Fairfax County Public Schools
Annual Title I Schoolwide Components Template

School Name: Lorton Station ES
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:
Systematic effort to involve stakeholders:
Classroom teachers in grades K-6, specialists, and resource staff were involved in systematic data analysis and needs assessment led by the School Improvement (SIP) Team during strategic planning days at the end of the 2014-15 school year. At the beginning of the 2015-2016 school year, the SIP team developed school wide goals and action plans. Then grade level teams developed strategic goals and action plans in the areas of Language Arts and Math based on their grade level data.

Summary of data analysis and identified needs:
For reading, a review of SOL, DRA2, and DRA2 WA indicates that reading achievement is an area of concern, although Lorton Station Elementary met the AMOs overall and for all subgroups except special educational. There were a significant number of students who ended the school year with a reading level below grade level benchmark. See Lorton Station Elementary’s reading results for the 2014-2015 school year in the additional documentation (SIP). Based on strategic planning conversations, staff identified the following needs: Building and implementing intentional and explicit, standards-based focus lessons, refining guiding reading practices, and implementing intentional responsive instruction among the lowest performing subgroups and students.

For mathematics, Math Reasoning Assessment (MRA) results in the primary grades and Spring 2015 SOL assessment results in the upper grades show steady growth. Additionally, schoolwide data for the SIP's Individual Growth goal shows an increase in students’ problem-solving skills. See Lorton Station Elementary’s mathematics results for the 2014-2015 school year in the additional documentation (SIP). While problem-solving skills continue to be a focus, particularly for multi-step problems, a need was identified to enhance students’ ability to explain their mathematical thinking. Also, number sense was identified as an area of need. Implementing a math workshop model, implementing Number Talks, focusing on mathematical vocabulary, focusing on problem solving, and establishing best practices for instruction among the lowest performing subgroups were identified as key strategies to address these needs.

Additional documentation attached/linked (if applicable): Language Arts and Math data submitted as a supporting document in School Improvement Plan.

Related Indistar® indicators (if applicable):
Title I feedback to school: 12/3/15 (EB) Complete. Evidence of a complete and comprehensive needs assessment which involved multiple stakeholders in the process.
# REFLECTIONS FROM 2014-2015

## READING

<table>
<thead>
<tr>
<th>WHAT?</th>
<th>WHY?</th>
<th>SO WHAT?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize your SMARTR Outcomes data. What collective strengths can we celebrate? In what areas do we have the greatest opportunity for growth?</td>
<td>Why were we successful in these areas? Did we implement our strategies well and is there a link between our strategies and goals? Why did we struggle in these areas? What did we not address as well as we could have?</td>
<td>For the next interim, what are our commitments to action to build on these strengths or to create the growth we desire?</td>
</tr>
</tbody>
</table>

### Initial Reflection

**Reading: Raise the Bar**

- **Part 1 Outcome:** 81% of students achieved competency in reading, as measured by the Spring 2015 Reading SOL.

- **Part 2 Outcome:** 72% of students reading on or above grade level, as measured by the Spring 2015 administration of the DRA 2 or other approved assessment.

### Supported:
- Consistent guided reading
- 2 hour block for LA
- Circle Conversations for planning the quarter
- Double/Triple Dips
- ESOL Support
- Sharing Students

### Inhibited:
- Need DRA training
- Need to revisit SOAR conversations more frequently
- Focus on target students earlier

### Next Steps
- Vertical Articulation
- Focus on Academic Language
- More writing opportunities
- DRA, NSGR, and Word Study training
- Team planning with Reading specialists and ESOL
### Part 1 Outcome:

<table>
<thead>
<tr>
<th></th>
<th>% pass</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>52</td>
<td>25</td>
</tr>
<tr>
<td>ELL</td>
<td>56</td>
<td>21</td>
</tr>
<tr>
<td>SWD</td>
<td>32</td>
<td>45</td>
</tr>
<tr>
<td>SUM</td>
<td>91</td>
<td></td>
</tr>
</tbody>
</table>

### Part 2 Outcome:

<table>
<thead>
<tr>
<th></th>
<th>% Pass</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>55%</td>
<td>15</td>
</tr>
<tr>
<td>ELL</td>
<td>51%</td>
<td>19</td>
</tr>
<tr>
<td>SWD</td>
<td>31%</td>
<td>39</td>
</tr>
<tr>
<td>SUM</td>
<td>73</td>
<td></td>
</tr>
</tbody>
</table>

**Supported:**
- ESOL and SPED Support
- Support from Reading Specialist
- Double and triple dips

**Inhibited:**
- Need more planning with ESOL teachers
- Need more communication with ESOL on best strategies
- More RI Discussion

**Next Steps:**
- Increase communication with all specialist
- Planning with Reading, SPED and ESOL
- Focus on Tier 1 instruction
- Reading Academic Conversations over the summer to prepare for the next school year
<table>
<thead>
<tr>
<th>Reading Individual Growth</th>
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</thead>
<tbody>
<tr>
<td><strong>Outcome:</strong></td>
</tr>
<tr>
<td>83% of students demonstrated one year's growth in reading</td>
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<tr>
<td>23% of students reading below grade level made more than one year's growth</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Supported:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● SOAR groups</td>
</tr>
<tr>
<td>● flexible grouping</td>
</tr>
<tr>
<td>● Double and Triple dips</td>
</tr>
<tr>
<td>● strategic guided reading</td>
</tr>
<tr>
<td>● collaboration with specialists, SPED &amp; ESOL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Inhibited:</th>
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</thead>
<tbody>
<tr>
<td>● Need more communication between ESOL and SPED with classroom teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Next Steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Primary DRA, Next Steps in Guided Reading and Word Study Training</td>
</tr>
<tr>
<td>● Sharing students among grade level team</td>
</tr>
<tr>
<td>● Commitment of consistent guided reading</td>
</tr>
<tr>
<td>WHAT? Summarize your SMART Outcomes data. What collective strengths can we celebrate? In what areas do we have the greatest opportunity for growth?</td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</table>
| **Math: Raise the Bar** Goals not met:  
  - Based on the preliminary SOL data, 81% of the school passed the SOL.  
  - 76% of the students passed the Spring MRA assessments. | **Math:**  
  **Strengths:**  
  - Increase in the use of performance tasks  
  - More focus on problem solving  
  - Hosted professional development opportunities to build capacity in the teachers  
  **Areas of Growth:**  
  - Strengthening Tier 1 instruction  
  - Following the CLT cycle with fidelity (pre-assessment, planning, post assessment, intervention/enrichment)  
  - Using pre-assessment data to create Guided math groups  
  - Using post assessment data to create intervention groups | **Math:**  
  **Priorities Moving Forward:**  
  - Build content knowledge by doing math problems as part of CLT (unpacking and planning)  
  - Differentiation in math instruction  
  - Implementing Number Talks  
  - Continue strengthening Math Workshop |
| **Math: Close the Gap**  
 **Outcome for SOL grades:** | **Strengths:**  
  - Subgroup studies exposed staff to strategies to improve learning  
  - decrease in the gap between whites and special ed  
  - Push for content for vocabulary and implementation of Number Talks  
  - Professional development in Number Talks  
  **Areas of Growth:**  
  - Often the decrease in the gap comes from the decrease in the pass rate for the white students  
  - Black subgroup gap continues to grow  
  - Inconsistent expectations for all students  
  ELL support during math instruction | **Priorities Moving Forward:**  
  - Differentiation in math instruction  
  - Implementing Number Talks  
  Continue strengthening Math Workshop |
| | | |
| **Group** | **%** | **Gap** |
| White | 94 |  
| Black | 72 | 22  
| SWD | 51 | 43  
| ELL | 68 | 26  
<p>| Sum | 91 |<br />
| <strong>Goal not met.</strong> | | |</p>
<table>
<thead>
<tr>
<th>Group</th>
<th>%</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>84%</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>74%</td>
<td>10</td>
</tr>
<tr>
<td>SWD</td>
<td>83%</td>
<td>1</td>
</tr>
<tr>
<td>ELL</td>
<td>71%</td>
<td>13</td>
</tr>
<tr>
<td>Sum</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

Goal met.

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**Math : Individual Growth Outcome:**

288 students scored 1 at baseline
- 52% (151/288 students) scored a 3 or higher

325 students scored a 2 at baseline
- 72% (234/325 students) scored a 3 or higher

217 students scored a 3 at baseline
- 51% (111/217 students) scored a 4
- 141 students scored a 4 at baseline
- 74% (104/141 students) maintained a 4
- 6 students in Kindergarten were assessed on the next grade level standard
- Students in Grades 1-6 were not tested on the next grade level standard
- 62% (600/971 students) met the individual growth goal.

**Math Strengths:**
- Grade level teams embracing problem solving
- Making problems relevant to students
- Establishing a new Math RI committee

**Opportunities for Growth:**
- Having grade level teams solve math problems together - content building
- Sharing student strategies - Number Talks
- Choosing appropriate problems

**Math Next Steps:**
- Establish a school wide problem solving template (Link Sheet, four square, etc.)
- Hold Math RI meetings with fidelity
- Build capacity by having grade level teams solve math problems together
- Implement Number Talks
Schoolwide Component 2 - §1114(b)(1)(B): Schoolwide reform strategies that—

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

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

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

Narrative:

Strengthening the core academic program:

Based on the data analysis and needs identified above for literacy, Lorton Station Elementary is committed to implementing a school-wide agreed upon workshop model for reading instruction that emphasizes guided reading within the balanced literacy framework. Additionally, teams meet on a regular basis to collaborate in the area of language arts, including monitoring of literacy instruction, deepening understandings of the POS, and developing team-level ongoing formative and summative assessments. Collaborative Learning Teams (CLT) will meet to discuss language arts in grades K-6 on a weekly basis.

Based on the data analysis and needs identified above for mathematics, Lorton Station Elementary is working to strengthen mathematics instruction by implementing a mathematics workshop model that emphasizes problem-solving through daily focus lessons, small group mathematics instruction, and independent practice and extension opportunities. Additionally, teams meet on a regular basis to collaborate in the area of mathematics, including monitoring of mathematics instruction, deepening understandings of the POS, and developing team-level ongoing formative assessments. Collaborative Learning Team (CLT) will meet about mathematics in grades K-6 on a weekly basis. Teachers are implementing Number Talks 3-5 times per week to help strengthen students' number sense, and more than 20 teachers are being trained in Add+Vantage Math Recovery.

Increasing amount and quality of learning time:

- Each K-6 class will continue to schedule a minimum of 90 minutes of daily uninterrupted language arts instruction and one hour of uninterrupted math instruction with 30 minutes for language arts/math intervention/enrichment built in on a daily basis.
Additional instruction from resource teachers such as ESOL, SpED, and reading, will be coordinated with the homeroom teacher on an as needed basis to make sure students are not missing tier one instruction to receive additional services.

- Advanced Mathematics is offered in 6th grade to give students who require enrichment and advanced study early access to grade 7 math content and support algebra readiness.
- Advanced Mathematics is offered to general education students in grades 3-5 who require enrichment.
- The LIFT Summer Reading Program offers our neediest students six books sent through the mail to read throughout the summer. Students complete a postcard to identify a specific strategy they used while reading the book.

Meeting the needs of underserved and at-risk populations:
*Additional instruction from resource teachers such as ESOL, SpEd, reading and math specialists will be coordinated with the homeroom teacher on an as needed basis to make sure that students are not missing tier one instruction to receive additional services.
*Responsive Instruction Teams in Reading, Math and Behavior, are available as a resource for all teachers to get extra ideas, resources, and support for students.
- The Advanced Academics Resource Teacher (AART) facilities weekly activities and lessons on critical and creative thinking and problem solving strategies in the Strategies Lab for all students K-6. In addition, the AART works with classrooms K-3 and collaborates closely with classroom teachers and specialists to identify and recommend students for Young Scholars and Advanced Academics services.
- The school counselors facilitate monthly lessons in all classrooms K-6 and regular group meetings for students who need additional social-emotional support.
- The Family Support Team coordinates with county and community services to identify and address family needs that support students’ availability for leaning, including healthcare and nutrition. Food and clothing pantries are available at the school to further address immediate student and family needs. The social worker and psychologist offer one-on-one and small group support for students who require support managing situations of stress or anxiety.
- MentorWorks – a program to provide K-6 grade targeted students with mentors from our school staff. Mentors meet weekly with students to provide academic support, help students with social skills, and build relationships with students.

Additional documentation attached/linkerd (if applicable):

Related Indistar® indicators (if applicable):

Title I feedback to school: 12/3/15 (EB) Complete. Evidence of use of data analysis to determine instructional strategies for the coming year. The school is focusing on implementation of the math workshop model as well as an emphasis on guided reading within the balanced literacy framework.
**Schoolwide Component 3 - §1114(b)(1)(C): Instruction by highly qualified teachers.**

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

<table>
<thead>
<tr>
<th>Narrative: Lorton Station Elementary 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 Lorton Station Elementary. Additionally, teachers have access to coaching and professional learning related to specific core instructional practices, including 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional documentation attached/linked (if applicable):</td>
</tr>
<tr>
<td>Related Indistar® indicators (if applicable):</td>
</tr>
<tr>
<td><strong>Title I feedback to school:</strong> 12/3/15 (EB) Complete. Evidence of information on the culture being created and the supports and opportunities put in place in order to entice teachers to stay at the school</td>
</tr>
</tbody>
</table>
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:
• Teachers in grades K-6 will continue to participate in embedded professional development focused on guided reading, balanced literacy, word study, math workshop, and responsive classroom. Coaching will be provided to help teachers become more proficient in teaching language arts and mathematics, particularly in guided reading, and guided mathematics groups.
• All teachers who support students in grades K-6, including ESOL and Special Education teachers will participate in guided reading, Developmental Reading Assessment (DRA), and math workshop training and coaching as it applies to either math or language arts instruction.
• All K-1 teachers, ESOL teachers, and members of the Math CLT will attend Add+Vantage Math Recovery training to deepen understanding of students’ mathematical development.
• Instructional staff will have opportunities to participate in FCPS staff development, such as Teacher Collaborative Services, Academy Courses, after-school specials sponsored by the central office teams, and countywide PD days built into the school calendar.
• The team liaisons 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 ongoing during the biweekly meetings.
• All new instructional personnel will be trained in the Responsive Classroom strategies as a character development classroom management model.

Additional documentation attached/linked (if applicable):  

Related Indistar® indicators (if applicable):

Title I feedback to school: 12/3/15 (EB) Evidence of job-embedded professional development for the entire staff to focus on the balanced literacy framework, implementation of math workshop, Add+Vantage Math Recovery, Responsive Classroom, and support for the development of team leadership skills.
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 staff to recruit high quality staff to Lorton Station Elementary 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, Lorton Station Elementary is given preference in hiring highly-qualified teachers designated as “early hires” within the division, when such are available. Additionally, when interviewing for new instructional staff, administrators highlight the successes and innovations of Lorton Station Elementary staff in meeting the needs of students and families.

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

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

**Title I feedback to school:** 12/3/15 (EB) Complete. Evidence to show that in addition to what the division has in place, Lorton Station accesses job fairs and college personnel and highlights the successes of the school in order to attract teachers who can meet the needs of the students.
Schoolwide Component 6 - §1114(b)(1)(F): Strategies to increase parental involvement in accordance with §1118, such as family literacy services.

Expected Evidence: Parent/community involvement; compact development and implementation; parent policy and other required activities to involve parents.

Narrative:
School-home compact and family engagement policy:
Lorton Station Elementary worked with parents this fall to update a School-Home Compact explaining the partnerships and shared commitments among staff, parents, and students. Lorton Station Elementary also provided parents an opportunity to review the current Family Engagement Policy and give feedback for this document that describes the school’s commitment to involving families in students’ learning. Both the School-Home Compact and Family Engagement Policy were shared with families through the school web page and hard copies distributed at parent-teacher conference. The compact and policy are reviewed annually and updated every other year on alternating years.

Family and community engagement:
Family engagement activities assure that Lorton Station Elementary families play a significant role in helping our students achieve the challenging state standards. Lorton Station Elementary provides a variety of opportunities throughout the year to help parents learn ways to support student learning. The following are a few of the actions that will be implemented to carry out the goals outlined in the school-home compact and family engagement policy:

• Family engagement activities at Lorton Station Elementary ensure that families and schools partner together in efforts to reach student achievement goals as well as helping students meet the challenging state standards. A variety of opportunities are offered to parents to learn how to work with their children and to access resources to support their children’s learning. These opportunities include: Tools for Schools, Partners in Print, and Project Lift.

• A parent liaison is employed full time to increase communication with Hispanic families and engage all families in their child’s education.
• Family Support Department meetings including the school psychologist, social worker, parent liaison, counselors, and administration.
• Head Start Parent Meetings - At monthly parent meetings, the Head Start teachers discuss topics such as child safety, nutrition, budgeting, and kindergarten transition.
• Kindergarten Orientation - An opportunity for parents of rising Kindergarteners to visit Lorton Station and meet the Kindergarten teachers, the administrators, and Lorton Station 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 covered. This event is held in May.
• Kindergarten Assessment Clinic and Open House - Rising Kindergarteners and their families are invited to meet the teachers, each other, and visit their classrooms. During the Assessment Clinic, all rising Kindergarteners are assessed in the areas of literacy and mathematics to provide teachers with a baseline of skills.
• Kindergarten Tools for Schools - Kindergarten parents and students attend an evening program that provides families with make and take sessions that promote student achievement in the core areas of the FCPS Program of Studies.
• Summer of Learning Showcase - Parents of students in grades 1-3 visit classroom stations that provide strategies and resources in reading, writing, and mathematics to prevent summer learning loss.
• Advanced Academics Parent Information Night - Lorton Station provides parents an information night that focuses on the Advanced Academic Program at our school.
• School Home Partnership Meetings and Events - Lorton Station has an active School Home Partnership (Parent Teacher Organization). They hold monthly meetings and many school
events. Some of these events include the Station Celebration, Book Fair, International Night, and Health and Safety Fair.

- Early Literacy Program - A literacy program for Hispanic families to develop literacy strategies for Pre-K and Kindergarten students.
- Additional family nights are held to create partnerships with the parents of students in developing literacy and numeracy skills.

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

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

| **Title I feedback to school:** | 12/3/15 (EB) Complete. Evidence that the School-Home Compact and Family Engagement Policies were reviewed and share with parents. Family engagement opportunities are planned in a variety of ways, include both parent involvement and education, and include a variety of school staff members. |
Schoolwide Component 7 - §1114(b)(1)(G): Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Expected Evidence: The school assists and supports children in their transition from early childhood programs to elementary school through activities that are planned, implemented, and assessed. If the school is a middle school, address how the school will assist students in their transition to high school.

Narrative:
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 the K-6 program:

- FECEP will visit kindergarten classrooms and participate in events such as: cultural feast, spring play, and fire and safety awareness with the Fairfax County Fire Department throughout the school year.
- FECEP teachers will complete a transition form that explains the strengths and areas of growth for the students.
- Preschool students who are in special education classes in a FCPS school are observed by a special education teacher prior to the transition IEP being written for kindergarten. This will continue as an important aspect of the transition process.
- Students with no preschool experience were invited to a three week Jump Start program that allowed them to learn about Kindergarten and develop skills to ensure success in the Kindergarten classroom.
- Kindergarten Orientation – An opportunity for parents of rising kindergarteners to visit Lorton Station Elementary and meet the kindergarten teachers, the administrators, counselors, and other staff. Parents receive information about important skills students need to have to be ready for kindergarten, as well as a quick introduction to academic areas of focus in kindergarten.
- Rising Kindergarten students were invited to participate in a Kindergarten Assessment clinic that allowed teachers to assess their reading, writing, and mathematics skills to develop a baseline.
- Early Literacy Program- A literacy program for Hispanic families to develop literacy strategies for Pre-K and Kindergarten students.
- Targeted Kindergarten students receive additional small group support from a trained Early Intervention Reading Initiative teacher. This year this intervention to begin in September as soon as preliminary assessment was done.

Additional documentation attached/linked (if applicable):

<table>
<thead>
<tr>
<th>Related Indistar® indicators (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I feedback to school: 12/3/15 (EB) Complete. Evidence that the school has outlined a number of practices to assist in transitioning students beyond the typical kindergarten orientation. A Jump Start program, Early Literacy Program, and Kindergarten Assessment Clinic are a part of this process.</td>
</tr>
</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.

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 SMARTR goals for both reading and math, which include specific assessments by which they wish to measure their individual and collective success throughout the year and action steps to achieve their goals.
• Data dialogue protocols are being implemented on a regular basis 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.
• Teams will participate in a day of planning and data analysis at the end of quarters 2, 3, and 4. These sessions will allow teachers to analyze and respond to data as a grade level and plan for responsive instruction.
• 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.

Additionally, Lorton Station has Responsive Instruction (RI) core teams.

• Schoolwide RI Core Team – The RI Core Team meets on a weekly basis to discuss schoolwide data at each tier, including literacy, math, and behavior.
• Tier 1 – Grade level teams address student needs through RT-10 student discussions. Teams use the RT 10 protocol, implement Tier 1 interventions, and collect a documented response to instruction.
• Tier 2 and Tier 3 – The Literacy CLT meets to continue the RI process in order to provide tier 2 and tier 3 interventions for students who are not responding to repeated attempts at documented literacy interventions that were held with fidelity.
• Tier 2 and Tier 3 - The Math CLT meets to continue the RI process in order to provide tier 2 and tier 3 interventions for students who are not responding to repeated attempts at documented mathematics interventions that were held with fidelity. All members of the Math CLT will attend Add+Vantage Math Recovery training to deepen understanding of students' mathematical development in order to help support teachers identify appropriate interventions.
• Tier 2 and Tier 3 – The Behavior CLT meets to continue the RI process in order to provide tier 2 and tier 3 interventions for students who are experiencing difficulty with attendance and/or not responding to repeated attempts at documented behavioral interventions that were held with fidelity.

Additional documentation attached/linked (if applicable):

<table>
<thead>
<tr>
<th>Related Indistar® indicators (if applicable):</th>
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<td><strong>Title I feedback to school:</strong></td>
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Schoolwide Component 9 - §1114(b)(1)(l): 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:

- **RT-10 Grade Level Protocols** – Grade level teams meet to discuss students who are having academic or behavioral difficulties. Teams identify specific interventions for the student, and the classroom teacher implements those interventions and collects data so the team can evaluate the effectiveness of the intervention.

- **Responsive Instruction (RI) Team** – If interventions are not working based on RT-10 Grade level discussion, the student is referred to our RI team. The RI team provides evidenced based interventions of moderate intensity that addresses learning or behavioral problems of our most at-risk students. These supplemental interventions are implemented by highly trained specialists and include: Leveled Literacy Intervention, Read Well, Read Naturally, and Number Worlds.

- **Academic Double Dosing** – The most struggling students in reading and mathematics are identified through teacher observation and assessment data. Small groups meet with classroom teacher or specialist trained in that content area, who provide remediation based on the standards of learning/skill area.

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

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

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

**Title I feedback to school:** 12/3/15 (EB) Complete. Evidence shows that a number of processes are in place to identify students in need of intervention, match them with appropriate interventions, and monitor their progress.
Schoolwide Component 10 - §1114(b)(1)(J): Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Evidence: Federal, state, and local funding sources are used to support and implement the plan. Resources, such as programs and materials, human resources, time, and community are used to meet the needs of staff and students.

Narrative:
Coordination of federal, state, and local funding sources:

Federal Title III, Part A for English learners, Title I, Part A for high poverty schools, Individuals with Disabilities Education Act (IDEA) funds and the National School Lunch Program all contribute to strong programs and services for students at Lorton Station Elementary. These federal funding sources provide resources, professional development, and programs that build on the FCPS student achievement goals and instructional improvement focus. Head Start/Virginia Preschool Initiative provides comprehensive services for families of low-income preschool children. Local and state funds provide staffing for class size reduction and to meet the Standards of Quality. Supplemental local Title I funds allow for additional coaches and hourly interventionists who can respond to adult and student learning needs. Neighborhood Network, program run through the county government’s Department of Family Services, gives targeted parents access to programs for basic needs, health care, counseling, tutoring, etc.

Coordination of resources to meet student and staff needs:

The school’s master calendar and FCPS calendar allow for designated time for collaboration, strategic planning, and professional learning. Professional development is available for specific staff members through FCPS central offices, and FCPS Academy courses offer additional opportunities for all teachers to extend their knowledge and skills. Technology and curricular resources allow staff and students to access the tools they need to pursue learning at deep levels. Division and team-generated formative assessments provide valuable information for teachers and students as they set and monitor learning goals. Business partners are apprised of school goals and provided opportunities to offer their input and suggestions for how the school-community partnership can be strengthened.

Additional documentation attached/linked (if applicable):

Related Indistar® indicators (if applicable):

Title I feedback to school: 12/3/15 (EB) Complete. Evidence to show that the school has a number of programs in place and they are all used in a way that meets state and federal guidelines without repetition. Title I funds are used to supplement the regular school program