

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 139 Elementary schools (includes K-8)
26 Middle/Junior high schools
27 High schools
4 K-12 schools
196 Total schools in district
2. District per-pupil expenditure: 13564

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	50	38	88
1	52	47	99
2	54	50	104
3	33	34	67
4	30	28	58
5	29	32	61
6	46	28	74
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			551

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
27 % Asian
3 % Black or African American
9 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
54 % White
6 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 13%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	35
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	33
(3)	Total of all transferred students [sum of rows (1) and (2)].	68
(4)	Total number of students in the school as of October 1, 2011	531
(5)	Total transferred students in row (3) divided by total students in row (4).	0.13
(6)	Amount in row (5) multiplied by 100.	13

8. Percent of English Language Learners in the school: 18%
Total number of ELL students in the school: 99
Number of non-English languages represented: 33
Specify non-English languages:

Japanese, Korean, Chinese, Hindi, Farsi, Nepali, Thai, Turkish, Spanish, English, Arabic, Bashkir, Punjabi, Telugu, Dari, Persian, Kurdish

9. Percent of students eligible for free/reduced-priced meals: 5%
 Total number of students who qualify: 27

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%
 Total number of students served: 63

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>4</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>22</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>13</u>	<u>7</u>
Paraprofessionals	<u>9</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>1</u>
Total number	<u>52</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 25:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	93%	94%	91%	92%	93%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

Our mission is to provide all students with a sound foundation for learning in an inclusive setting that focuses on differentiated instruction. Learners are provided with an integrated curriculum that stimulates intellectual thought. All students are encouraged and supported to reach their individual potential through shared responsibility by all staff. A Westbriar learning environment stresses academic excellence, develops personal responsibility for learning, encourages leadership, and promotes respect for self, others, and the community.

Westbriar Elementary School is a neighborhood school, tucked away in the Vienna suburbs of the Tyson's Corner area. Since its opening in 1965, Westbriar has maintained a program of academic excellence in a child-centered environment. This tight knit community receives students from all over the world due to the close proximity to the employment opportunities in Washington DC and Tyson's Corner Area. Many of the Westbriar families only reside in the school boundaries for one to three years. The mobility requires educators to quickly assess students and provide them with the best possible instruction to meet their learning needs so they can thrive in a new school and often times a new country.

Our diverse population of students encompasses a wide range of learners. Many of our students transfer from international schools, often being ELL learners. We have a number of students who require special education services in order to access the general education curriculum. As a community of learners, our students thrive through the collaborative efforts of all school staff. Our students score very well on the Virginia Standards of Learning tests because, as a school community of staff and parents, we believe that every students can and will excel socially, emotionally and academically. Westbriar has received the Virginia Governors' Academic Excellence award for five consecutive years due to the unwavering commitment of our staff and community.

Our dedicated teaching staff focuses on each child as a unique learner and recognizes the strength in individual diversity; creating opportunities for students to reach their highest potential. Learning is viewed as an interactive process, and students take an active role in identifying their strengths and areas of growth. Through differentiated instruction, curriculum adaptations and a broad range of learning strategies, that ensure all students experience success.

Students have opportunities to learn using a wide array of resources, including a technology lab and library/media center stocked with current, up to date materials. Staff members create a positive school climate, emphasizing respect and individual responsibility as well as teamwork.

With a focus on the intellectual, social and emotional growth of each child, teachers work to help students meet established benchmarks, but also to progress at their own individual rate. Through collaboration with a strong supportive parent community and business partner, the Westbriar staff helps students become well-educated and responsible citizens who are excited about learning. We are fortunate to have a business partnership with SAIC, which is a science, technology and engineering organization. This established relationship has been maintained for twenty one years. Our business partners support our school by providing a mentor program, Lego League program and a science competition for fifth grade students. Students who participate in the science competition compete for SAIC sponsorship to Space Camp at the U.S. Space & Rocket Center in Huntsville Alabama. This year, fifteen students participated in the competition, with three students winning Space Camp sponsorship. Of the three student winners, one student is legally blind. This unique partnership not only supports students during their elementary school years, but is also an investment in potential future innovators and scientists.

At Westbriar, our vision is to create excellence for every child, in every classroom, every day. This is accomplished through persistent dedication to learning for both students and educators on a consistent

basis. Although we have a moderate student mobility rate, receiving a significant number of ELL students, we continue to thrive and our students soar academically. This level of commitment to children by our educators and community is commendable and clearly makes a difference for the students that we serve.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Westbriar Elementary School has a proven track record of performing very well on the Virginia Standards of Learning (SOL) assessments. These assessments in reading, mathematics, science and history/social science are given to students grades 3-5 and consist of 35-50 items or questions that measure content knowledge, scientific and mathematical processes, reasoning and critical thinking skills. Writing skills are measured with a two-part assessment that includes multiple-choice items and an essay. Student performance is graded on a scale of 0-600 with 400 representing the minimum level of acceptable proficiency; students receiving a score of 400 or above, pass (<http://www.doe.virginia.gov>).

Consistently, over the last three years Westbriar's student pass rate has been 96% or above in math and reading for students grades 3-6. Last year, 100% of our students in grades 3, 5, and 6 passed the Virginia Reading SOL. In addition, 100% of our 5th graders and advanced math 6th grade students (those tested on 7th grade standards) passed the Virginia Math SOL; these math scores are phenomenal considering the standards were new.

Last year, 100% of our 5th graders passed all five Virginia SOLs (English Writing –short paper and multiple choice, reading, math and science) given. Our passing rate has been consistently high in the areas of science and history with 96% of students passing being the lowest scoring category for either of these tests grades 3-6 last year.

Our school-wide expectation is that all students will receive a passing score on each SOL assessment. Beyond this expectation, we continue to strive each year, to maintain a gradual increase of students scoring in the top range of the “passing” category - the pass-advance range. With continuous effort, we will achieve this goal.

We are proud of our standardized achievement scores, but there is still work to be done. When we dig deeper into the data, we see trends and patterns in performance that paint a pathway to work toward ensuring the success of ALL of our students. Specifically, we can see a need to 1)close the achievement gap between our white students and our English language learners (ELL) in the areas of content vocabulary recall and 2) work toward deepening student understanding of the mathematical skills of fractions/decimals, multi-step word problems, and elapsed time.

The majority of percentages of our students passing the language arts, social studies, and science standardized tests have increased over the last three years. We attribute this to our continual desire to meet each student where they are on the continuum of learning. We identify intervention and enrichment for students by name and specific need, and the professionals within our building take great pride in their desire to collaborate with each other, the students, and the community to ensure student success.

Content Area Vocabulary

When we take a look at the 2012 Standards of Learning data, we have to dig deeply to find trends in the achievement gaps. When we analyze the data that highlights our students' performance by question, we begin to see a notable gap between our 3rd and 4th grade Limited English Proficiency(LEP) student pass rate as compared to the rest of the student body grades 3-6. For example: our LEP students struggled with aligning essential mathematical terms (such as mean and balance point) and expanding vocabulary terms (such as associative, commutative and distributive property).

In addition, the 2012 Science and Social Studies Standards of Learning (SOL) performance by question results show that our LEP students would benefit from increased practice with understanding and

applying content area vocabulary in Science and Social Studies. For example: our LEP students had a difficult time with the features of geographic regions and identifying states of matter.

On average, our teachers report spending 20 minutes of their Collaborative Learning Team (CLT) meetings highlighting, confronting and working through practices to eliminate common misconceptions (held by all subgroups of students) associated with content area vocabulary throughout the curriculum.

Mathematics

As we analyzed the 2012 Mathematical Standards of Learning data that highlighted our students performance by question, we noticed three core concepts in which our students performed below 70% in each question. We decided to adopt a school-wide focus to support reinforcement of the concepts of: fractions/decimals, multi-step word problems, and elapsed time.

To move forward we have highlighted three main methods in which we are working to ensure our instruction is matching the learning needs of student.

Currently, we are supporting our English Language Learners by using poems and songs to incorporate mathematical content area skills and vocabulary. As a staff we strive to engage in consistent and common vertical discussions that focus on best instructional practices and how students are taught to understand, process, and conceptualize concepts such as fractions, decimals and elapsed time.

We've also created common school-wide, methods for teaching students to problem solve and development of their higher order thinking skills to understand, make connections, and solve complex, multi-step problems.

2. Using Assessment Results:

Student assessment data is used to make instructional decisions to best meet student learning needs and to determine the intervention or enrichment supports in the content areas. Developmental Reading Assessment data is used to establish flexibility with guided reading groups and reading instruction. Student performance on reading and math assessments is also used to determine school-wide or grade level professional development.

The Westbriar staff work as collaborative learning teams (CLT) to analyze student data, discuss instructional practices, and discuss instructional delivery techniques used to differentiate instruction and engage students in meaningful learning experiences. During CLT meetings, teams engage in discussions that focus on student data, whereas the data is used to identify students by name and academic, social or emotional need. Intervention or enrichment needs are identified through the tiered approach of responsive intervention. This data is also used to keep parents informed of student progress. Parents are also able to access the data for division wide assessments through FCPS 24/7.

Fairfax County Public Schools utilizes a program called Horizon. Horizon is a database that warehouses formative assessments that are aligned with the Fairfax County Program of Studies. Annually, four quarterly eCART assessments are administered county wide. Teachers can also access catalog assessments for quizzes and end of unit assessments. The data from these formative assessments is used to make instructional decisions with regard to the curriculum. At Westbriar, each team engages in a quarterly data discussion where the eCART results are analyzed and used to determine the need for re-teaching, intervention and extension.

Fairfax County Public Schools department of instruction, department of information technology, cluster leadership and school based administrators use the data from the quarterly eCART assessments, to identify areas of focus in the curriculum areas, achievement gaps in sub groups and gender areas, mobility impact on academic achievement and professional development that focuses on best practice instruction. At both the division and school levels, this data is analyzed and used to develop K-12 initiatives.

FCPS is divided into eight clusters that include high schools, middle schools and elementary schools. Westbriar Elementary school is a Cluster 2 school. Cluster 2 has three pyramids based on the feeder high schools. The cluster consists of 3 high schools, 3 middle schools, 18 elementary schools and 3 special education centers. Westbriar is one of the six elementary schools in the George C. Marshall High School Pyramid. As a pyramid of six elementary schools, one middle and one high school, we engage as a collaborative learning team to analyze and compare the math and reading data from all the schools within our pyramid and cluster. During these meetings, vertical trends are identified and professional development is planned in an effort to positively impact our middle and high school students. Through this culture of shared responsibility for all of the students, we are able to identify students in need of support and work together to ensure that these students have what they need at all three levels of their educational career with the ultimate goal of the student pursuing post secondary education.

3. Sharing Lessons Learned:

Our special education team sponsors a “Friday Friends” peer buddies program where older students serve as a peer mentor for younger students, some of which have learning disabilities. The goal of the program is to promote positive social behavior, friendship skills, tolerance, responsibility and leadership development for the older students through student to student mentoring. Our students meet every Friday to engage in student lead, but teacher facilitated activities. The impact of this program is powerful for students as they develop an understanding and appreciation of the positive impact they can make on younger students. For the younger students, this gives them a positive peer role model to connect with. Through training and collaboration the program will continue to grow beyond elementary school. Our Friday Friends program has expanded, due to the support of our special education teacher who has trained colleagues from our feeder middle school as well as other lead special education teachers in various elementary schools. Furthermore, the Friday Friends program model used at Westbriar will be offered county wide as the Fairfax Friends Forever Program. Our Friday Friends program and our students will be highlighted at The Tyson’s Chamber of Commerce annual youth and education reception due to the expansion and positive impact on students.

4. Engaging Families and Communities:

At Westbriar, our mission is “Creating Excellence Together For Every Child In Every Classroom Every Day”. We “live” this mission because all students are encouraged and supported to reach their individual potential through shared responsibility by all staff, parents and members of our business partnership, SAIC. In collaboration with our supportive parent community and business partner, the Westbriar staff helps students become well-educated and responsible citizens who are excited about learning.

Our Business Partnership with SAIC supports student success and improves our school through financial support and programs. SAIC is strongly embedded in the surrounding community. SAIC supports our mentoring program by providing mentors for 30-40 Westbriar students. The students work individually with a mentor from SAIC every week to provide academic/emotional support or academic enrichment. This layer of support during the school day gives students what they may need to access the curriculum and ensure learning. SAIC sponsors an annual Pancake breakfast fundraising event. Funds raised at this event are used to support the mentor program and to purchase lap tops, SMARTBoards and web based intervention programs. These resources are used to enhance the curriculum through either enrichment or intervention.

In effort to keep parents abreast and engaged, the Westbriar guidance counselors, parent liaison and administrators host “Parent Coffees” to share school-wide initiatives, program information and provide an opportunity for open dialog and parent participation. For example, we began a new school-wide positive behavior program this year and have partnered with parents to gain their support and understanding of this new initiative. Our parent liaison host quarterly “Coffees” for our Korean families, who are frequently reserved about attending meetings at school due to cultural views. Through these meetings parents are informed about programs for their children and have the opportunity to network with other families which ultimately builds a stronger school home relationship that positively impacts student learning.

Westbriar staff has a strong partnership with our highly involved parent community/ PTA. Our PTA contributes to the overall growth of the school by hosting large-scale family events, organizing after-school enrichment programs, and supporting instructional needs. Through family night fund raisers, the PTA is able to provide the school with monetary support for field trips, professional development and resources. Our PTA also organizes and sponsors before and after school enrichment programs which provide students opportunities to expand their academic horizon through the arts, foreign language, innovation, sports and dance.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

At Westbriar, we work to focus our curriculum around the Virginia State Standards (SOL) and the Fairfax County Program of Studies (POS). These two documents outline our core curriculum and guide our instruction. The Standards of Learning describe the state's expectations for student learning and achievement in grades K-12 in English, mathematics, science, history/social science, technology, the fine arts, foreign language, health and physical education (<http://www.doe.virginia.gov>). The Program of Studies is a series of logical steps toward the implementation of instruction. It includes instructional objectives and standards in each content area, pacing guidelines to cover the curriculum, and ways to evaluate instruction. Teachers are expected to use the SOL and POS in their short and long term planning.

Our language arts blocks are designed with balanced literacy in mind. Students and teachers have 90 minute blocks built into their schedule to work on reading, writing, speaking, and listening. In the primary grades, students learn to read and write using phonemics, language structure, and meaning. In the upper elementary grades, students learn to use reading to acquire new information, expand information writing, and begin the study of grammar. At each grade level, students read, write, and discuss their reading and writing with their teacher and peers. They have the opportunity to write frequently and learn to edit using correct punctuation and spelling. Our students participate in battle books to highlight and enrich their love of reading.

Students are exposed to mathematical concepts through the use of hands-on investigations with the use of flexible grouping strategies to promote enrichment and intervention for struggling learners. Formative and summative assessment data is used to make the best possible instructional decisions for students. Our instructional emphasis in math follows the Fairfax County Public Schools Elementary Mathematical Instructional Sequence (EMIS). The EMIS allows students to access the mathematics curriculum through differentiation of core topics. Our curriculum is designed to provide students with the opportunity to develop the mathematical understandings needed to pursue higher education and to compete in a global society by asking students to become mathematical problem solvers, communicate and reason mathematically, and make mathematical connections.

Our science curriculum consists of inquiry based units that highlight skills that develop students' ability to act, think and perform like a scientist. We encourage children to investigate the nature of the world around them through participation in scientific investigations and develop ways to be environmentally conscious citizens. Through the use of experiments, students are provided opportunities to apply their knowledge to solve problems and understand the nature of science and the role of science in everyday living. We highlight these units with science trade books, supplemental visuals, Discovery Education Video library, Weatherbug Achieve software, and microscopes. Students attend field trips to the Maryland Science Center and the Baltimore Aquarium. Students also participate in our science fair.

Students studying social studies and history in kindergarten through third grade are introduced to a study of history, geography, civics, and economics. Students learn basic concepts of change over time, physical and human geography, citizenship education, and economic choices. The content studied in the fourth, fifth, and sixth grades are divided into three distinctly different curriculums, including Virginia Studies, World History, and United States History to 1865. Through the use of research and textbooks, students are asked to investigate and piece together history to highlight patterns and cycles over time. Our students take historical field trips to Jamestown, Virginia where they simulate colonial living, Pamplin Historical Park, the National Museum of the Civil War and Bull Run Regional Park where they studied American Indian reservations and housing.

Visual Arts, performing arts, physical education, health, library education and technology instruction is supported and delivered by program special educators outside of the classroom. For the visual and performing arts students in grades k-6 attend art and library classes weekly and music classes bi-weekly. Students in grades 4-6 access additional weekly instruction in band, strings, and/or chorus. Our PTA provides students with quarterly Cultural Arts program presenters to extend and enrich the curriculum through the use of performing arts. Fourth graders attend the Kennedy Center for Performing Arts for an orchestra concert and our sixth graders visit the American Art Museum. We house a fully functioning computer lab and a site based a technology specialist who works in tandem with teachers to enhance the curriculum with technology. Technology and the arts are integrated through the Global Awareness Project. Through this research based group project, students are able to apply the 21st century learning skills of communication, collaboration, critical thinking and creativity and present their findings through a digital media presentation.

Physical Education and health classes are held on a bi-weekly basis in grades k-6 for 90 minutes a week. Our physical education teachers coordinate with our school clinic aid, classroom teachers and guidance counselors to encourage positive healthy choices by developing awareness of good mental and physical health. Our Student Council also hosts a 5k run/walk.

2. Reading/English:

Westbriar Elementary School's reading curriculum is based on knowing each individual student's strengths and needs and providing targeted, differentiated instruction of specific reading skills and strategies to create a successful, lifelong reader.

Teachers provide direct instruction, modeling, and scaffolded support to all students. Students are also given ample time to independently practice the skills and the strategies they are learning. Westbriar's reading curriculum follows the findings of the National Reading Panel, as well as current research, to support students in all stages of their reading development.

Students are given the Developmental Reading Assessments (DRA) throughout the year. This data is placed into an electronic data wall that vertically tracks student skills as they progress through each grade level. We also use this wall to drive student centered discussions and reading instruction. Teachers drill down to know the exact phonemic awareness, phonics, reading engagement, fluency and oral reading, vocabulary, and comprehension strategies and skills students have acquired and those strategies and skills in which need additional instruction/reinforcement. This information, in addition to teachers' classroom data and observations, drives whole group, small group, and individual student instruction.

Students are flexibly grouped as they work on specific skills with text on their reading levels. Our emergent readers are immersed in oral language as they learn foundational reading skills and build their phonemic awareness and vocabulary through word play, interactive read-aloud, and teacher modeling. Combinations of fiction and nonfiction resources are used throughout the grades, including functional materials (texts from real world situations, including web pages, charts, and brochures). Students use multiple formats to broaden and deepen their understanding of text. Teacher led discussions, student exploration, literature circles, writing response journals, graphic organizers, and reader's theater are a few of the ways students share and reflect upon their reading.

Grade level staff members meet weekly to discuss student reading growth. Students not making adequate progress receive intervention support from the ELL specialists, special education teachers, or reading specialists. Additionally, students have access to multiple support resources including: Leveled Literacy Intervention, Read Naturally, Fluency First, Read Well, Language!, and Imagine Learning. Students who are reading above grade level are supported from the classroom teacher and advanced academics resource teacher who provide on-going enrichment and extension. Westbriar ensures that all students have access to a wide variety of reading materials. Students who do not have access to materials over the summer are provided with appropriately leveled, self-selected books. Kindergarten students read weekly with parent

volunteers and are provided with take-home books and poems that are written at their instructional reading level, these books are shared with their families.

3. Mathematics:

Mathematics instruction at Westbriar Elementary is based on the Elementary Mathematics Instructional Sequence (EMIS) for Fairfax County Public Schools. This sequence is research-based and was designed to align with the new state standards, while providing students with opportunities for extension. To support instruction, Westbriar uses Pearson's enVision and Investigations series in kindergarten through fifth grade. Our sixth grade students receive accelerated instruction in sixth and seventh grade state standards using Big Ideas Math. Teachers also employ such tools as the Fairfax County Program of Studies, Mathematics Behaviors Rubric, and performance tasks to differentiate instruction.

Instruction is based on the goals of helping our students become mathematical problem solvers, communicate mathematically, develop mathematical reasoning, make mathematical connections, and use mathematics to model practical situations. Teachers are encouraged to embed the use of critical and creative thinking skills, and reading strategies, within their math instruction. Foundational mathematics skills, such as number sense, patterns and algebra, measurement, and graphing are introduced through calendar time in the primary grades. Center-based activities aid with the reinforcement of these skills.

Our teachers work together to use best practices in their instruction to aid student learning. Collaborative Learning Teams (CLT), answer the core questions of a Professional Learning Community. We work to develop common assessments and utilize this data to guide our instruction. Direct instruction including modeling, guided practice using interactive whiteboards and manipulatives, and active learning through individual and group performance tasks, these practices provide a framework and are important components of our instruction.

Assessment data is also used to monitor student progress. CLTs meet regularly to identify student needs. Flexible grouping based on student readiness helps students make continual progress at an appropriate rate. Students needing support to master skills are given opportunities for additional practice, work with visual representations of concepts, and receive small group re-teaching. An after-school program targeting "at risk" and struggling students meets twice a week. Explicit and systematic supplemental instruction is closing learning gaps these students are experiencing. Additionally, tier-III interventions are provided to students using Do the Math. All students are supported in their acquisition of mathematical vocabulary through the use of word walls, math journals, and consistent use of appropriate terminology during instruction.

CLTs also identify students already demonstrating mastery of concepts and work to deepen their understanding at the grade-level through extension activities, as early as kindergarten. Additional opportunities for problem solving and critical thinking, is fostered through our Advanced Academics Resource Teacher and strategies lab.

4. Additional Curriculum Area:

Service learning is an important piece in developing productive, caring citizens; this will continue to be a priority at our school. A national study of Learn and Serve America programs suggests that effective service-learning programs improve grades, increase attendance in school, and develop students' personal and social responsibility. At Westbriar we embrace research that recognizes service-learning as an effective strategy to help students by fostering a sense of caring for others and extending learning beyond the classroom. Our Green Team, which is a group of students and parents who facilitate school wide recycling, also work with our Science committee to expand outdoor learning experiences that align with the state Science standards.

Our health and physical education program is designed to teach students the skills, knowledge and attitudes essential to live a healthy lifestyle and select healthy and safe behaviors. Physical education curriculum includes: fitness and conditioning, fitness planning, rhythmic activities and dances, stunts, tumbling and gymnastics, and lifetime sport activities. Health education content includes: emotional and social health education, personal and community health and safety, injury and violence prevention, and human growth and development grades 4-10. In addition, our PE department partners with the PTA to promote the Girls on the Run program and a recess Walker's Club. Both of these programs engage students in physical fitness and encourage healthy living.

Our music teachers and curriculum uses music to encourage cultural awareness and enrich society. The FCPS music curriculum provides opportunities for students to attain the knowledge and skills necessary to become musically literate, well-rounded individuals. The curriculum is organized into four main strands: performing, creating, investigating, and connecting with the music. Our 3rd graders learn to play the recorder, students in 5th grade participate in chorus. We hold spring and winter chorus, strings, and band concerts for all students and parents. At the end of each school year, the sixth grade students compose, direct and perform an original play. The theme of plays typically corresponds with a current social issue such as bullying or tolerance.

Our librarian, school based technology specialist, advanced academic resource teacher and grade level teams work collaboratively to facilitate the Global Awareness project. This project is a multi-media, group project where students' are asked to summarize their knowledge of history and science; this project has a technology component and is designed to promote 21st century thinking skills.

5. Instructional Methods:

Westbriar instructs students based on name and need, and we pride ourselves in our ability to meet each student where their learning falls on the large continuum of learning. We reinforce student learning with a strong special education team that works with students to support and strengthen the core curriculum. We support our English Second Language learners with specialists who scaffold the curriculum and focus on content vocabulary. We also utilize an enrichment specialist that works with all students to extend the core curriculum, highlight and enhance 21st Century thinking skills, and critical and creative thinking and problem solving opportunities.

The best practices outlined above are accomplished through the use of flexible grouping. These groups provide an opportunity for teachers to meet students learning needs and move them forward; close learning gaps and extending the curriculum through the use of writing in the content areas, research, advanced math, Socratic Seminars and debates. Project based learning is promoted for science and social studies by utilizing current events, research, and outdoor classrooms and local parks for hands on exploration and discovery.

We employ a variety of resources within the classroom to differentiate and tailor instruction to meet student's where they are and move them forward.

- Flexible Grouping of students - We utilize a Balanced Literacy Approach to give teachers the opportunity to work with students as a whole group, in small groups, and individually. A number of our teachers utilize the Daily 5 structure (Gail Boushey & Joan Moser), and pull from the work of Lucy Calkins to enhance student learning through their reading/writing workshop. For math instruction, we are implementing the structures of guided math to flexibly group our students based on ability levels. In grades three, five, and six, teachers pre-assess students for each math unit and flexibly group them based on learning needs.

- Human Support/Resources – Our school is staffed with 4 special educators, 1 reading resource teacher, 1 Advanced Academic Resource teacher, 2 ESOL resource teachers, 1 Site Based Technology specialist and 2 guidance counselors that support student learning through inclusion, co-teaching and small groups.
- Collaborative Resources – Our business partner currently provides monetary and human resources (in the form of mentors, science fair support, Lego League and sponsorship to space camp).
- Our PTA supports and array of activities including Spanish, Chess Club, Kindergarten Reading Program, Science Fair, International Night, Grace Arts, various dance classes, martial arts and summer enrichment camps.

To enhance and support this learning, we utilize a variety of technological tools. Our students and teachers utilize SmartBoards, Smart Response assessment tools, Google Apps, Blackboard Accounts, lap top carts, and iPads as technological tools to enhance instruction within the classrooms. Our ELL and Special Education departments use web based programs such as Imagine Learning and Read Naturally to help students with reading fluency and comprehension. This resource also gathers data to track student progress. Our teachers participate in Tech Tuesdays to enhance their knowledge of Best Practices using technology in the classroom. We are currently developing a STEM lab that will be open and fully running at the beginning of next school year to promote the 21st century learning skills in the areas of Science, Technology, Engineering and Math.

6. Professional Development:

Westbriar instructional staff are continuously learning through site-based, county-wide, and off-site professional development opportunities. Our staff members attend twice monthly professional development sessions provided by our faculty members. These sessions are data driven and are focused on the instructional needs of the students. They have included reading and discussing current professional literature, cross-curricular discussions, integrating technology in content, research based best practices, adding rigor to instruction, and differentiating to meet the needs of all students. Faculty members are highly trained and knowledgeable in their areas of expertise and provide training not only to Westbriar staff but also throughout the county through instructional courses and professional development sessions.

For the past two years, writing has been a school focus as we prepare students to be effective communicators. Numerous staff members have attended week long summer sessions at Teacher's College at Columbia University. There teachers have had the opportunity to immerse themselves in research based writing techniques and strategies under the tutelage of Lucy Calkins, Carl Anderson, and other members of the Writing Institute. These teachers then support colleagues' professional development by providing turn around training. The impact of the professional development is evident through student centered writing workshops, which have been implemented in kindergarten through sixth grade. These efforts also resulted in a 100% pass rate for the 2011 – 2012 5th grade Writing SOL. In addition, there are now common language and instructional practices at all grade levels that provide continued robust instruction as our students further refine and develop their writing. More importantly, students now have a passion for writing that is demonstrated daily throughout the school.

For the 2013-2014 school year, Westbriar Elementary will be an advanced academic center for student found eligible for advanced academic services. In effort to ensure that our staff has access to advanced academic training, our assistant principal is currently teaching a differentiation course for our staff as well as teachers from other elementary schools. Through our commitment to promoting and expanding the instructional repertoire of teachers who will experience as several schools in the division embark upon providing advanced academic curriculum for the next school year.

7. School Leadership:

The philosophy of leadership at Westbriar is servant leadership. As school leaders we value the work of educators and their positive impact on student learning. Our staff of teachers is provided professional development with the expectation of using what they learn from training, professional reading and collaboration time with one another and applying new practices to their instructional craft. Teachers are encouraged to consistently reflect upon and refine their instructional techniques for the benefit of our students. The practice of shared decision making is used to ensure ownership and implementation of new school wide initiatives. Just as teachers strive to create a safe learning environment for students to take risks with their learning, we create a safe professional environment that empowers teachers to take instructional risks to build their capacity; which ultimately results in student achievement. We serve as facilitators of learning, for teachers, students, parents and ourselves. Our team of administrators attends professional conferences with direct colleagues as well as instructional professional development courses with our staff. We “walk the talk” of being lifelong learners so our practices remain current and relevant to reflect the expectations that are placed upon our teachers.

Student learning is our top priority. When students are struggling we take an “all hands on deck” approach to figure out why and develop strategies so they will learn. The principal, assistant principal, reading specialist, ELL teachers, guidance counselors, librarian, advanced academic resource or school based technology specialist meet with grade level teams to analyze student data, identify the need for intervention or enrichment and develop a plan that best meets the need of the students. Currently, the principal and assistant principal are providing enrichment to small groups of kindergarten and first grade students who demonstrate the need for extension of the curriculum. Through this approach, we have the opportunity to learn about how these students learn and we are able to be active contributors to during CLT meetings. We attend all local screening, child study and IEP meetings with the goal of learning about our students and using this knowledge to best support our teachers.

As a school community we recognize the impact of developing and sustaining positive relationships. We engage our community and keep them informed through parent coffees, surveys, formal and informal meetings, strong support of the PTA, utilizing mentors and parent volunteers to impact student achievement. They say “it takes a village to raise a child.” Westbriar is a village and we work together to expand the intellect of our students, so they will be active and productive members of society.

The quality of leadership within Westbriar, and all Fairfax County Public School, is largely due to the investment that the school division makes in the students, teachers and administrators. Fairfax County Public Schools is committed to providing ongoing professional development so that the goal of all students reading on grade level and graduating on time can be met. The leadership at the division level has set the expectation for all school leaders to strive for excellence. With this expectation in mind, our goal of student achievement is set and our vision is clear so we work together to “raise our village” with purpose, passion and persistence.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Math

Edition/Publication Year: 2006-2011

Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Total Pass	93	98	100	95	98
Pass Advanced	17	89	54	56	85
Number of students tested	64	72	59	59	55
Percent of total students tested	99	93	91	92	99
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Total Pass	Masked	Masked	Masked	Masked	Masked
Pass Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	1	1	1	3
2. African American Students					
Total Pass	Masked	Masked		Masked	
Pass Advanced	Masked	Masked		Masked	
Number of students tested	1	2		1	
3. Hispanic or Latino Students					
Total Pass	Masked	Masked	Masked	Masked	Masked
Pass Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	4	4	6	1
4. Special Education Students					
Total Pass	100	Masked	Masked	Masked	Masked
Pass Advanced		Masked	Masked	Masked	Masked
Number of students tested	13	6	7	6	3
5. English Language Learner Students					
Total Pass	75	89	100	89	100
Pass Advanced	22	84	50	52	100
Number of students tested	12	19	18	19	13
6. Asian					
Total Pass	Masked	91	100	100	Masked
Pass Advanced	Masked	90	50	42	Masked
Number of students tested	8	22	14	12	9
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Data for less than 10 students, not available.					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Math

Edition/Publication Year: 2006-2011

Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Total Pass	93	99	98	97	98
Pass Advanced	48	95	66	66	66
Number of students tested	61	78	55	54	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Total Pass	Masked	Masked	Masked	Masked	Masked
Pass Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	2	3	2
2. African American Students					
Total Pass	Masked	Masked	Masked	Masked	Masked
Pass Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	2	2	1	1
3. Hispanic or Latino Students					
Total Pass	Masked	Masked	Masked	Masked	Masked
Pass Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	4	4	1	1
4. Special Education Students					
Total Pass	Masked	Masked	Masked	Masked	100
Pass Advanced	Masked	Masked	Masked	Masked	46
Number of students tested	7	7	8	2	13
5. English Language Learner Students					
Total Pass	75	100	100	100	100
Pass Advanced	22	90	50	78	50
Number of students tested	12	20	18	14	12
6. Asian					
Total Pass	100	100	100	100	100
Pass Advanced	57	94	57	100	75
Number of students tested	21	17	14	12	12
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Data for less than 10 students, not available.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Math

Edition/Publication Year: 2006-2011

Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Total Pass	100	95	96	97	98
Pass Advanced	43	79	77	82	84
Number of students tested	72	57	57	74	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Total Pass	Masked	Masked	Masked	Masked	Masked
Pass Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	3	2	3
2. African American Students					
Total Pass	Masked			Masked	Masked
Pass Advanced	Masked			Masked	Masked
Number of students tested	2			2	1
3. Hispanic or Latino Students					
Total Pass	Masked	Masked	Masked	Masked	Masked
Pass Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	3	1	4	2
4. Special Education Students					
Total Pass	Masked	Masked	Masked	Masked	
Pass Advanced	Masked	Masked	Masked	Masked	
Number of students tested	7	9	2	2	11
5. English Language Learner Students					
Total Pass	100	100	100	93	91
Pass Advanced	80	75	75	62	80
Number of students tested	10	12	13	14	11
6. Asian					
Total Pass	100	100	100	100	Masked
Pass Advanced	68	77	100	87	Masked
Number of students tested	16	18	10	16	9
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Data for less than 10 students, not available.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Math

Edition/Publication Year: 2006-2011

Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Total Pass	83	92	93	84	95
Pass Advanced	0	29	63	32	30
Number of students tested	17	24	25	25	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Total Pass	Masked	Masked	Masked	Masked	Masked
Pass Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	5	3	3	4
2. African American Students					
Total Pass	Masked			Masked	Masked
Pass Advanced	Masked			Masked	Masked
Number of students tested	1			2	1
3. Hispanic or Latino Students					
Total Pass	Masked	Masked	Masked	Masked	Masked
Pass Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	4	6	2	2
4. Special Education Students					
Total Pass	80	Masked	92	Masked	63
Pass Advanced	0	Masked	53	Masked	18
Number of students tested	10	4	13	9	11
5. English Language Learner Students					
Total Pass	100	Masked	85	91	90
Pass Advanced	27	Masked	64	50	50
Number of students tested	11	7	14	12	10
6. Asian					
Total Pass	100	Masked	100	100	Masked
Pass Advanced	33	Masked	85	60	Masked
Number of students tested	15	8	14	10	6
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Data for less than 10 students, not available.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: Math

Edition/Publication Year: 2006-2011

Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Total Pass	100	100	100	96	100
Pass Advanced	52	71	90	72	57
Number of students tested	44	41	39	25	11
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Total Pass					
Pass Advanced					
Number of students tested					
2. African American Students					
Total Pass					
Pass Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Total Pass					
Pass Advanced					
Number of students tested					
4. Special Education Students					
Total Pass					
Pass Advanced					
Number of students tested					
5. English Language Learner Students					
Total Pass					
Pass Advanced					
Number of students tested					
6. Asian					
Total Pass					
Pass Advanced					
Number of students tested					
NOTES:					
Data for less than 10 students, not available.					