

**Fairfax County Public Schools  
Compensatory Education, Title I**

**Title I Schoolwide Components Summary**

**Brookfield Elementary School  
(2011-2012)**

Revised October 2011

Using the Title I Schoolwide Components Summary schools re-examine their instructional and organization design in an effort to help all children achieve high academic standards. The ten research-based components form the basis for a school's Title I Schoolwide instructional program. Research findings show that for all students in the highest poverty schools to meet high standards of performance:

- the school's entire instructional program must be of high quality;
- educators must expect high academic achievement from every child; and
- the entire school must have a focus on academic success.

**1. Comprehensive needs assessment**

**Mathematics**

The 2011-2012 SOL data indicates improved performance in all AYP subgroups; with continued gains needed with our Hispanic subgroup.

- A three year analysis (2009-2011) of AYP subgroup data for grades tested showed increased performance. The percentages of students passing SOL tests in mathematics from grades three through six are as follows: Black students 89%, 94%, 84%, Hispanic students 78%, 84%, 82%, Students with Disabilities 92%, 93%, 92%, Students identified as economically disadvantaged 83%, 89%, 88% and Limited English Proficient students 84%, 86%, 86%.
- A three year analysis (2009-2011) of Mathematics Reasoning Assessment (MRA) test results showed an increase for first grade (71%, 73%, 85%) and decrease for second grade (78%, 89%, 82%).

Upon review of the 2010-2011 data, we identified a number of strong achievements. Many of our teachers have successfully imbedded the active learning portion of the lesson. This was accomplished through coaching, planning and co-teaching spearheaded by our three Title I math resource teachers. During the 2010-2011 school year, we worked on analyzing student data by looking at monthly common assessments in all grade levels. From this common data we built intervention groups, created lessons that focused on areas of need, and held informal mathematical discussions regarding grade level standards. In order to better analyze our common assessments we implemented a data-dialogue protocol. We encouraged students to show their thinking on paper-pencil representations.

Reflecting on a need to improve our Annual Measureable Objective for our Hispanic subgroup, we see that there were limited opportunities for these students on vocabulary retention skills. We will continue to work on differentiation within the classrooms and within our scheduled intervention time. We will focus more on individual student needs this upcoming school year and continue best practices in small and whole group settings.

## Language Arts

- Kindergarten DRA2 WA scores from Spring 2011 indicate that 91% of kindergarten students met benchmark at the end of the 2010-2011 school year.
- DRA2 Primary test results indicate that 78% of first graders and 78% of second graders were reading at or above benchmark at the end of the 2010-2011 school year.
- SOL Writing pass rates in grade 5 showed an inconsistent performance over the past three years (2009 – 2011) 80%, 91%, 82%.
- Further analysis of the Reading SOL assessment data for the 2010-2011 school year reveals the necessity to focus on the reading performance of all subgroups.
- A three year analysis (2009 – 2011) of SOL subgroup data in reading showed inconsistent performance. Black students 93%, 81%, 84% Hispanic students 91%, 84%, 83%, White students 96%, 95%, 94%, Students with Disabilities 97%, 97%, 93%. Students Identified as Disadvantaged 89%, 85%, 84%, Limited English Proficient Students 91%, 85%, 82%.
- A two-year analysis (Spring 2010 – Spring 2011) of the ethnic gap data for the reading SOL indicated the following changes at each grade level:
  - At grade three, the White/Black ethnic gap decreased by 17 points (the gap is now 29 points). The White/Hispanic ethnic gap decreased by 22 points (the gap is now 5 points).
  - At grade four, the White/Black ethnic gap decreased by 12 points (the gap is now 21 points). The White/Hispanic ethnic gap increased by 9 points (the gap is now 10 points).
  - At grade five, the White/Black ethnic gap has decreased by 10 points and is now closed. The White/Hispanic ethnic gap increased by 4 points (the gap is now 11 points).
  - At grade six, the White/Black ethnic gap decreased by 10 points and is now closed. The White/Hispanic ethnic gap increased by 11 points (the gap is now 16 points).

An increase in student achievement in reading will occur through implementation of balanced literacy components, strategy instruction, and the use of formative assessments. We will continue to strengthen the guided reading element of the balanced literacy model, focusing on lessons to match each student's literacy needs. We will analyze reading assessments to identify instructional focus, incorporate specific language that will prompt students to use reading strategies when they encounter difficulties, and teach skills that are appropriate for a specific reading stage.

The resource teachers will provide additional support during intervention time and the language arts block. Language Arts instruction continues to be data driven based on results from eCART, DRA, DRAWA, and grade level assessments. Leveled Literacy Intervention has been implemented to supplement classroom instruction in reading, writing, phonics, word study, and vocabulary. The Literacy Team will meet regularly to revise the school wide reading assessment plan and to design professional development for staff with a focus on balanced literacy components and vocabulary. In addition, the team will continue to monitor the effectiveness of our intervention strategies and the progress of our at risk students.

Our instructional staff will continue to meet regularly discuss student performance and design instruction accordingly. Grade level teams will have a minimum of one common planning time for language arts and math and Collaborative Learning Team (CLT) meeting twice a week. We will have monthly School Improvement Plan subcommittee meetings to determine school wide needs, plan staff development and design intervention strategies. Our Math Team is comprised of our Instructional Coach, SUM teachers, Math Lead teachers and Administrators. Our Literacy Team is comprised of our Instructional Coach, Level Literacy Intervention (LLI) Teachers, Reading Teacher, Reading Resource teachers and Administrators.

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## **2. Schoolwide reform strategies**

We will continue to strengthen the core academic program by ensuring adequate amounts of quality instructional time through a daily, uninterrupted ninety-minute language arts block (minimum) and a daily one-hour mathematics block (minimum). Grade level teams will collaboratively plan for instruction with a math and reading resource teacher each week, in addition to weekly collaborative learning team meetings. Daily scheduling, collaborative planning and instructional staff will support student achievement. During the allocated time, we will continue to strengthen our program by emphasizing the use of best practices for instruction in language arts and mathematics.

We will continue to provide a daily, 30 minute intervention and enrichment time for all students in order to provide differentiated support based on educational need. The Reading Teacher, Title 1 Reading Resource Teachers, ESOL and Special Education teachers will provide supplemental language arts instruction and intervention support for students. Leveled Literacy Intervention (LLI) will continue as an intervention strategy for students in grades 1 – 3 not meeting reading benchmarks and expand to kindergarten. The SUM teachers, Title I teachers, ESOL and Special Education teachers will provide supplemental mathematics instruction and intervention support for students. In kindergarten, teachers will continue flexible group instruction as a means of intervention with identified students determined by DRA2WA data. A second collaborative learning team meeting on Monday afternoons has been provided weekly to allow teams additional time to plan with supporting specialists for the daily intervention and enrichment time.

Additionally, our Instructional Coach will work with teachers to support best practices in language arts and mathematics instruction, using appropriate assessment strategies to inform instructional decision-making.

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## **3. Highly qualified teachers**

At this time, 73 teachers out of 76 hold a collegiate or postgraduate professional license, and 3 hold a provisional license. Newly hired teachers will meet the "highly qualified" requirements. Ongoing professional development is in place to increase the quality of instruction.

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#### **4. High quality and ongoing professional learning**

Instructional staff will participate in the following on-site professional development:

- Workshops on best practices in mathematics with a focus on ESOL students lead by the mathematics team
- Workshops on best practices in language arts led by the Literacy Team
- School-wide staff development focused on enhancing differentiated instruction using Leading and Managing A Differentiated Classroom by Carol Ann Tomlinson
- Yearlong training for Title I teachers in Leveled Literacy Intervention developed by Fountas and Pinnell

Instructional staff will have opportunities to attend FCPS Academy courses and After School Specials in language arts and mathematics. The following courses are being offered at Brookfield ES:

- Working with English Language Learners (WELL)
- FCPS Best Practices: Engagement, Relationships, Checking for Understanding

Funding will be provided for teachers to attend the following national and local conferences. Staff will return to the school and provide turn around training for appropriate staff members.

- National Council of Teachers of Mathematics Regional Conference (NCTM)
- Greater Washington Reading Council (GWRC)

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#### **5. Recruitment of “high-quality, highly qualified” teachers**

Through job fairs, collaboration with college personnel, and a variety of incentives, recruitment specialists in Fairfax County Public Schools Department of Human Resources continue to build a highly qualified core of teachers for all of its schools.

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#### **6. Strategies to increase family engagement**

Family involvement activities assure that families play a role in helping the school reach its goals as well as helping students reach the challenging state standards. A variety of opportunities are offered for parents to learn ways to support their children’s learning:

- Our Parenting Center provides centralized parenting resources, technology access, a preschooler play area and volunteer training support by a parent liaison who works from the Parenting Center.
- *Partners in Print* programs support early literacy instruction in kindergarten and first grade

- Take-home reading programs in grades K-2 encourage nightly reading at an early age
- Hispanic Early Literacy Program through the Office of Family and School Partnerships
- Our annual Spring Curriculum Night focuses on hands-on activities based on SOL standards in math, social studies, science, and language arts. Take-home activities are planned to assist parents in working with their children at home on targeted SOL skills.
- Parenting workshops are held on topics such as, Cyber bullying, *1-2-3 Magic*, and positive parenting techniques. Translators provide a Listening Device System (headphones) for non-English speaking parents to actively participate, to ask questions and engage in the discussion.
- Informational meetings are held on the Advanced Academic Program and the Human Growth and Development curriculum
- A parenting lending library is available in the lobby with PTA funded resources for parents
- Representation is maintained on the District Advisory Council (DAC)
- Review and revision of the Family Involvement Policy and School-Home Compact
- Various Parent Volunteer Opportunities throughout the school year
- Our annual International Night celebrates the diversity of our families
- Kindergarten orientation is held in order for preschoolers and parents to meet kindergarten teachers and learn about what is expected for the next school year
- Back-to-school Night provides parents the opportunity to learn about teacher expectations and school-wide and classroom policies
- Our Family Literacy program through the Adult ESOL Office provides English instruction for our non-native English speaking parents two nights per week along with bi-monthly parent child activities. In addition, monthly Family Nights are held where parents and children work together in learning activities and games, arts and crafts projects, choral readings and songs. Parents are instructed on the importance and ease of continuing these activities at home, as well participating in similar events at school. Parents are given information about school activities and they are encouraged to attend. Often the entire Family Literacy class is brought to school events such as PTA meetings that are held during regular class times.

Efforts are made to reduce the barriers to family engagement so that all families may participate in programs at school.

- Child care is provided at most meetings
- Translators are provided at all major school events and conferences
- Hispanic and Vietnamese parent liaisons support and facilitate communication with families
- A number of multilingual support and instructional staff members to support our communication efforts
- Evening and programs are held at varying times to accommodate family schedules

Parents are represented on school committees and organizations to increase opportunities for collaborative decision making.

- Parent representative on the Title I District Advisory Council (DAC)

- Active parent involvement in the Parent Teacher Association (PTA)
  - Parent representative on School Improvement Planning Committee
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## **7. Transition of preschool students to local elementary programs**

In order to ease the transition for children and families as they move from FCPS preschools or local programs into kindergarten, visitations and dialogue among the families and school community is encouraged. Our FECEP classroom with base school preschoolers allows us to facilitate their transition to elementary school. We take specific measures to support this transition phase for its families:

- Through the Office of Early Childhood and Family Services, members of the kindergarten team observe and visit schools of identified students who will transition into one of our kindergarten classrooms. They visit community-based or preschool special education classrooms from which students with more severe needs may be received, to determine whether or not needs can be met within this local school setting.
- Students from Preschool classes are invited to visit during the day to experience our kindergarten program, with the mutual arrangements between preschool and kindergarten teachers.
- The administrator and special education staff attend a Transition Meeting with staff from local special education preschool programs to learn more about incoming students. During this meeting, documents of each student are reviewed which indicate areas of need, strengths and specific program needs. There is also a dialogue between the current preschool special education teacher and the Brookfield administration and special education staff.
- Brookfield hosts meetings to develop Individualized Education Plans for any of its school based rising kindergarten students. Kindergarten team members attend, along with special education staff to develop the plan for the approaching school year.
- Office staff members create welcome letters and fliers to distribute to local apartment communities, FECEP/Head Start, Preschool, and daycare programs. These measures are taken to inform parents of Kindergarten Registration and to encourage enrollment. Press releases are generated for the local newspapers, *Chantilly Times* and *Centreview*. Information is given to the families in Spanish during our monthly Hispanic Informative Evenings to encourage participation. In addition, families of current students in grades K-6 receive a preschool survey to generate incoming kindergarten students. As a result of these advertised measures, appointments are scheduled for Kindergarten Registration.
- Rising kindergarten students and their parents are invited to school for Kindergarten Registration, upon which proper documents are processed to register their children for Kindergarten. The registrar, parent liaison and office staff personnel coordinate this event to meet with families interested in enrolling their students prior to the start of school. The parent liaison and office staff members offer interpreters for non-native English speakers.

The Public Health nurse is also on hand for parents with children who have specific medical circumstances.

- Our kindergarten team and other staff members, offer an annual Kindergarten Orientation Program for incoming students and their families. They become familiar with Brookfield ES and its full day kindergarten program. Families and their children are involved in classroom sessions and take a tour of the school building to meet essential school personnel. We also offer a New Families Orientation during August to assimilate new families, including kindergarten parents who register over the summer, to their new school community.
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## **8. Teachers included in assessment decisions**

In order to improve the overall instructional program and to provide individualized support for students, teachers are involved in developing, sharing and using varied data to inform instructional decisions.

- Common team planning is provided at least three times a week by careful structuring of the master schedule.
- Time is provided during the school day for each team to meet twice a week for a minimum of 45 minutes with their Collaborative Learning Teams to discuss student work and plan collaboratively. Resource teachers meet with the grade level teams with which they work, as well as separately with other resource teachers of the same type.
- Leaders of math and language arts instruction meet regularly to examine grade level and/or school-wide data in order to determine areas of instructional need and support.
- Collaborative Learning Teams look at where students are and decide on those specific assessment tools that could be used to monitor progress.
- Sub-committees for language arts, mathematics, science, social studies, technology meet to discuss assessment results, resources, and instructional strategies to support areas of need.
- Reading levels of all students are shared in a grade level spreadsheet, with required updates which enables staff to monitor student progress. The kindergarten team established a DRA2WA spreadsheet with skill assessment information shared to facilitate flexible grouping among the team.
- A school wide reading assessment plan provides specific guidelines on who should be assessed with DRA2 assessments within a specific timeframe.

- The use of reading and math common assessment data enables staff to monitor student progress, provide differentiated intervention support and flexible grouping based on educational need.

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## **9. Effective, timely, additional assistance for students who experience difficulty**

Our instructional staff collects and analyzes data from the following assessments to design intervention focused on the needs of all students.

- Developmental Reading Assessment (DRA2WA, DRA2-Primary and Intermediate)
- Mathematical Reasoning Assessment (MRA-1 and 2, KMRA-kindergarten)
- Grade level reading and math common assessments
- Informal assessments (all content areas)
- Anecdotal notes
- Checklists
- Standardized tests (SOL, eCART, WIDA, etc)
- Running records

A K-6 Reading Assessment plan has been developed and implemented, with fall, midyear and spring assessments completed.

Those students needing intervention are identified for additional support measures. Classroom and resource teachers meet regularly through the following processes to discuss assessment results and plan timely intervention for identified students.

- Collaborative Learning Team
- Literacy team
- Grade level teams
- Structured vertical articulation conversations
- School planning team (Steering Committee)

Teachers recommend students who experience academic difficulty for after school Reading and Math Club. These are specifically designed as support measures for identified students. Students also receive help from Title I, other resource teachers, upper grade Big Buddies, Chantilly High School Peer Mentors and tutors from our business partnerships with CACI, SRA, Inc. and Travelers Insurance Group.

As part of our Positive Behavior Interventions and Supports (PBIS) model, students experiencing behavior difficulties (3-7 referrals) may receive additional support through a daily check-in/check-out program called Broncos on Track. Identified students receive additional monitoring and ongoing reinforcement strategies focused on individualized behavioral goals.

Teachers who note a student having difficulty should refer the student to the Child Study committee. This committee will provide suggestions for classroom accommodations that might help the student improve academically.

Some additional services offered to students who experience academic and behavioral difficulties are:

- In-house Mentoring Program – supported by Brookfield staff members.
- Girl Power After School Program – for girls in 5<sup>th</sup> and 6<sup>th</sup> grade to build self-reliance, positive self esteem and refusal skills.
- Future Club After School Program – for boys in 5<sup>th</sup> and 6<sup>th</sup> grade to build self-reliance, positive self esteem and refusal skills.
- Small group counseling lessons which support students distracted by separation and divorce, grief and loss, in the development of friendship skills and in processing anger appropriately.

**10. Coordination and integration of federal, state, and local services and programs**

<b>Head Start/FECEP</b>	√
<b>Special Education</b>	√
<b>Advanced Academics</b>	√
<b>ESOL</b>	√
<b>Family-School-Community Partnership</b>	√
<b>Cluster Initiatives</b>	√
<b>Priority School Initiative</b>	√
<b>PTA</b>	√
<b>Business Partners</b>	√
<b>Hispanic Early Literacy Program</b>	√

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.

**Other comments or additional information:**

We have many school-community partnerships that work towards supporting our students academically, socially, and emotionally. Our business partners, CACI, SRA, Inc. and Travelers Insurance Group, provide tutors and mentors that work with our students weekly. We collaborate with the Chantilly Pyramid Minority Student Achievement Committee (CMPSAC) to promote the achievement of Black and Hispanic students living in our geographical area. Our Non-Categorical special education classes take field trips within our community in order to support their learning in the classroom. Project Warm ensures that our students have coats, hats and gloves for the cold weather. Kids R First is a local organization that supplies our students with the tools they need to begin each school year, such as backpacks, pencils, paper, and glue. Through church organizations, community organizations and local schools, we are able to provide 200+ children with food for the weekend every Friday through our Backpack Program. Our counselors have initiated a Delivery Team Committee comprised of representatives from Fairfax County Human Services. The group meets bi-monthly with our counselors, principal, Social Worker, Parent Liaison and FCPS Title I Family Involvement staff member to share information and resources, combining our joint efforts to support the families in our community.