Closing the Minority Student Achievement Gap in FCPS

Plan Scope and Resourcing Definition

6/1/11

“In FCPS, all schools will establish professional learning communities that employ best practices to raise the bar for all students and close the achievement gap.”

Jack D. Dale
August 5, 2010 Leadership Conference
Plan General Information

Plan Name: Closing the Minority Student Achievement Gap in FCPS

Plan Champion / Sponsor: Peter Noonan

Goal / Sub-Goal Supported: Goal 1

Plan Manager: Frances Ivey

Executive Summary

Desired Outcome

Fairfax County Public Schools’ (FCPS) student achievement goals focus on ensuring that each student reaches his/her full academic potential. As a result of two years of reporting on the academic performance of FCPS students, it is clear that Black and Hispanic students do not perform academically, as a group, as well as their White and Asian counterparts. If appropriate programs and initiatives are not in place, these groups will not meet the expected goal of closing the achievement gap by the 2014-2015 school year.

FCPS’ vision is to eliminate all gaps between its highest performing sub-groups (usually White or Asian) and all other subgroups of students. The first focus is the Black/Hispanic and White/Asian gap. This aspiration acknowledges that slight differences may always exist when any two groups are compared and, consequently, focuses on differences that exceed those explained by the random error inherent in all data. The gap will be considered closed, therefore, when the disparity in academic achievement between these groups of student groups is no longer persistent and due only to chance.

The gap problem is not unique to Fairfax and there is evidence of a narrowing gap in many academic areas. The rate of progress in closing the achievement gap calls into question whether the division is doing enough to ensure success. This document will establish a project plan to close this gap drawing on and focusing on the work of existing student achievement projects and leveraging the knowledge of those schools that have successfully closed the gap. In addition, action plans will be established to ensure a division wide focus on closing the minority student achievement gap. This plan will include a framework, an inventory of what is already in place, new planned actions, and a continuum of strategies that the division expects each school principal to implement in respective schools (See Attachment A).

Implementation Approach

Building on prior knowledge and an exhaustive study of research, the project plan team will use the recognized closing the gap research by Dr. Ronald Ferguson as the operating framework for the plan. The framework consists of the interactions among the content (curriculum), pedagogy (teaching) and relationships that students experience each day at school. The central question addressed by the framework is “How can
In FCPS, all schools will establish professional learning communities that employ best practices to raise the bar for all students and close the achievement gap. Each component of the framework poses specific questions to guide the reconsideration of how we educate students who typically lag behind their counterparts in academic performance, as follows:

- **Content**
  - What should we teach?
  - Do curriculum and appropriate formative assessments identify and address students’ knowledge and skill deficits as well as areas of strength and interest?
  - Does curriculum reflect rigor (high content level, critical thinking, and creativity)?
  - Does each teacher have deep knowledge of the curriculum?
  - Is curriculum aligned with standards and assessments?

- **Pedagogy**
  - How should we teach?
  - Does each teacher use effective instructional techniques based on research-based best practices?
  - Do students demonstrate engagement with instruction?
  - Does instruction enable students to exercise control and autonomy for their own learning?
  - Do teachers communicate high expectations through intervention and enrichment with the necessary support and accommodations?

- **Relationships**
  - Are we a classroom/school community? [building trust at each level]
  - Do students and teachers care about, inspire, and motivate each other?
  - Do students feel safe and trust adults?
  - Do students believe that teachers are fair?
  - Do students behave cooperatively and abide by school rules?

By focusing on **content, pedagogy, and relationships**, the team will help school personnel make the clear links between the strategies outlined in new plans and closing the gap. The project planning team will utilize the extensive work done on several key plans including Best Practices in Teaching and Learning, eCART, and Responsive Instruction, to clearly identify and communicate areas of focus that will impact the achievement of minority students most significantly.

In addition, the School Support Composite Index established each July, which includes as part of the index a measure of the existence of a gap in each school, will assist the division in identifying which schools need additional resources to help close the gap. These identified elementary and middle schools, deemed Priority Schools (See Attachment B), will receive systematic support based on their School Support Composite Index (SSCI), Standards of Learning test performance, and Adequate Yearly Progress (AYP) status. The goal is to provide focused support that will help students attain performance benchmarks and thus address the achievement gap in each of these schools. The District Leadership Team will monitor indicators of each school's progress quarterly and approve allocation of resources as recommended by the District Support Team. This District Support Team will serve as a cross-functional team with up to six members that will be assigned to each Priority School. The Cluster Assistant Superintendent or Cluster Director will chair each school's Support Team which will
In FCPS, all schools will establish professional learning communities that employ best practices to raise the bar for all students and close the achievement gap.

consist of representatives from the following departments: Instructional Services, Human Resources, Special Services, Professional Learning and Accountability, Communications and Community Outreach, Financial Services, Facilities and Transportation, and Information Technology.

Also, a School Support Roadmap has been developed to define and provide critical support to Title I schools, particularly those Title I schools facing state and federal sanctions. These schools will receive a customized approach based on a collaborative response from various departments to their needs. The intent is to provide support that is sustainable and that will prevent schools from being faced with new or additional sanctions. This support will be in conjunction with the support provided to the Priority Schools.

A central aspect of several of these projects involves the establishment and sustainment of strong professional learning communities (PLC) at each school and department. PLCs provide the foundational scaffold in schools that successfully close the achievement gap. For schools to close the gap, teams of teachers need to effectively analyze data, identify areas of need, develop instructional responses, intervene when students do not master objectives, create effective lessons, and track student progress over time. This high-level of collaborative teaming requires support from the central office in the way of providing tools for data analysis, group facilitation and process skills, team leader development and instructional best practices. Therefore, division wide attention on fostering the tenants of collaborative teams remains a key focus for all the related projects. As Superintendent Dr. Jack Dale stated at the division Leadership Conference in August, 2010: “In FCPS, all schools will establish professional learning communities that employ best practices to raise the bar for all students and close the gap in student achievement.” This sentence shows the direct link of the three major initiatives in the district (i.e. Professional Learning Communities, Best Practices for Teaching and Learning, and Closing the Achievement Gap) with the primary focus and end result of raising the bar for all students and closing the student achievement gap.

Another key component of this plan is to establish common language around gap issues, develop a timeline of deliverables and milestones from each of the related plans, and establish a clear monitoring and accountability plan to ensure a laser-like focus on the closing the minority student achievement gap in FCPS.

The project planning team will be comprised of a small group of school-based and central office staff as well as members of each of the contributing plan teams. They will interface with a broad range of community members and subject matter experts to gain insight and support for the most effective ways minority student achievement can be addressed. This outreach will ensure that the team will draw from the expertise of the school leaders and the real world experiences of the community members.

Finally, the team will work with the Cluster Assistant Superintendents (CAS) and the Department of Professional Learning and Accountability to clearly identify schools already showing progress in closing the gap, and will link these schools with schools that are struggling to make significant progress in closing the student achievement gap. CAS will collaborate closely with principals to ensure that there are accountability measures in place that support and promote those components of culture that research supports as behaviors that close the achievement gap. Further, CAS will incorporate gap-closing referents as a part of the school improvement planning process.
Potential Challenges

As national research shows, the minority achievement gap is not limited to FCPS. In addition, the achievement gap exists for a variety of reasons and the factors that contribute to this gap will not be negated overnight. The desire for early results is a challenge for the plan team.

During the past several years attempts have been made by various staff and community members to prescribe a solution to closing the gap. The failure of some past attempts may interfere with this new approach and negatively impact the progress of the plan.

District variance in implementation of PLCs and a lack of cohesive support for developing high-performing teams across the system could be an obstacle for closing the achievement gap in all schools.

To help alleviate these challenges, the division must maintain a rigorous academic program for all students. Strategies that provide a comprehensive approach to addressing student academic achievement, rooted in best practices, will help alleviate this challenge.
Goals and Objectives

Business Goals and Objectives

Create a definitive chart showing how current SAG 1 plans and programs link to the framework component (content, pedagogy, relationships), along with an action plan and measures by spring 2010.

Identify the key strategies outlined in the Best Practices: Teaching and Learning framework that are most effective in specifically closing the minority student achievement gap using a chart or other communication method by fall 2009.

Develop collaboratively with Principals, CAS, DSS, ISD and PLA a continuum of strategies that the division expects each school principal and central office program director/coordinator to implement. These would be developed by fall 2010.

Develop a glossary of common terms the division will use when discussing the minority student achievement gap (See Attachment C).

Cluster Assistant Superintendents will establish an action plan to highlight schools within each cluster that are successfully closing the achievement gap by fall 2010.

Cluster Assistant Superintendents will develop a Professional Learning Communities (PLC) protocol to be used in all schools to ensure consistent best practices of PLC tenets.

Develop a Priority Schools Initiative to provide focused funding and support to schools that are showing a greater need to close the achievement gap and meet the needs of a more diverse student body.

Target Audience

The target audiences for the outcomes of this plan will be school-based staff, the community, and minority students in the division.

Measures for Evaluation of Success

Key training milestones established by the Best Practices: Teaching and Learning plan will be a crucial component to ensure the success of this plan. This training will provide school staff the foundational knowledge about the key strategies to systematically close the gap.

The goals and objectives established in the yearly SAG 1 reports provide the division’s measure of success for this plan.

The most significant tools schools can use are the formative assessment tools available through eCART, which are supported by instructional strategies and resources that lead to timely intervention and shifts in pedagogy.
Plan Scope

The scope of the plan is meant to draw a sharp focus on closing the minority student achievement gap. Existing plans and programs in FCPS will be reviewed to find strategies that are tied to the framework established in this document. See attachment A for a list of projects and programs documented to date.

Plan Definition

Team Members

Steering Committee (governing body to review project progress)
Department Assistant Superintendents (PLA, IT, DSS, ISD, DCCO, FS, FTS)
Phyllis Pajardo, Cluster Assistant Superintendent
Fabio Zuluaga, Cluster Assistant Superintendent
John Johnson, MSAOC
Johnnie Nelson, CPMSAC

Project Team

Frances Ivey, Project Manager
Ellen Mukai, Project Manager for Best Practices for Teaching and Learning
Kathleen Walts, Director, Office of Professional Practice and Educational Planning
Deborah Tyler, Director, Cluster IV
Diane Kerr, Coordinator, PreK-12 ESOL
Mark Emery, Administrator, After-School Programs
Nancy Briggs, Coordinator, Family and School Partnerships
Kathy Oliver, Director Professional Learning and Accountability
Andrew Camarda, Coordinator, Elementary School Support
Nicole Conners, Program Manager, Special Education Teacher Support
Derek Steele, AVID Resource Teacher
Kirsten Maloney, Education Specialist, Advanced Academics

A special thank you for input and feedback from the Elementary, Middle, and High School Principal Association Instruction Committees.

Expanded Team

Barbara Burke, DCCO
Andie Powell, DIT
Cluster Directors
Principal Association Instruction Committee (ES, MS, HS)
Kevin Sneed, Director, Design and Construction
Tom Italiano, Coordinator, Transportation Planning

In FCPS, all schools will establish professional learning communities that employ best practices to raise the bar for all students and close the achievement gap.
## Milestones

*Dates (month/year) and tasks should be discussed broadly. Indicate which activities cannot occur unless additional funding is identified.*

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<tr>
<th>Milestone (pull from implementation plans)</th>
<th>Owner</th>
<th>Date</th>
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<tr>
<td>Teachers exposed to Best Practices: Teaching and Learning - Specifically Relationships, Teacher Collaboration, Engagement, and Checking for Understanding</td>
<td>Ellen Mukai</td>
<td>Training will be delivered in fall of 2010 for Relationships, Engagement, and Checking for Understanding.</td>
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<tr>
<td>Best Practices: Teaching and Learning (specific strategies to be identified) entered into eCART</td>
<td>Derek Kelley</td>
<td>Entry began December 2009 and continues as plan timeline suggests – (The Best Practices have been entered in eCart. We are awaiting final approval before resources can be released to schools).</td>
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<td>Advanced Academic resources and extended curriculum entered into eCART</td>
<td>Carol Horn</td>
<td>September 2010 core classes</td>
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<td>Data Driven Comprehensive School Counseling Program</td>
<td>Greg Hood</td>
<td>Training complete fall 2010</td>
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<td>Development of a structure that highlights schools within each cluster that are successfully closing the achievement gap</td>
<td>Cluster Assistant Superintendents</td>
<td>Plan developed by fall 2010</td>
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<td>Development of a common template of questions on the continuum of gap closing strategies to ask each school during the School Improvement Planning process.</td>
<td>Cluster Assistant Superintendents</td>
<td>Plan developed by fall 2010</td>
</tr>
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<td>Completion of the PLC Tenets Protocol to clearly establish and monitor Professional Learning Communities expectations in all schools</td>
<td>Cluster Assistant Superintendents</td>
<td>Spring 2010</td>
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<tr>
<td>Development of specific goals in each of the related projects to measure success of program at closing the gap if applicable – beyond SAG.</td>
<td>Project Team</td>
<td>May 2010</td>
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<tr>
<td>Develop the Priority Schools Initiative</td>
<td>Dr. Moniuszko in collaboration with Leadership Team</td>
<td>May 2010</td>
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## 2010-2011 School Year
### Programs and Initiatives Tied to Closing the Minority Student Achievement Gap in FCPS

| Issue or Challenge Faced | Expectation                                                                 | Program/Initiative            | Program/Initiative Point of Contact | Primary Component | Focus 2010-2011                                                                 | Actions and Timeline 2010-2011                                                                 | Measurable Outcomes 2010-2011 *
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<tr>
<td>Compacted Math is not offered at every elementary school for all minority students to access advanced curriculum.</td>
<td>6th grade Compacted Math curriculum will be offered at all elementary schools.</td>
<td><strong>Compacted Math</strong></td>
<td>Gloria Allen</td>
<td>Content Pedagogy Relationship</td>
<td>Identify schools without compacted math, train teachers to institute the program, assist schools with identifying students for Compacted Math.</td>
<td>Offer Compacted Math 6th teacher training in the summer 2010 and fall 2010. Support schools with curriculum. <strong>NOTE</strong> A new math curriculum will be implemented in SY 2011-2012. It will provide all elementary students an opportunity to access an advanced mathematics curriculum through differentiation.</td>
<td>June 2011 data will show minority enrollment in grade 6 Compacted Math will have increased by 10%.</td>
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<td>Access to Algebra 1 at 8th grade is not representative of the demographics of each middle school in the school division.</td>
<td>8th grade Algebra 1 demographic data will be representative of the demographic data at each middle school.</td>
<td><strong>Algebra 1 Plan</strong></td>
<td>Gloria Allen</td>
<td>Content Pedagogy Relationship</td>
<td>Teacher Training and removing any barriers that still exist. Provide Algebra 1 intervention course with materials on Blackboard. Provide algebraic thinking course; provide training for grades 5-7 teachers to prepare students for Algebra 1.</td>
<td>Revision of common pacing guide and common assessment (eCART catalog test).</td>
<td>Spring 2011 registration for rising 8th graders will show an increase in minority enrollment by 5% to be more reflective of their middle school demographics.</td>
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<td>Under-representation of Black and Hispanic students in advanced academic programs.</td>
<td>Increase enrollment of Black and Hispanic students in advanced academic programs until the percentage of each minority group that</td>
<td><strong>Young Scholars</strong></td>
<td>Carol Horn</td>
<td>Content, Pedagogy, Relationships</td>
<td>Through implementation and expansion of the Young Scholars model, continue to build a “pipeline” of students at a young age to ensure they are prepared for MS and HS</td>
<td>Continue to work with the Advanced Academic Resource Teachers and school teams as they utilize components of the YS course to find and nurture advanced academic potential in Black and Hispanic students. In December 2010</td>
<td>The number of Black and Hispanic students enrolled in Young Scholars K – 8 will increase by 10% over the 2009-2010 enrollment. June 2011 data will show an increase of 5% of Young Scholars enrolled in</td>
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<td>Under-representation of Black and Hispanic students in Honors courses in middle school.</td>
<td>Participates in advanced courses equals the percentage of that minority group in the general education population.</td>
<td>Young Scholars (continued)</td>
<td>Advanced academic courses</td>
<td>Determine the percentage of Young Scholars who are enrolled in secondary advanced courses to establish a baseline.</td>
<td>Secondary advanced academics.</td>
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<td>Participates in advanced courses equals the percentage of that minority group in the general education population.</td>
<td>Open access to Middle School Honors classes</td>
<td>Carol Horn Content, Pedagogy, Relationships</td>
<td>Remove criteria and advocate for inclusion of Black and Hispanic students in Honors classes 2010-2011. Provide additional professional development with a focus on differentiating instruction for a diverse group of learners.</td>
<td>Communicate with principals, counselors, and Department Chairs, to strengthen leadership and increase instructional support for the transition. Collaborate with Content Teams to plan and facilitate professional development that addresses this initiative. Add Honors extensions/lessons/resources into eCART so they are available to all teachers. Gather input from focus groups of various stakeholders to develop framework for schools and parents to address current beliefs and attitudes about access and achievement.</td>
<td>Spring 2011 enrollment data will show a 5% increase of Black and Hispanic students in middle school Honors classes.</td>
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</table>
| As students enrolled in advanced academic courses in secondary school become more diverse, differentiation strategies are necessary to engage. | Teams of teachers at schools with a large number of students from underrepresented populations will enroll in and complete a GMU-graduate | GMU Differentiation Graduate Course | Carol Horn Content Pedagogy Relationships | Identify targeted middle and high schools and ask principals to invite teams of teachers to enroll in one of the three cohorts offered. | December 2010 Course and syllabus created January 2011 Teacher cohorts from the following schools invited to sign up: West Potomac, Mount Vernon, Carl Sandburg, Whitman, Key, Glasgow, Poe, Holmes, Annandale | By the end of January 2011, 3 teacher cohorts will be created at the following locations: West Potomac, Glasgow MS, and South Lakes HS. By the end of May 2011, 70 teachers will have successfully
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<td>support, and meet the needs of diverse learners.</td>
<td>course on Differentiation in Secondary Schools.</td>
<td>GMU Differentiation Graduate Course (continued)</td>
<td>Stuart, Twain, Herndon MS, Hughes, Herndon HS, South Lakes</td>
<td>completed the course.</td>
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<td>Lack of universal preschool.</td>
<td>Preschool for all children that qualify under income eligibility guidelines.</td>
<td>Expanded Early Childhood Programs</td>
<td>Maura Burke</td>
<td>Seek funding sources, facilities and other infrastructure requirements to support expansion.</td>
<td>Seek additional funding for 3 additional PreK programs through VPI funding. Apply for Title I funding to support expansion of PreK funding.</td>
<td>In 2010-2011 school year, open 3 new preschool programs increasing the total number of children in poverty served from 1,168 to 1,216.</td>
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<td>Lack of full day kindergarten in all elementary schools.</td>
<td>Full Day Kindergarten offered to all elementary school students.</td>
<td>Expand Full Day Kindergarten to all elementary schools</td>
<td>Maura Burke</td>
<td>Seek funding, facilities and other infrastructure requirements to support expansion.</td>
<td>Promote the expansion of full day Kindergarten by developing a white paper. Ensure fidelity of implementation in existing full day kindergarten programs.</td>
<td>By December 2010 develop a white paper describing the impact of all day kindergarten has on the academic success of FCPS Black and Hispanic children to prepare for possible threats to the program from a worsening budget situation.</td>
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<td>Lack of representation in colleges and universities by our traditionally underrepresented student population.</td>
<td>Increase the representation in colleges and universities of our traditionally underrepresented student population.</td>
<td>College Success Programs</td>
<td>Darryle Craig</td>
<td>Development of recommendation s for the future organization and staffing of the CSP.</td>
<td>Analyze student achievement data and use findings to inform plans for organizational shifts. Develop standard communication tools to disseminate quarterly to schools, students, parents and other stakeholders.</td>
<td>By December 2010, determine the percentage of Black and Hispanic students enrolled in one of the CSP programs in 2009-2010 that entered a 2 or 4 year college program in the fall 2010. Establish baseline. In 2010-2011, increase by 5 percent the number of Black and Hispanic students enrolled in one of the CSP programs in 2010-2011 that entered a 2 or 4 year college program in fall 2011.</td>
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<td>Lack of school and community connectedness.</td>
<td>Increase the opportunity for students to engage with teachers</td>
<td>After-School Programs <a href="http://www.fcps.edu/supt/activities/afterschool.htm">www.fcps.edu/supt/activities/afterschool.htm</a></td>
<td>Mark Emery</td>
<td>Share disaggregated participation data with teachers and</td>
<td>By Nov, 2010, each MS will have a process in place to identify and recruit students and track</td>
<td>By June, 2011, increase in Black and Hispanic enrollment by 5% to be more reflective</td>
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<td>Lack of consistent expectations and unclear approach for school counselors in CAG.</td>
<td>Set clear expectations of school counseling programs and provide needed staff development.</td>
<td><strong>Data Driven Comprehensive School Counseling Program</strong> based on the American School Counselor Association (ASCA) model</td>
<td>Greg Hood Content Relationships</td>
<td>Transform school counseling programs in FCPS</td>
<td>Develop a division wide strategic plan for school counseling services that outlines expectations for 2010-2011 with CAG as a strategic imperative. Create professional development plan for directors of student services, school counselors and career center specialists based on identified needs.</td>
<td>By September 2010, publish school counseling strategic plan with specific expectations in time for beginning of year in-services. By September 2010-2011 publish staff development plan for directors of student services, school counselors, and career center specialists which includes specific training for CAG. 100% of FCPS school counseling programs will have identified one specific goal for CAG. Data for the identified goal will be collected, analyzed, and interventions identified to close identified gap at each school. Data report for each school will be submitted to PreK-12 school counseling office.</td>
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<td>Lack of consistency in curriculum, pacing, assessment, and data tracking division wide.</td>
<td>Consistent usage of FCPS eCART to provide teachers and school administrators web based.</td>
<td>eCART</td>
<td>Derek Kelley Content Pedagogy</td>
<td>Teacher observable assessment in Fine Arts will be implemented in eCART.</td>
<td>Continued expansion of eCART content beyond SOL Tested curricula- August 2010. Fine Arts Assessment training and</td>
<td>eCART HORIZON usage will increase from previous year for each school. By February, 2011, reporting tools will be in place to track</td>
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outside the school day and every student has a caring relationship with at least one teacher.

After-School Programs (continued)
counselors and develop recruiting and intervention protocols to increase attendance.
participation in each after-school activity.
of school’s demographics in after-school activities that will improve school and community connectedness; i.e., academic support and enrichment, collaborative learning, and service learning.

Lack of consistency in curriculum, pacing, assessment, and data tracking division wide.

Consistent usage of FCPS eCART to provide teachers and school administrators web based.

Teacher observable assessment in Fine Arts will be implemented in eCART.

Continued expansion of eCART content beyond SOL Tested curricula- August 2010.

Fine Arts Assessment training and
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<td>access to FCPS-Approved Curriculum, Assessments, Resources, and Tools that support K-12 teaching and learning.</td>
<td>eCart (continued)</td>
<td>Curricula in eCART will expand to include additional CTE courses. The number of resources for students in advanced academic programs, ESOL programs, as well general education programs will expand. EDSL eCART functionality will expand to be able to report on teacher private and school public items from ASPIRE as well capture enrollment from flexible groups.</td>
<td>implementation division wide-October-December. Window 1: Division wide Assessment-November/December. Window 2: Division wide assessment-March/April. Continued just In time training and support for school based technology specialists-ongoing.</td>
<td>eCART resource usage. By June 2011, EDSL eCART reports will be developed for school administrators and CAS that show student performance broken out by subgroup on division assessments.</td>
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<td>Uneven application of strong instructional practice for all students.</td>
<td>Consistent application of strong practice for all.</td>
<td>Best Practices for Teaching and Learning</td>
<td>Ellen Mukai</td>
<td>Pedagogy Relationships</td>
<td>Engagement, Relationships, Checking for Understanding, Teacher Collaboration.</td>
<td>Produce video demonstrating the effect of Best Practices on minority student achievement. Best Practice training on Relationships, Engagement, and Checking for Understanding through Academy Course and online delivery.</td>
<td>In 2010-2011, produce a video demonstrating how Best Practices for Teaching and Learning (BPTL) impacts minority student achievement and stream on the Best Practices for Teaching and Learning website. In 2010-2011, develop and deliver teacher training on instructional strategies that research has shown to have significant impact on minority student achievement (engagement, relationships, checking for understanding) and publish on the</td>
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<td>Consistent, systematic three tier model of support for all students.</td>
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<td>In 2010-2011, develop BPTL resources for instructional strategies that research has shown to have significant impact on minority student achievement (expectations for learning, teacher collaboration, relationships, engagement, checking for understanding) and publish on the website.</td>
<td>decrease the special education referral rates of all subgroups by five percent in the identified elementary schools by June 2011.</td>
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<td></td>
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<td>Responsive Instruction</td>
<td>Pat Fege and Kathy McQuillan</td>
<td>Content Pedagogy</td>
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<td>Develop training schedule and communication plan. Develop and implement training plan collaboratively across FCPS offices in order to integrate with other initiatives. Communicate Responsive Instruction framework to: - all elementary principals - Instructional Services and Special Services personnel who work with schools - Resource staff, such as reading teachers, instructional coaches, ESOL teachers, etc.</td>
<td>Decrease the percentage point difference between the pass rates of White and Asian students and those of Black and Hispanic students on the Reading and Mathematics SOL tests (Gap Measure) by five percent in the identified schools by June 2011.</td>
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<td>No clear, systematic plan for high-quality, timely, tailored interventions for students. Disproportionate representation of minority students referred to or receiving special education services.</td>
<td>Response Instruction</td>
<td>Responsibile Instruction model implemented by collaborative teams in identified elementary schools. Data collection procedures for screening, progress monitoring, and diagnostic assessments established in each of the identified schools. Responsive Instruction framework disseminated to all elementary principals.</td>
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<td>Decrease the number of Black and Hispanic students who did not pass the Reading and/or the Mathematics SOL tests (Student Need Component) by five percent in identified elementary schools by June 2011.</td>
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<td>Issue or Challenge Faced</td>
<td>Expectation</td>
<td>Program/ Initiative</td>
<td>Program/ Initiative Point of Contact</td>
<td>Primary Component</td>
<td>Focus 2010-2011</td>
<td>Actions and Timeline 2010-2011</td>
<td>Measurable Outcomes 2010-2011 *</td>
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<td>Lack of consistent expectations and implementation of goal setting process K-12, to include setting age appropriate SMART goals, establishing a plan around those goals, measuring progress, and reflecting on accomplishments.</td>
<td>Consistent use of goal setting process K-12 to empower students to become self-directed, participate in decisions, set stretch goals, develop and carry out an Academic and Career Plan, and assume responsibility and accountability for their own learning to improve achievement.</td>
<td>Goal Setting and Reflection</td>
<td>Lynnette Harris</td>
<td>Content Relationships</td>
<td>K-6 lessons and resources implemented in identified elementary schools.</td>
<td>Develop a communication plan. Develop lessons and resources for grades K-3; develop lessons and resources for grades 7-8 Academic and Career Plan; revise grades 4-6 lessons to align with content.</td>
<td>By January 2011 100% of teachers and counselors identified for training in targeted elementary schools will be trained in the use of K-6 lessons and resources to support goal setting process. By October 2010 100% of teachers and counselors identified for Academic and Career Plan training in the targeted middle schools will be trained in the use of the lessons, resources and electronic system. In 2010-2011, a comprehensive communication plan will be used to deliver a consistent message K-12. By May 2011, grades 4-6 goal setting lessons and resources will be published in eCART.</td>
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<td>Lack of “ownership” of the success or failure of all students in FCPS by all individuals.</td>
<td>Establishment of division-wide Professional Learning Communities.</td>
<td>Kim Dockery</td>
<td>Content, Pedagogy, Relationships (Learning, Collaboration, and Results)</td>
<td>Define essential elements, align principal meetings, create common language, and initiate adaptive school training.</td>
<td>Ensure that all schools are operating as professional learning communities.</td>
<td>Implementation stages of PLC, Collective Efficacy Survey (Collect Baseline data Fall 2010).</td>
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<td>Community engagement in children’s education is insufficient.</td>
<td>Increased student achievement resulting from increased community involvement in children’s education.</td>
<td>MentorWorks</td>
<td>Shelley Prince</td>
<td>Relationships</td>
<td>Recruit Black and Hispanic mentors to participate in the MentorWorks program. Coordinate collection of data and review existing forms and applications.</td>
<td>Establish the baseline number of Black and Hispanic mentors for the 2010-2011 school year.</td>
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<td>Parent engagement in children’s education is insufficient.</td>
<td>Increased student achievement resulting from increased parent involvement in children’s education.</td>
<td>Parent Outreach Communication Plan</td>
<td>Barbara Hunter</td>
<td>Relationships</td>
<td>Concentrate on the most effective communication strategies to reach Black and Hispanic parents.</td>
<td>Develop communications plan.</td>
<td>By June 2011, complete and implement a multi-year communication plan to build awareness of initiatives and programs for target populations.</td>
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<td>Parents are unaware how to be more involved in the education of their children.</td>
<td>Increased student achievement resulting from increased parent involvement in children’s education.</td>
<td>Parent Liaison Program</td>
<td>Nancy Briggs</td>
<td>Relationships</td>
<td>Revise the staffing model for parent liaisons to align with the Priority Schools Initiative.</td>
<td>Revision of Parent Liaison staffing formula.</td>
<td>By September 2010, revised parent liaisons staffing formula will be used for distribution of funds to schools. The 2010-2011 principal survey will show that 50% of the principals surveyed agree that Parent Liaisons make a difference in Black and Hispanic student achievement at their school.</td>
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<td>LEP (Limited English Proficient) parent engagement in children’s education is insufficient.</td>
<td>Increased knowledge of the English language needed to navigate the school system and increased parent participation in their child’s learning and in school events and activities.</td>
<td>Parents as Education Partners (PEP)</td>
<td>Mary Howlette</td>
<td>Relationships</td>
<td>Increase the number of PEP school sites. Revise existing curriculum to include additional strategies and activities for parent engagement.</td>
<td>Implement PEP in additional schools. Train instructors. Collaborate with schools to tailor instruction to meets specific needs.</td>
<td>The number of parents participating in PEP programs will increase by 5% over the 2009-2010 enrollment by June 2011. Parent post-interviews will indicate: 1. increased knowledge about their children’s education. 2. increased ability to express knowledge in English. 3. increased parent participation in school events.</td>
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<td>Some parent classes do not include parent strategies to be more involved in their children’s education.</td>
<td>Parents enrolled in parenting classes will receive information about and strategies for becoming more involved in their children’s education.</td>
<td>Parent classes offered by Family and School Partnerships.</td>
<td>Nancy Briggs</td>
<td>Relationships</td>
<td>Review the existing class curricula to determine appropriate places where parent involvement can be emphasized or added. Explore development of new class offerings aimed at improving parental involvement in academics.</td>
<td>Revision of all curricula to include the module.</td>
<td>100% of classes for parents by Family and School Partnerships will include a module about parent involvement in academic achievement by June 2011.</td>
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<td>Parents’ knowledge of and support of literacy development for young learners is low.</td>
<td>Increased parent involvement in the literacy development of their children.</td>
<td>Home Instruction for Parents of Preschool Youngsters (HIPPY) (Parents of children ages 3-5)</td>
<td>Nancy Briggs</td>
<td>Content Relationships</td>
<td>Increase the number of Hispanic participants. Recruit and enroll additional Hispanic families Increase the number of staff hours to meet the increased demand.</td>
<td>During the 2010-2011 school year, 5% more Hispanic parents will participate in the HIPPY program. End-of-year evaluations will show that 75% of participants have learned and implemented strategies for supporting their children’s literacy development.</td>
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<td>Parents’ knowledge of and support of literacy development for young learners is low.</td>
<td>Increased parent involvement in the literacy development of their children</td>
<td>Early Literacy Program (Parents of children ages 0-5)</td>
<td>Nancy Briggs</td>
<td>Content Relationships</td>
<td>Increase the number of Hispanic participants. Recruit and enroll additional Hispanic families Increase the number of staff hours to meet the increased demand.</td>
<td>During the 2010-2011 school year, 5% more Hispanic parents will participate in the Spanish Early Literacy program. End-of-year evaluations will show that 75% of participants have learned and implemented strategies for supporting their children’s literacy development.</td>
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<td>Schools are faced with meeting the needs of diverse learners and closing the achievement gap for African American and Hispanic students. The work of teachers through collaborative grade or content level teams is crucial to support differentiation. Providing time for collaboration with colleagues supports instructional best practices and provides teachers a plethora of strategies which are necessary to engage, support, and meet the needs of diverse learners.</td>
<td>Priority schools were provided an opportunity to enroll and participate in a UVA-graduate course (equivalent of 2 courses-6 graduate credits) titled Delivering Instruction to Diverse Learners through the Work of Professional Learning Communities (PLCs). Teacher leaders, who are general education teachers, special educators, ESOL teachers, administrators, and instructional coaches/resource teachers, are encouraged to take the course to build school level capacity to meet the needs of individual students by NAME and by NEED. The UVA credits from this course allows for the continuation of the pursuit of an ESOL or special ed endorsement.</td>
<td>UVA – 6 credits through one combined course (2 UVA courses—one ESOL and one special education) incorporated within one course.</td>
<td>Kim Dockery</td>
<td>Focus on FCPS Best Practices</td>
<td>Identify targeted priority schools and ask principals to invite teachers and other staff to enroll in a course at their school or in a course close by a school.</td>
<td>Spring/Summer 2010 Course and syllabus created (ongoing materials development throughout the first course)</td>
<td>By the end of May 2011, 150 teachers will have successfully completed the course.</td>
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<td>Peter Noonan</td>
<td>Focus on the job-embedded work of PLCs</td>
<td>Launch the course on Fall 2010.</td>
<td>Fall 2010 Courses offered and seven priority schools participated—Poe MS (2 sections); Hughes/South Lakes HS; Herndon MS (2 sections); Glasgow MS; Bull Run ES; Rose Hill ES; and Clearview ES</td>
<td>By the end of May 2011, 6 additional priority schools will be identified by signing up for a course in Fall 2011.</td>
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<td>Craig Herring</td>
<td>Focus on results and closing the achievement gap</td>
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<td>Diane Kerr</td>
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<td>Nicki Conners</td>
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*School Based Closing the Gap measures are the responsibility of Cluster Assistant Superintendents and Principals.*
As part of Fairfax County Public Schools’ (FCPS) major commitment to closing the achievement gap, the district has designated thirty (30) elementary and middle schools as Priority Schools. The Priority Schools’ designation will provide schools with additional support in order to meet their benchmarks for student achievement. This support will be provided to the principal and school staff through the Priority School Support Team, composed of staff members from various FCPS departments, and the FCPS Leadership Team. Working in the collaborative culture of a Professional Learning Community, the Priority School’s principal, school staff, Leadership Team, and department staff will focus on the following results:

- Continuous improvement in student performance on the SOL tests,
- Adequate Yearly Progress as designated by Elementary and Secondary Education Act (ESEA), and
- Progress in closing the achievement gaps as measured by FCPS’ School Support Composite Index (SSCI).

The initial selection of Priority Schools in May 2010 was based on one of two criteria:

1. Title I Elementary Schools identified for School Improvement Grants, based on not making Adequate Yearly Progress as defined by the Elementary and Secondary Education Act (ESEA); or

2. The FCPS School Support Composite Index (SSCI) ranking. SSCI is a method of ranking schools based on a three-year average of two factors:
   - Number of students not passing SOL Reading and Mathematics tests;
   - Percentage achievement gap between White/Asian subgroup and Black/Hispanic subgroups.

The FCPS School Board allocated $4.3 million in funding for FY11 for the Priority Schools Initiative (PSI) as part of a three-year pilot project. The intent of the PSI is to provide additional support for a three-year period (through the 2012-13 school year). At the end of this three year period, each school’s improvement will be analyzed and determination of the future course of action will be made. A new SSCI ranking will be compiled each fall by FCPS, and additional schools may be identified for Title I School Improvement, therefore additional Priority Schools could be designated in subsequent years of the three-year pilot. Informed by national and local research on best practices in closing the gap, key components of the FCPS Priority Schools were developed. Each school will have a cross-functional team known as the Priority School Support Team (PSST). Since the classroom teacher is of primary importance to student achievement, Priority Schools will receive preferential consideration in hiring new staff, as well as priority in the assignment of instructional resources.

Principals in Level 1 Priority Schools will participate in the School Turnaround Specialist Program, a partnership of the Darden School (Business) and Curry School (Education) at the University of Virginia. The School Turnaround Specialist Program is a two-year program designed to address the leadership needs of principals charged with making the changes necessary to have an immediate impact on student achievement. It includes coursework, case
studies, and discussions to share information and practical experience in proven business and education turnaround strategies. Content areas include assessment of personal leadership qualifications, skills to lead change, data analysis, decision-making, setting targets, and creating action plans. School Turnaround Specialist Program participants also study business management strategies, organizational behavior and communication, restructuring and renewal of organizations. In addition, all Priority Schools will receive assistance to develop effective partnerships with parents and community agencies.

Support to Priority Schools:

1. **Division Leadership Team**

   FCPS Leadership Team will serve both as a funding and support mechanism for each Priority School. Leadership Team members will monitor research-based indicators of each school’s progress each quarter, and approve allocation of resources as recommended by the Priority School Support Team. In addition, a member of the Leadership Team will serve as the liaison (“shepherd”) with the UVA Darden/Curry School Turnaround Specialist Program.

2. **Priority School Support Team**

   A cross-functional team with up to six members will be assigned to each Priority School. The Cluster Assistant Superintendent or Cluster Director will chair a Priority School Support Team, which contains 4-6 representatives from the following departments: Instructional Services, Human Resources, Special Services, Professional Learning and Accountability, Communications and Community Outreach, Financial Services, Facilities and Transportation, and Information Technology.

   The Priority School Support Team will meet on a regular basis throughout the school year to review the school’s current data and planning processes, then leverage any additional resources from FCPS departments and Leadership Team. The focus of the School Support Team is to work with CAS and the principal as an advocate for the school’s needs, to provide perspective on current processes, and to make suggestions to improve effectiveness. In conjunction with the principal, the School Support Team will advocate for the school, and make recommendations to Leadership Team for additional resources that are needed to ensure continuous improvement in student achievement.

3. **Priority Staffing**

   Priority schools will receive assistance and support to recruit experienced and highly qualified teachers, such as first preference for early hires and assistance with teacher professional development. For 2010-11, the following options will be offered to priority schools:
   - Early access to early hires
   - No limit on the number of early hires placed in a priority school
   - Principals can select destaffs, but they will not be required to accept destaffs in instructional positions from other schools
The Priority School Support Team also may leverage assistance with staff training, and reassignment if needed, however no involuntarily transfers will be made for the 2010-11 school year. FCPS Human Resources Department will develop a process to determine how to better support Priority School principals using the current evaluation process to both strengthen teacher capacity and support the removal of teachers who are unable to meet the needs of priority school students.

4. Instructional Priority

Priority Schools are expected to develop high-functioning Professional Learning Communities, implement FCPS best practices in teaching and learning, and work toward accomplishing the district’s Student Achievement Goals. To that end, Cluster Assistant Superintendents and School Support Team members from the departments will advocate for the Priority School and broker resources from the various departmental budgets. In addition to some dedicated funding for priority schools available through the FCPS Leadership Team, it is expected that resources will be redirected to Priority Schools from the various departmental budgets.

Some examples of additional resources might include:

- Funding for an instructional coach to ensure a high degree of implementation of Professional Learning Communities.
- Funding for extended teacher contracts to provide intervention for students who are not meeting standards;
- Funding for additional time for teacher learning with respect to best practices in teaching and learning, data analysis or other components of professional learning communities;
- Funding for additional FECEP/Head Start classes to serve eligible four-year olds in the priority school attendance area

5. Principal Leadership Professional Development

Principals at the twenty (20) Level 1 Priority Schools will participate in a structured interview process based on School Turnaround Leaders: Competencies for Success developed by Public Impact Group. This research-based interview technique is a formative assessment of principals’ strengths in the following areas:

<table>
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<tr>
<th>Academic achievement</th>
<th>Team leadership</th>
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<tr>
<td>Initiative and persistence</td>
<td>Developing others</td>
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<tr>
<td>Monitoring and directiveness</td>
<td>Analytical thinking</td>
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<td>Planning</td>
<td>Conceptual thinking</td>
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<tr>
<td>Impact and influence</td>
<td>Self-confidence</td>
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Following this assessment, each Level 1 principal will then participate in the School Turnaround Specialist leadership development program through the Darden/Curry Partnership for a two-year period to further develop their skills in identified areas. The Turnaround Specialist program includes a summer leadership institute
developed jointly by FCPS and UVA, as well as a mid-year retreat for the principal and selected school staff members, including assistance with change management, data analysis and monitoring.

For Title I schools that are in Title I School Improvement, the Priority Schools Initiative and Turnaround Specialist program will be used to meet the requirements of the Virginia Department of Education School Improvement Grant Program. The FCPS Leadership Team liaison (shepherd) and other members of Level 1 School Support Teams will participate in the summer leadership institute as well as other components of the Turnaround Specialist training.

6. Partnership Assistance

Assistance in developing parent and community partnerships will be provided as requested by the principals and School Support Teams to ensure that these resources are mobilized to accomplish student learning goals. In addition, partnerships will be pursued with institutions of Higher Education as well as other agencies of Fairfax County government.
FCPS Priority Schools

Based on Leadership Team (LT)/Academic Learning Group (ALG) review of School Support Composite Index data for 2007-2009, and schools identified for school improvement through Title I [ESEA Part (a) and (g) eligibility], the following schools will be provided support through the FCPS Priority Schools Initiative in 2010-2013:

**Level 1 (Includes UVA Turnaround Specialist Program)**

<table>
<thead>
<tr>
<th>Beech Tree Elementary*</th>
<th>London Towne Elementary*</th>
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<tr>
<td>Brookfield Elementary*</td>
<td>Lorton Station Elementary</td>
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<td>Bucknell Elementary*</td>
<td>Mt. Vernon Woods*</td>
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<tr>
<td>Centre Ridge Elementary</td>
<td>Riverside Elementary*</td>
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<td>Crestwood Elementary*</td>
<td>Washington Mill Elementary*</td>
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<td>Dogwood Elementary*</td>
<td>Woodlawn Elementary*</td>
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<td>Herndon Elementary</td>
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<td>Hollin Meadows Elementary*</td>
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<td>Hunters Woods Elementary</td>
<td>Hughes Middle</td>
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<td>Hybla Valley Elementary*</td>
<td>Sandburg Middle</td>
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<td>Kings Glen Elementary</td>
<td>Whitman Middle</td>
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*Title I Schools

**Level 2 Support**

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<thead>
<tr>
<th>Bull Run Elementary</th>
<th>Glasgow Middle</th>
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<tr>
<td>Clearview Elementary</td>
<td>Herndon Middle</td>
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<tr>
<td>Cunningham Park Elementary</td>
<td>Poe Middle</td>
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<tr>
<td>Dranesville Elementary</td>
<td>Twain Middle</td>
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<td>McNair Elementary</td>
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<td>Rose Hill Elementary</td>
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Glossary of Terms– Closing the Achievement Gap

AART - Advanced Academic Resource Teacher

Academy Course - The Academy Course Program offers professional development through college and Academy (noncollege) courses for contracted employees that allows teachers and other educational staff member to receive Academy credits for licensure renewal, salary scale increase, content course licensure requirements for teachers without master’s degrees, and for Virginia Technology Standards.

ALG - Academic Learning Group – Department and Assistant Superintendents who are responsible for instruction and Learning.

Algebra I Plan - Part of the FCPS School Board Goal 1 is for students to complete Algebra I by the end of 8th grade. A PMOC project was created to help with that goal. As a result of the PMOC project, in 8th grade every middle school offers a standard level Algebra I class, in addition to the Algebra I Honors course that was already offered. 8th grade teachers who were teaching the standard level Algebra I course were required to take a FCPS Academy class which focused on reaching all learners in Algebra I and included strategies to make Algebra I more accessible and meaningful to students.

AP - Advanced Placement

Assessment – The process of measuring what students know and can do.

AVID - Advancement Via Individual Determination - A national program with headquarters in San Diego, California. The mission of AVID is to ensure that students “in the academic middle” who have the potential to be successful in college will: 1. Succeed in a rigorous course of study, 2. Enroll in four year colleges and universities, 3. Enter mainstream activities of the school, and 4. Become educated and responsible participants and leaders in a democratic society. AVID is one of five programs that comprise FCPS’s College Success Program.

AYP - Adequate Yearly Progress – a measurement defined by the United States federal No Child Left Behind Act that allows the U.S. Department of Education to determine how every public school and school district in the country is performing academically according to results on standardized tests.

Best Practices - Synthesis of the most effective, research-based instructional strategies, that when applied evenly and consistently, improve student learning and achievement.

CAG – Closing the Achievement Gap

CAS – Cluster Assistant Superintendent

Collaborative Learning Visits - A process in which teachers visit classrooms of colleagues, take notes on evidence observed, and talk about questions they have to help teachers improve their practice. Ultimately, these visits provide a continuous improvement model to help focus staff development needs from year to year.
Community Connectedness - The extent to which youth perceive a sense of belonging and support to the community. Youth who possess a sense of belonging are more likely to work harder and be involved in positive activities in and outside of school. For community connectedness, the most influential factors are adult-youth relations, power and voice in community affairs, attitudes toward youth in public spaces, and opportunities for creative engagement.

Compacted Mathematics - An Elementary Math program that teaches more curriculum in a shorter amount of time. It promotes acceleration by teaching curriculum from multiple grade levels.

Content - All that is covered within a specific course or area of study

CPMSAC - Chantilly Pyramid Minority Student Achievement Committee - This organization fosters the achievement of both Black and Hispanic students. The committee originally began in the Chantilly pyramid but has expanded to the Westfield, Oakton, and Centreville pyramids as well.

CPP - College Partnership Program - The primary goal of the College Partnership Program is to increase the number of students, particularly first generation and minority students, who enroll and succeed in college. Through the collaborative efforts of FCPS, colleges and universities, parents, and the community, the CPP provides academic counseling, career exploration, and personal development to high school students. The high school CPP is one of five programs that comprise FCPS’s College Success Program. There is also a College Partnership Program for middle school students in FCPS. It is administered by the Office of After School Programs.

CSP - College Success Program - The College Success Program was launched at the start of the 2009-10 school year. It is comprised of five individual programs that provide college readiness, access, and success services to identified students. The five programs are: 1. Advancement Via Individual Determination (AVID), 2. The College Partnership Program (CPP), 3. The Early Identification Program (EIP), 4. Pathway to the Baccalaureate, and 5. Project Discovery. The College Success Program is part of School Counseling Services in the Office of PreK-12 Curriculum and Instruction.

DSS – Department of Special Services

eCART - electronic Curriculum Assessment Resource Tool - Provides teachers and school administrators access to web-based FCPS-approved curriculum, assessments, tools, and resources that support K-12 teaching and

DCCO - Department of Communications and Community Outreach

Early Literacy Program – The Early Literacy Program gives parents of children from birth to age five the skills and encouragement needed to create a literacy rich environment in their homes through free, fun-filled, interactive parent-child classes. Facilitated by native Arabic-, Korean-, and Spanish-speakers, the program emphasizes the importance of integrating home language and culture while reinforcing how early literacy skills prepare children to become successful readers, writers, and thinkers when they enter school.

EDSL - Education Decision Support Library - An enterprise-wide decision support system that provides a central location (data warehouse) for informed decision making.
EIP - Early Identification Program - A multiyear college preparatory program for first generation college bound middle and high school students. The program goal is to increase the number of students who will be the first in their family to attend college by heightening their academic aspirations. EIP guarantees admission to George Mason University for students who complete the program and meet GMU’s admission requirements. Students apply to the EIP at the end of the 7th grade and enter the program in the 8th grade. The EIP has a separate designation for its students in middle school (8th graders). The middle school program is called the Higher Education Program (HEP). The EIP is one of five programs that comprise the College Success Program.

ESEA – Elementary and Secondary Education Act

FECEP - Family and Early Childhood Education Program

FS – Department of Financial Services

FNS - Food and Nutritional Services - FCPS office that oversees free and reduced lunch services; making sure that students are fed and ready to learn,

FTS - Facilities and Transportation Services is an FCPS department that ensures students are able to get to school, especially homeless students, and ensures that the school buildings are up to date (renovated), clean, bright, working bathrooms, etc.

Horizon - Formerly known as ASPIRE, is the eCART test player which was developed in Partnership with Northrop Grumman. In this environment teacher are able to access division tests, catalog tests, and central items. Teachers may also create items and assessments for private or school public use.

HIPPY - Home Instruction for Parents of Preschool Youngsters is an internationally successful parent involvement and school readiness program that offers free, home-based early childhood education instruction to parents of three-, four-, and five-year-old children. During thirty (30) home visits each year, Spanish- and English-speaking Home Visitors help parents develop the skills and confidence necessary to become their children’s primary teachers and support the children’s academic and overall development.

IB - International Baccalaureate

ISD - Instructional Services Department

IT - Information Technology Department within FCPS that provides information technology leadership, products, and services within FCPS while managing divisionwide information resources and ensuring information security and integrity.

LEA – Local Education Agency

LT – Leadership Team members that support the superintendent of schools. These include the deputy superintendent, division counsel, chief operating officer for facilities and transportation, various department and cluster assistant superintendents.

MRA - Math Reasoning Assessment (K-2) - An ongoing assessment tool to support instructional decisions in mathematics. Based on the results of this assessment, students may need additional instruction in certain areas of mathematics and enrichment in others. Because it is only one assessment tool, additional pieces of evidence may need to be collected in order to evaluate the mathematical understanding of the student.
**Minority Student Achievement Gap** – For the purposes of this document the minority student achievement gap is defined as the gap between White/Asian and Black/Hispanic students.

**MSAOC** - Minority Student Achievement Oversight Committee

**Pedagogy** - The art and science of teaching

**Pathway to the Baccalaureate Program** - A program designed to enhance access to baccalaureate higher education for qualified Northern Virginia high school graduates. The program provides a smooth transition for students through Northern Virginia Community College to George Mason University. The Pathway program is one of five individual programs that comprise the College Success Program.

**PEP** - Parents as Educational Partners - is a program designed to provide ongoing, meaningful, and effective outreach to language minority parents. It includes opportunities for parents to improve their English language skills while becoming familiar with the child’s school and the school system.

**PLA** - Department of Professional Learning and Accountability


**PSI** – Priority Schools Initiative (see Attachment B)

**Project Discovery** - A community-based program designed to help first generation college students and students in poverty stay in school, achieve their educational goals, and prepare for access to post secondary education. Project Discovery is one of five programs that comprise FCPS’s College Success Program. It is the newest of the five programs. FCPS assumed responsibility for Project Discovery from Fairfax County’s Office of Partnerships (OOP) at the start of the 2009-10 school year.

**Pyramid of Intervention** - Practices and/or programs selected for implementation of the three-tiered framework of support of Responsive Instruction that become increasingly more focused and intensive to meet student needs.

**Relationships** - Build collaborative and respectful relationships with students, colleagues, and parents. Consistently encourage, support, and appropriately challenge students to ensure success. Facilitate development of relationships among students to promote mutual respect and support in the classroom.

**Responsive Instruction** - A three-tiered framework for making instructional decisions based on data, in order to provide excellent classroom instruction and the necessary support for all students across all schools. All members of the educational community work collaboratively across the three main components of Best Practices, Data, and Process to create an integrated academic and behavior support model.

**SAG** - Student Achievement Goal
School Connectedness - The extent to which students perceive that adults and peers in the school care about their learning as well as about them as an individual. Research has shown that school-connectedness is an important protective factor and that connected students are more likely to have better academic achievement including higher grades and test scores, have better school attendance, and stay in school longer. For school-connectedness, adult-youth relationships, classroom practices, institutional policies and practices, school curricula, and academic pressure are the most influential factors.

School Support Composite Index (SCCI) - A systematic, multidimensional formula used to help prioritize resources to schools to support enhancing student achievement.

SMART Goal — Goal that is Specific, Measurable, Attainable, Realistic, and Time-bound.

Title I - Title I Grants provide financial assistance to LEAs and schools with high numbers or high percentages of poor children to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.

Young Scholars - A K-8 model that is designed to find and nurture advanced academic potential in students from historically underrepresented populations. Curricular interventions and support are provided through the collaboration of the classroom teacher and the Advanced Academic Resource Teacher. As students progress through elementary and secondary school, continuing support and opportunities for accessing rigorous coursework are provided by school staff.