assessment development.</td>
</tr>
</tbody>
</table>
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 are having difficulty mastering standards will be provided with additional assistance:

- Kid Talk - grade level teams follow a protocol to discuss students who are having academic or behavioral difficulties. The team identifies specific interventions for the student and the classroom teacher implements them and collects data.

- Responsive Instruction - If the interventions are not working, the student is referred to the RI Team where they provide evidence-based interventions at a moderate intensity. These interventions are implemented by specialists in the area of need and include: Leveled Literacy Intervention, Language!, Do the Math, and TransMath.

Instructional staff collects and analyzes data from a variety of assessments (DRA2, MRA, eCART, DRA2 PM, Observation Survey, common assessments, exit tickets, anecdotal notes, DMA). Classroom and resource teachers meet regularly to discuss assessment results and plan timely intervention for low progress students. Teachers match students experiencing academic difficulty to the most appropriate intervention listed below, with the content tailored to each student’s needs. In addition to these interventions, students also receive additional help from resource teachers. Teachers match students needing enrichment to the most appropriate enrichment learning opportunity listed below, tailored to each student’s needs.

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Enrichment</th>
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<tbody>
<tr>
<td>Summer SELT</td>
<td>Young Scholars</td>
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<tr>
<td>After School Program</td>
<td>Advanced Academics</td>
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<tr>
<td>HS Mentor program</td>
<td>Global Awareness and Technology Project program</td>
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<tr>
<td>Leveled Literacy Intervention</td>
<td>Advanced Mathematics</td>
</tr>
<tr>
<td>Double dipped guided instruction</td>
<td>Academic club</td>
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<tr>
<td>Reading Recovery</td>
<td>Trans Math</td>
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<tr>
<td>Do the Math</td>
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</tbody>
</table>

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

**Title I feedback to school:** 11/24/15 (AG) Complete. Schoolwide Component 9 describes programs that fully address intervention and advanced academics opportunities for students, including how grade-level and Responsive Instruction teams monitor these supports.
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>The school's master calendar and the FCPS calendar allow for designated collaborative time, strategic planning, and professional learning. Professional Development is available for staff members from the specialist at our school and also through FCPS Academy Courses. Teachers are receiving job embedded professional development during their collaborative team meetings for a topic of their choice to improve their 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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<tr>
<td><strong>Title I feedback to school:</strong> 11/24/15 (AG) Complete. Schoolwide Component 10 describes coordination and integration of federal, state, and local services and programs to meet the needs of students and staff.</td>
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