

10 Components Narrative

1. Comprehensive Needs Assessment

Fairfax students have demonstrated the highest need in improving the reading process and vocabulary as measured by the Ohio Achievement Assessment and AIR administered in April 2016. Our goal is to improve student reading comprehension. We will utilize the Ohio Improvement Process, using common pre-assessments to determine areas of student strength and weakness. We will then use research based strategies to target the deficits. We will look closely at student work in Teacher Based Teams to identify next steps in instruction. The post-assessment data will allow us to reflect on instructional strategies to determine effectiveness in student mastery of the Common Core State Standards

In the fall, 2016 Fairfax students in grades K-3 are given the DIBELS assessments. The 2016 kindergarten data indicates that 38% (21 out of 55 students) need intensive support with letter naming fluency and first sound fluency. Our first grade student data indicates that 18% of our students (11 out of 61 students) need intensive support with beginning reading skills, specifically knowledge of letter-sound correspondences and how to blend sounds into whole words. Our second grade data indicates that 18% (9 out of 50 students) need intensive support with blending sounds into whole words and reading grade level text fluently. At grade three, 22% (13 out of 59 students) are in need of intensive support, specifically with reading fluency and comprehension. Students below the cut point for risk need intensive support involving interventions beyond the Tier I curriculum. These students will receive targeted interventions in smaller group with greater scaffolding and explicit modeling. We will progress monitor these students using DIBELS assessments and/or classroom created progress monitoring. One indicator of the effectiveness of this plan will be the numbers of students in need of substantial intervention; we expect that number to decrease as students receive the intervention support.

In mathematics, the concepts of “operations and algebraic thinking” and “measurement and data” for 3rd, 4th, and 5th grades has consistently been an area of greatest need as demonstrated through the NWEA MAP assessment, administered in the fall, winter, and spring of the 2016-2017 school year. We will use our K-5 district adopted comprehensive math program, Math Expressions. We will administer grade level common assessments after each unit of instruction. The data will be entered into Illuminate Education and the assessment data will be reviewed to identify students in need of re-teaching and intensive intervention.

2. Implementation of School Wide Reform Strategies

Fairfax teachers follow the district master schedule which provides increased reading time (120 minutes) for students in grades K-2. A new instruction block of 30-45 minutes is included in the increased time block. Grade 3 receives an 84 minute reading block with 30 minutes of intervention for students needing intensive intervention. The district literacy framework provides a balanced literacy approach that incorporates reading and writing across the curriculum. The framework provides time for whole group instruction, small group guided reading, independent center time, and writer's workshop. We are a heterogeneous group for all content areas. We plan to provide more time for students to read and respond to text dependent prompts across the curriculum. We are working to increase the level of rigor in the tasks we are designing for students. Student work includes participation in activities that emphasize phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and writing.

Our goal is that all students will increase their reading level by at least one year's growth. This will be measured in grades K-3 using the DIBELS Benchmarking System and using the MAP assessments in grades 3-5.

Through our Response to Intervention process we will address the needs of low achieving students as we implement research based interventions to be delivered by the classroom teacher, ELA supports, and intervention specialists. Students will be progress monitored and the data will be analyzed to plan next steps for intervention. Teachers will use the CHUH Intervention Form as a consistent way to document intervention and collect data.

Fairfax is an International Baccalaureate (IB) school candidate. Teachers have created planners, taught planners and visited authorized International Baccalaureate schools. Teachers have participated in workshops and/or courses pertaining to "Making the PYP Happen". Select teachers are a part of the International Baccalaureate Leadership team. This team meets monthly to discuss successfully implementing the IB process.

3. Highly Qualified Teachers

All of Fairfax staff members currently satisfy the HQT requirements. The District provides all building principals with staff credentials and this will be reviewed annually to insure compliance. During our staff grade level Teacher Based Team meetings and building-wide staff meetings, job-embedded professional development is provided regarding current research and best practices in both reading and math instruction. Teachers will attend District level professional development sessions.

4. High Quality, Ongoing Professional Development

Fairfax staff meetings take place once monthly for 60 minutes per meeting. These meetings are an opportunity to provide building level professional development throughout the school year. A team of teachers attended a workshop in the summer of 2016 and another team of teachers will be attending a workshop in the summer of 2017 to continue their knowledge of Conscious Discipline. Upon returning, teachers shared strategies they learned during opening professional development days and at staff meetings. In addition, a “book club” meets monthly to discuss chapters of the Conscious Discipline text.

The work from staff meetings then continues weekly at grade level Teacher Based Team meetings through the use of the Ohio Improvement Process. The OIP process allows teachers to share and learn from each other as they unpack standards, plan for pre and post assessments, decide on instructional strategies, analyze data, and plan for interventions.

At the District level, Fairfax teachers participate in professional development opportunities on Waiver Days. The K-2 and support teachers participated in a professional development session focusing on SuperKids. Teachers in grades 3-5 participated in a professional development session focusing on ReadyGen. In addition all Fairfax teachers participated in International Baccalaureate planning periods to align their planners with the curriculum.

5. Strategies to Attract High-Quality, Highly Qualified Teachers

As our district continues to search for the highest quality teachers, we attend local and state recruitment fairs. The district uses Applitrack and potential teacher candidates apply with our district through our on-line application system. The job vacancy postings indicate minimum and preferred qualifications. Applicants credentials are reviewed ensure they have correct licensure. This narrows the pool to candidates who have both minimum and preferred qualifications. We then review the application's entire packet including any attachments (recommendation letters, etc.) and only the most promising are interviewed. Once a teacher has been hired, they participate in the residency program to support the new teacher. These first year teachers are paired with an experienced teacher in their assigned buildings. Regular meetings are established to address any additional questions or concerns from the new teacher.

6. Strategies to Increase Parental Involvement

We begin our school year with a welcome letter from the Principal, and each classroom teacher sends a welcome letter to all of his/her students. We invite all families to participate in an Ice Cream social to begin the year. In addition we have a Kindergarten Kick-Off event to welcome our new kindergartens and a Kindergarten Parent Coffee to acclimate our new parents.

The Elementary Curriculum Night is held in September. At this evening event, parents are invited to meet their children's teachers and receive information regarding the Curriculum for the year. At this time parents are invited to sign up for parent-teacher conference evening, as well as volunteer to help out with classroom parties.

Our Literacy Night committee holds a large literacy event each year in the winter. Families are invited to participate in literacy based centers. At this event parents learn about instructional activities they can use at home. Often the event involves a "make and take" component that allows parents to take home materials to use with their child. This event is a great way to build Fairfax community. The theme of literacy night at Fairfax is also tied to the International Baccalaureate program and Conscious Discipline.

Classroom teachers send home a newsletter to highlight the standards being addressed each week. In addition, teachers send weekly communication through a home/school folder that shares school work, homework, and student updates. Teachers also write a monthly web based newsletter describing the highlights at their grade level.

We have school wide parent-teacher conference nights twice during the school year. We have interim progress reports mailed home three times per year, half-way through each trimester grading period. Student progress report cards are mailed home at the end of each trimester. Parents are invited to conference with teachers at any time during the school year.

The Fairfax PTA works diligently to share in our educational experiences. They are aware of our goals and plans. They provide educational support through purchasing materials, and paying for field trip experiences for students. The PTA also provides after school enrichment opportunities for students. We have a PTA staff representative to proactively ensure that our members are informed of school happenings and goals.

Fairfax is fortunate to have a Village Volunteer program in which many community members, parents, and grandparents volunteer in the school. The Village Volunteers assist in providing intervention with students and supporting teachers on a weekly basis.

In addition, Fairfax hosts many activities in which parents are invited to attend, help out, and/or participate. Some examples of these include, field trips, Spelling Bee, Field Day, Ice Cream Social, PTA End of Year Celebration, and Popsicle Party.

7. Plans for Assisting Preschool Children in the Transition for Early Childhood Programs.

The CH-UH partnership program, Kinder Net, introduces prospective pre-K children and families to kindergarten, easing the transition through on-site programs in buildings, information through newsletters, and an annual fair including the principal and representatives from all elementary schools. New kindergarten students begin the year on a staggered schedule during the first days of

school that includes a limited number of students to ease the transition and begin the establishment of a relationship with the kindergarten teacher.

8. Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments

At Fairfax, all staff members are responsible for collecting student data to inform instruction and to deeply know their students. Informal and formal assessments are used to better know how to plan instruction for all students. Teachers meet weekly in TBT to plan common assessments and learning activities. They collect data that is reviewed in tandem with looking at student work samples. The building Student Assistance Team (SAT) meets with teachers to review data and assist with planning of interventions.

At the District level, teachers are invited to participate in creation of District level common assessments. Also, teachers are asked to provide feedback on the use of the ELA and math common assessments.

9. Activities to Ensure Students Having Difficulty Mastering the Proficient and Advanced Levels of Standards Shall Have Effective, Timely Additional Assistance

At Fairfax we provide tiered levels of support. Through our OIP process we determine student proficiency of standards. Interventions are provided for students not meeting proficiency on standards.

At the beginning of the year, benchmark assessments are administered to determine student reading performance. Reading Improvement and Monitoring Plans (RIMPs) are created for all students K-3 “not on track” for meeting the Third Grade Reading Guarantee. Specific interventions are planned and implemented for students in need of additional support. These interventions are continuously progress monitored to measure effectiveness.

For students meeting academic standards, enrichment opportunities are provided through our gifted intervention specialist and regular classroom teachers. Through the Ohio Improvement Process, teacher teams plan advanced goals for students already proficient on standards. We also have Village Volunteers work with students to support and enrich their learning.

10. Coordination and Integration of Federal, State, and Local Services and Programs

Fairfax is a School Wide Title I school. Special education services and Title I services are both components of our tier one, tier two, and tier three pyramid of support to assist students who are low achieving. We have a comprehensive approach in serving all of our students. We use intervention specialists to support students in the regular education classroom as well as in a resource classroom setting.

Fairfax collaborates with Family Connections. Our Family Connections representative provides parental support through hosting Play-a-Day events. She also works in close collaboration with our kindergarten teachers to provide tutoring support and interventions for our most at-risk kindergarteners.

We also offer a before and after care program for students that is tuition based and accepts governmental vouchers. These students, in grades kindergarten through fifth participate in this program which emphasizes the arts, games, literacy, and homework support.

Staff meetings and Building Leadership Team meetings are used to share information and assure that the programs and services support students.