Title I Annual Meeting

Attendance in English

Attendance in Spanish

Annandale Terrace Elementary School

Fairfax County PUBLIC SCHOOLS
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Agenda

The requirement: All schools receiving Title I, Part A funds are required to convene an annual Title I parent meeting

- to explain the requirements of the Title I, Part A program
- to explain the right of families and caregivers to be involved
- to share how families and caregivers can be involved at our school.



What is Title I?



- Federal program funded to provide all children significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps
- Elementary and Secondary Education Act (ESEA), as amended in 2015 as the Every Student Succeeds Act (ESSA)
- Schools are identified for Title I funds based on the percentage of students eligible for free or reduced-price meals based on the Community Eligibility Provision (CEP)

Schoolwide Program

Having a School-wide Title I Program means the school can use Title I funds to upgrade the entire educational program and benefit every student in the building.



What Does it Mean to be a Title I School?

Being a Title I school means receiving federal funding (Title I dollars) to <u>supplement</u> the school's existing programs.









School Summary of Data

SPSF SCHOOL PERFORMANCE AND SUPPORT FRAMEWORK
VIRGINIA DEPARTMENT OF EDUCATION

School Summary Report 2026
Annandale Terrace Elementary
Fairfax County

A school's overall performance scores show how it is supporting students and where it can improve. Learn more below.

School Model	Overall Performance	Performance Category	Accreditation Designation	Federal Identification Status
Elementary	79.69 Points	Meets Expectations	Fully Accredited	No Identification

50.65 out of 65.00 points Mastery + 20.23 out of 25.00 points Growth + 8.81 out of 10.00 points Readiness = 79.69 out of 100 points Overall Performance

Mastery

Mastery is primarily based on state reading, math, and science assessments. Schools receive additional weight for students reaching Advanced, and partial credit for students approaching grade level standards. Schools also receive points for English Learner (EL) student growth.

17.55 out of 22.50 points Reading Performance + 18.35 out of 22.50 points Math Performance + 8.92 out of 10.00 points Science Performance + 5.82 out of 10.00 points EL Progress = 50.65 out of 65.00 points Mastery

Subject	Pass/Advanced (1.25 points) % of Students	Pass/Proficient (1.00 points) % of Students	Fail/Basic or Fail/ Does not Meet (0.75 points) % of Students	Fail/Below Basic (0.25 points) % of Students	Mastery Index		Indicator Weight		Indicator Score
Reading	2.14%	47.85%	30.00%	20.00%	78.03	×	22.50%	=	17.55 points
Math	2.12%	53.19%	29.07%	15.60%	81.56	×	22.50%	=	18.35 points
Science	2.27%	52.27%	45.45%	0.00%	89.20	×	10.00%	=	8.92 points

Notes: Percentages in the table above show the share of eligible test takers scoring at each performance level. Those percentages are weighted, and then multiplied by the Indicator Weight. Because Advanced students are credited 1.25 points, the Mastery Index may exceed 100.

English Learner (EL) Progress	% of Students
Made Progress	58.20%
Did Not Make Progress	41.80%

→ × Indicator Weight 10.00% = Indicator Score 5.82 points

Notes: EL progress is the fourth indicator of Mastery. EL students with significant cognitive disabilities may contribute different weights; thus the percentage of EL students making progress in the table (left) may differ slightly from the Indicator Score.

Mastery Indexes by Student Groups

Student Group	Reading	Math	Science
All Students	78.03	81.56	89.20
Asian	85.52	90.13	<
Black	85.22	85.55	91.66
Hispanic	73.11	77.34	86.17
White	82.75	88.79	<
Multiple Races	<	<	<
Economically Disadvantaged	76.27	80.05	86.79
English Learners	72.41	78.22	87.26
Students with Disabilities	73.18	73.55	89.70

Notes:
1) Schools that are federally identified as Targeted Support or Additional Targeted Support and Improvement (TSI or ATSI) have their performance category lowered by one level (shown with an asterisk, *).
2) When a school is missing an SPSF indicator, the weight (e.g., 10 points) that would have gone to that indicator is instead shared across the remaining components. In these cases, an individual component may contribute more than its typical weight toward a school's overall performance.
3) < means fewer than 15 students in a group, which is too few to report.
4) Scores are truncated to the nearest hundredth. If a school's overall performance is within .5 points of a category threshold, they will receive the higher performance designation.

School Summary of Data

Growth

Growth measures how well schools help students improve over a year. Virginia uses a Value Table methodology. Math growth and reading growth are equally weighted as part of this indicator.

10.59 out of 12.50 points **Reading Growth** + 9.64 out of 12.50 points **Math Growth** = 20.23 out of 25.00 points **Growth**

Subject	Exceeded Growth (1.25 points) % of Students	Met Growth (1.00 points) % of Students	Demonstrated Some Growth (0.75 points) % of Students	Below Expected Growth (0.50 points) % of Students	Did Not Meet Expected Growth (0 points) % of Students	Growth Index		Indicator Weight		Indicator Score
Reading Growth	26.34%	36.52%	5.98%	21.55%	9.58%	84.73	×	12.50%	=	10.59 points
Math Growth	14.45%	45.08%	5.20%	20.23%	15.02%	77.16	×	12.50%	=	9.64 points

Notes: Percentages above show the share of test takers at each growth level. Students who Exceeded Growth receive 1.25 points, while students Below Expected Growth or Did Not Meet Growth receive partial or no credit. Because of these weights, the Growth Index may exceed 100.

Growth Indexes by Student Groups

Student Group	Reading	Math
All Students	84.73	77.16
Asian	88.75	87.50
Black	83.33	66.07
Hispanic	83.87	79.42
White	97.22	77.77
Multiple Races	<	<
Economically Disadvantaged	82.10	76.41
English Learners	84.31	76.49
Students with Disabilities	93.75	83.75

Readiness

Readiness in elementary school is based on a school's chronic absenteeism rate. Studies show that students who miss 10 percent or more of the school year in elementary school are more likely to fall behind or not graduate. Readiness is 10 percent of a school's overall score.

8.81 out of 10.00 points **Chronic Absenteeism** = 8.81 out of 10.00 points **Readiness**

Chronic Absenteeism	% of Students
Missed Over 10% of School Days	11.89%
Missed Below 10% of School Days	88.10%

Indicator Weight		Indicator Score
10.00%	=	8.81 points

Chronic Absenteeism Rates by Student Groups

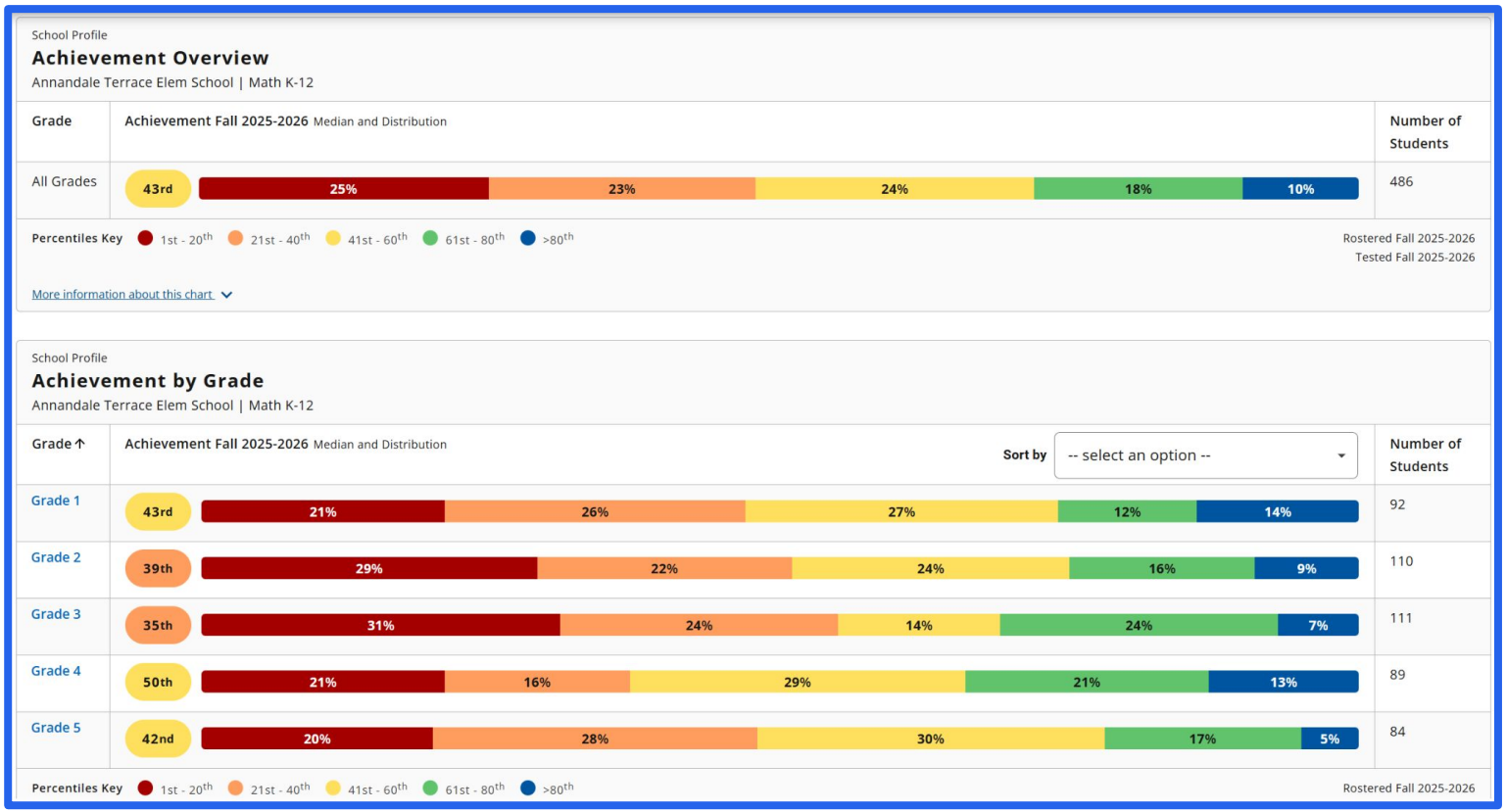
Student Group	Chronic Absenteeism
All Students	11.89%
Asian	16.25%
Black	7.14%
Hispanic	12.35%
White	8.19%
Multiple Races	<
Economically Disadvantaged	13.65%
English Learners	11.20%
Students with Disabilities	13.86%

For more data, visit **School Quality Profiles** at schoolquality.virginia.gov. To learn more about the SPSF, visit the **SPSF webpage** at doe.virginia.gov/spsf.

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BOY School Data 2026-2027

Quantitative Data - MAP Fall 2025



School Profile

Achievement Overview

Annandale Terrace Elem School | Math K-12

Grade	Achievement Fall 2025-2026 Median and Distribution	Number of Students
All Grades	43rd — 25% | 23% | 24% | 18% | 10%	486

Percentiles Key: 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Rostered Fall 2025-2026
Tested Fall 2025-2026

More information about this chart

School Profile

Achievement by Grade

Annandale Terrace Elem School | Math K-12

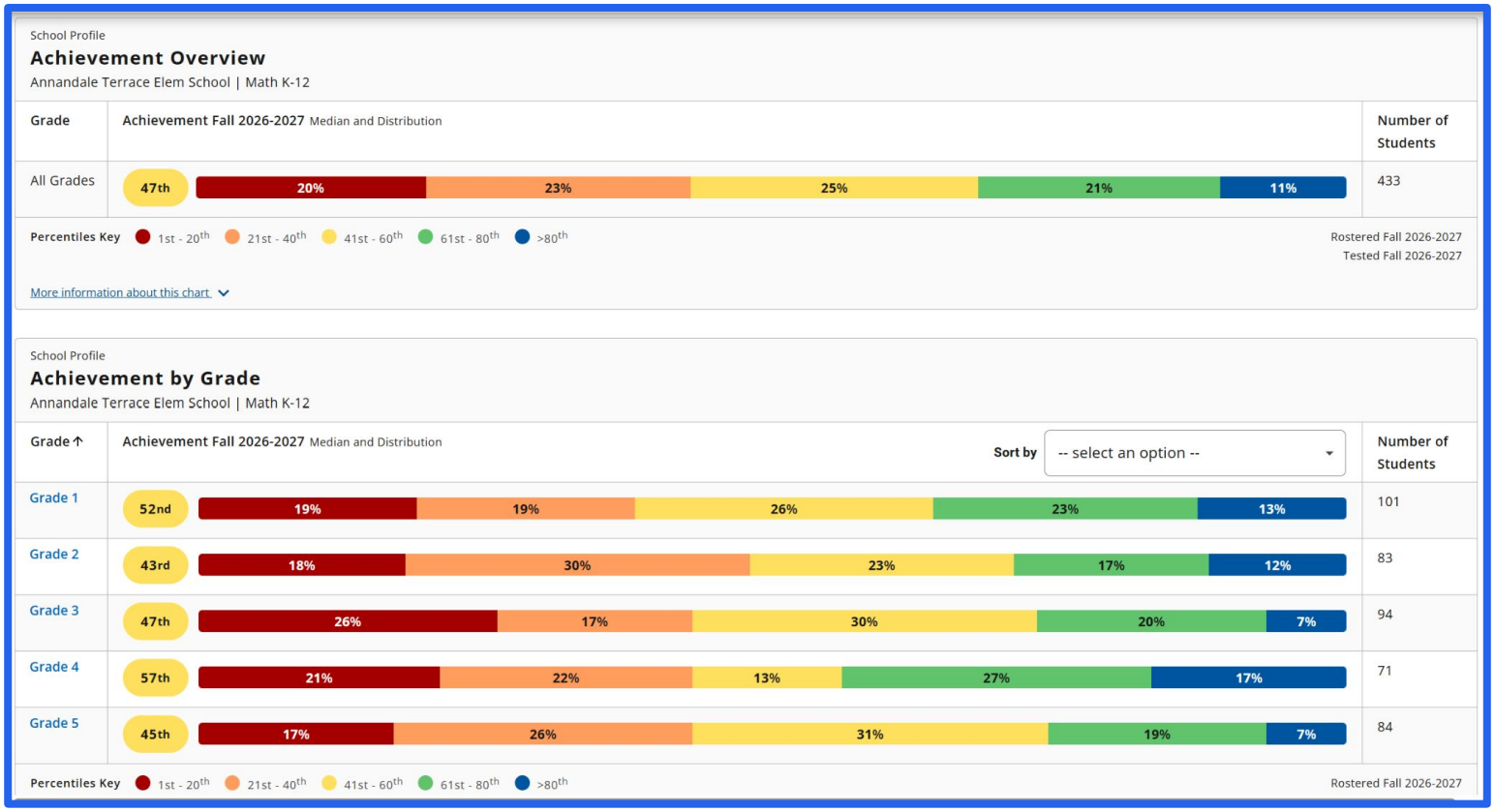
Sort by: -- select an option --

Grade ↑	Achievement Fall 2025-2026 Median and Distribution	Number of Students
Grade 1	43rd — 21% | 26% | 27% | 12% | 14%	92
Grade 2	39th — 29% | 22% | 24% | 16% | 9%	110
Grade 3	35th — 31% | 24% | 14% | 24% | 7%	111
Grade 4	50th — 21% | 16% | 29% | 21% | 13%	89
Grade 5	42nd — 20% | 28% | 30% | 17% | 5%	84

Percentiles Key: 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Rostered Fall 2025-2026

Quantitative Data – MAP Fall 2026



School Profile

Achievement Overview

Annandale Terrace Elem School | Math K-12

Grade	Achievement Fall 2026-2027 Median and Distribution	Number of Students
All Grades	47th — 20% | 23% | 25% | 21% | 11%	433

Percentiles Key: 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Rostered Fall 2026-2027
Tested Fall 2026-2027

More information about this chart

School Profile

Achievement by Grade

Annandale Terrace Elem School | Math K-12

Sort by: -- select an option --

Grade ↑	Achievement Fall 2026-2027 Median and Distribution	Number of Students
Grade 1	52nd — 19% | 19% | 26% | 23% | 13%	101
Grade 2	43rd — 18% | 30% | 23% | 17% | 12%	83
Grade 3	47th — 26% | 17% | 30% | 20% | 7%	94
Grade 4	57th — 21% | 22% | 13% | 27% | 17%	71
Grade 5	45th — 17% | 26% | 31% | 19% | 7%	84

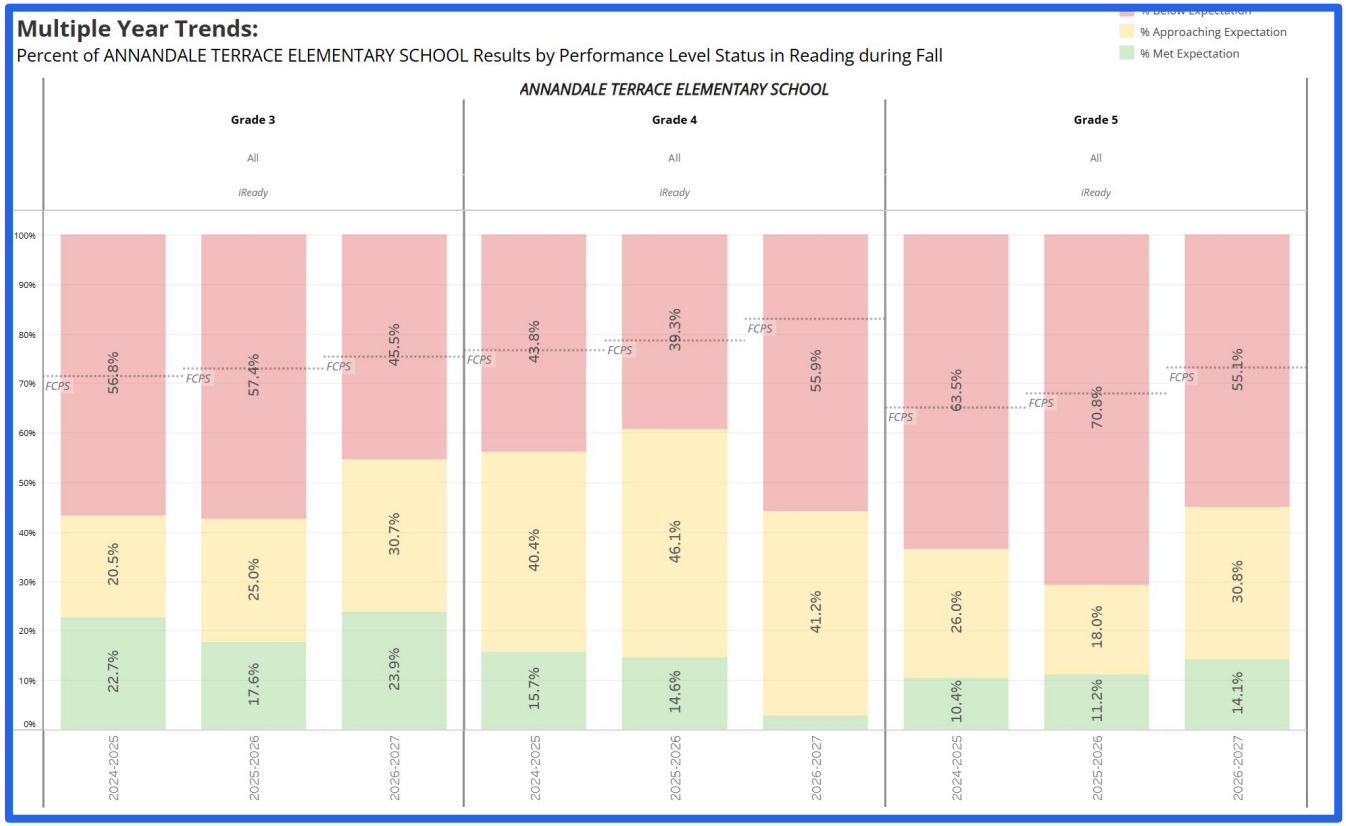
Percentiles Key: 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Rostered Fall 2026-2027

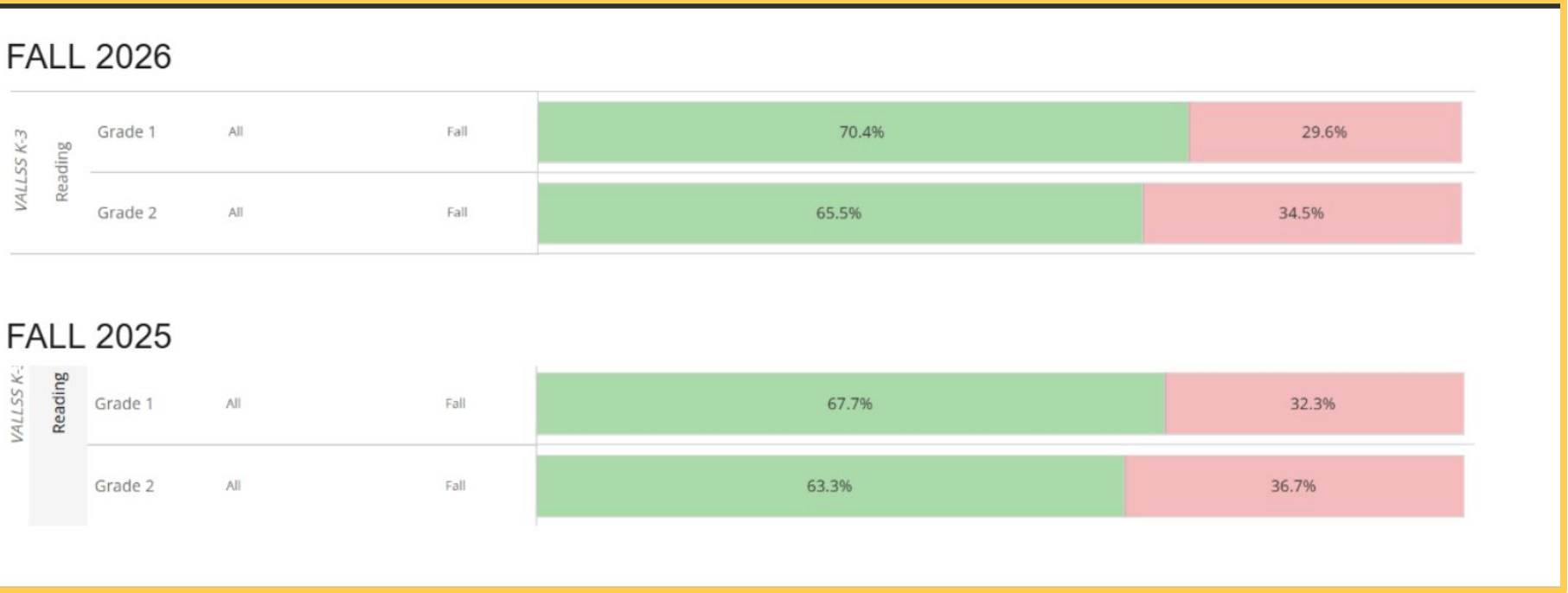
Quantitative Data - Math Unit 1

	2025	2026	+ Difference
Grade 1	73% Avg Score	75% Avg Score	+2
Grade 2	72% Avg Score	**83% Avg Score**	**+11!**
Grade 3	49% Avg Score	**59% Avg Score**	**+10!**
Grade 3 AAP	75% Avg Score	62% Avg Score	
Grade 4	62% Avg Score	65% Avg Score	+3
Grade 4 AAP	73% Avg Score	72% Avg Score	
Grade 5	44% Avg Score	**61% Avg Score**	**+17!**
Grade 5 AAP	53% Avg Score	**76% Avg Score**	**+23!**

Quantitative Data - iReady



VALLSS


FALL 2026
VALLSS K-3
Reading
Grade 1
All
Fall
70.4%
29.6%
Grade 2
All
Fall
65.5%
34.5%
FALL 2025
Reading
Grade 1
All
Fall
67.7%
32.3%
Grade 2
All
Fall
63.3%
36.7%

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School Improvement and Innovation Plan

Our School SIIP Goals

READING BY 3RD GRADE

Outcomes

● By June 2027, the percent of students passing the G3 Reading SOL will improve from 42% to 55.3% for All students.

Strategies

● Provide evidence-based rigorous core instruction using approved grade-level curricula with all students, scaffolded as appropriate, refined through classroom walkthroughs and responsive to formative and summative assessment results.
● Leverage systems and structures of accountability (MTSS, CLTs, PD, etc.) to monitor effective implementation of the Language Arts Program.
● Collaborate with families and students to accelerate reading achievement through communicating progress, promoting engagement, and facilitating family/school partnerships.

Our School SIIP Goals

ELEMENTARY SCHOOL MATH

Outcomes

- By June 2027, the percent of students passing 3-6 Math SOLs will improve from 55.% to 58.3% for All students.

Strategies

- Increase teachers' implementation of balanced assessment strategies as related to Shift 8: from looking for correct answers towards revealing student thinking.
- Improve the integrity of implementation of core curriculum, and/or intervention programs by using FCPS-adopted resources with fidelity to align with the Framework for Engaging & Student-Centered Mathematics Instruction.
- Increase teacher implementation of explicit instruction and other components of effective mathematics intervention.

Our School SIIP Goals

ENGLISH LANGUAGE PROGRESS

Outcomes

● By June 2027, the percent of Multilingual learners making WIDA progress will improve from 56.4% to 59.6% for Multilingual learners.

Strategies

● Monitor to ensure all multilingual learners are receiving explicit ELD instruction using the appropriate resources as outlined in ELD guidance documents: elementary, middle and high school.

● Build teacher expertise in language development and high-impact instructional practices for MLs (e.g., language objectives, scaffolds, GLAD, SIOP, structured talk).

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EXCELLENCE EQUITY & OPPORTUNITY
2023-30 STRATEGIC PLAN

Our School SIIP Goals

CHRONIC ABSENTEEISM

Outcomes

- By June 2027, the percent of students who are chronically absent (without IPFIT) will improve from 13.2% to 9.8% for All students.

Strategies

- MTSS Schoolwide and Site Intervention teams utilize the MTSS attendance guidance to analyze attendance, behavior, and wellness data (to include emotional and physical health) twice a month to evaluate implementation of Tier 1 SEL/wellness initiatives and identify students in need of Tier 2 and Tier 3 interventions. Integrate consistent analysis of data disaggregated by student groups (race/ethnicity, SWD, ML, FRM).
- Schools support students newly arriving during the school year and during key transition grades with particular attention to student groups with disproportionately high levels of chronic absenteeism.
- Communicate with families to recognize and celebrate student growth or success in academics, behavior, attendance, or other areas using a variety of communication methods such as phone calls, emails, Talking Points, postcards, etc.

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EXCELLENCE EQUITY & OPPORTUNITY
2023-30 STRATEGIC PLAN

Our School SIIP Goals

INCLUSION

Outcomes

● By June 2027, the percent of students with disabilities who have ≧80% LRE inclusion will improve from 63.91% to 67% for Students with Disabilities.

Strategies

● Ensure all IEPs clearly and accurately document the Specially Designed Instruction (SDI), related services, and the exact minutes/frequency required, reinforcing that these documents legally dictate the student's program.
● Establish data-driven continuous improvement cycles and LRE data reviews on a monthly cadence.

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Fairfax County 2025-2026 Year at a Glance

PreSchool **Overview**

Yearly Overview | PreK

Portrait of a Graduate Resources	Blended Learning Resources	Early Childhood Instructional Resources

PreK Yearly Overview and Quarterly Topics

Quarterly Theme	Topic/Unit	Topic/Unit	Topic/Unit
Quarter 1: **Who I am**	**Rules and Routines** **Classroom Community & Safety** Suggested time: 2-3 weeks	**Me & Myself** **Five Senses** Suggested time: 2-3 weeks	**Seasonal Changes** **Fall** Suggested time: 2-3 weeks
Quarter 2: **Who I am in My Family**	**Families** **Members, Homes, Foods, Celebrations** Suggested time: 3-4 weeks	**Cultures** **Celebrations and Traditions** Suggested time: 3-4 weeks	**Seasonal Changes** **Winter** Suggested time: 3-4 weeks
Quarter 3: **Who I am in My Community**	**Geography & Maps** **My Community and Community Helpers** Suggested time: 3-4 weeks	**Economics** **Jobs, Stores, Restaurants, Money, Needs/Wants** Suggested time: 3-4 weeks	**Seasonal Changes** **Spring** Suggested time: 3 weeks
Quarter 4: **Who I am in My World**	**Life Cycles** **Insects, Mammals & Plants** Suggested time: 3-4 weeks	**Natural Resources** **Habitats & Taking Care of our World** Suggested time: 3-4 weeks	**Changes** **Seasonal & Self** Suggested time: 3 weeks

Kindergarten Overview

GRADE K QUARTERLY OVERVIEW Quarter 1 (August 24 - October 30); 46 Instructional Days					Last Updated August 18, 2026
Language Arts (Yearly Overview)		Launch Unit (20 days)		Unit 1: Plants & Animals Grow & Change (19 days)	Unit 2: Character Matters (19 days Q1: 8; Q2: 11)
Math (Yearly Overview)		Unit 1: Building Community (3 weeks)	Unit 2: Objects & Their Attributes (3 weeks)	Unit 3: Introduction to Numeracy (Numbers 0 to 10) (3 weeks)	
Kindergarten Sample Shared Block Pacing Calendar	Science (Yearly Overview)	Sprouting Small Scientists Part 1 (14 Lessons) *5 senses, making observations, shadows, comparing size/weight, pumpkins*			
	Social Studies (Yearly Overview)	Being an Ethical & Global Citizen (2 weeks)		Patriotism, Symbols, and Traditions (2 weeks)	
		Holiday & Traditions *Q1: Labor Day, Constitution Day, Rosh Hashanah, Yom Kippur, Columbus Day, Indigenous Peoples' Day, Yourtown Victory Day, Diwali*			
	Health (Landing Page)	Physical Health & Wellness Q1 (6 Lessons)			
Digital Literacy Curriculum		K Digital Literacy Lesson: Finding Balance			
Portrait of a Graduate (POG) (Google Site)		POG Intro Lesson: Strengths & Needs	What Does it Mean to Grow?	DEAR Time Reflection	
Dual Language Immersion (Google Drive)		Quarter 1 DLI Biliteracy Teacher Notes Benchmark Advance & Adelante Biliteracy Implementation Guides			

1st Grade **Overview**

GRADE 1 QUARTERLY OVERVIEW Quarter 1 (August 24 - October 30); 46 Instructional Days					Last Updated August 18, 2026
Language Arts (Yearly Overview)		Foundations and Routines (16 days)	Unit 1: Plants & Animals Grow & Change (20 days)		Unit 2: Many Kinds of Characters (20 days: Q1: 11 days; Q2: 9 days)
Math (Yearly Overview)		Unit 1: Building Community Through Data Cycle (2 wks)	Unit 2: Counting & Number Part 1 (3 weeks)	Unit 3: Addition & Subtraction Part 1 (4 weeks)	
Grade 1 Sample Shared Block Pacing Calendar	Science (Yearly Overview)	Soaring into Science: Q1 (12 Lessons) *Observation, physical characteristics of animals, basic needs of plants & animals, weather, daily/seasonal changes*			
	Social Studies (Yearly Overview)	Being an Ethical & Global Citizen (3 weeks)		Patriotism, Symbols, and Traditions (1-2 weeks)	
		Holiday & Traditions *Q1: Labor Day, Constitution Day, Rosh Hashanah, Yom Kippur, Columbus Day, Indigenous Peoples' Day, Yorktown Victory Day, Diwali*			
	Health (Landing Page)	https://crsearch.fcps.edu/crsear... sical Health & Wellness Q1 (4 Lessons)			
Digital Literacy Curriculum		Grade 1 Digital Literacy Lesson: Is It OK to Share?			
Portrait of a Graduate (POG) (Google Site)		POG Intro Lesson: Strengths & Needs	What Does it Mean to Grow?	DEAR Time Reflection	
Dual Language Immersion (Google Drive)		Quarter 1 Immersion Biliteracy Teacher Notes Benchmark Advance & Adelante Biliteracy Implementation Guides			

2nd Grade **Overview**

GRADE 2 QUARTERLY OVERVIEW Quarter 1 (August 24 - October 30); 46 Instructional Days					Last Updated August 13, 2026
Language Arts (Yearly Overview)		Foundations & Routines (16 days)	Unit 1: Plants & Animals in Their Habitats (20 days)		Unit 2: Characters Facing Challenges (13 days)
Math (Yearly Overview)		Unit 1: Building a Community Through the Data Cycle (3 weeks)	Unit 2: Addition & Subtraction (to 20) Part 1 (5 weeks)		Unit 3 (1 week)
Grade 2 Sample Shared Block Pacing Calendar	Science (Yearly Overview)	Growth, Change, and Survival: Fall (14 Lessons) *Plant & animal responses to the seasons, living/nonliving, habitats, animal life cycles*			
	Social Studies (Yearly Overview)	Being an Ethical & Global Citizen (1-2 weeks)	American Symbols & Historic Landmarks (1-2 weeks)	United States Geography (2 weeks)	
		Holiday and Traditions *Q1: Labor Day, Constitution Day, Rosh Hashanah, Yom Kippur, Columbus Day, Indigenous Peoples' Day, Yorktown Victory Day, Diwali*			
	Health (Landing Page)	Physical Health & Wellness Q1 (4 Lessons)			
Digital Literacy Curriculum		Grade 2 Digital Literacy Lesson: Device-Free Moments			
Portrait of a Graduate (POG) (Google Site)		POG Intro Lesson: Strengths & Needs	What Does it Mean to Grow?	DEAR Time Reflection	
Dual Language Immersion (Google Drive)		Quarter 1 DLI Biliteracy Teacher Notes Benchmark Advance & Adelante Biliteracy Implementation Guides			

3rd Grade **Overview**

GRADE 3 QUARTERLY OVERVIEW Quarter 1 (August 24 - October 30); 46 Instructional Days					Last Updated August 12, 2026
Language Arts (Yearly Overview)		Foundations & Routines (16 days)	Unit 1: Animal Adaptations (20 days)		Unit 2: Ways Characters Shape Stories (13 days)
Math & Advanced Math (Yearly Overview)		Unit 1: Building Community Through the Data Cycle (2 weeks)	Unit 2: Place Value/Addition & Subtraction Part 1 (4 weeks)	Unit 3: Multiplication & Division Part 1 (3 weeks)	
Grade 3 Sample Shared Block Pacing Calendar	Science (Yearly Overview)	Ladybugs (15 Lessons) *Ladybugs, ecosystems, habitat, food chains, animal adaptations, plant/animal diversity in ecosystems*			
	Social Studies (Yearly Overview)	Being an Ethical & Global Citizen Part 1 (1-2 weeks)		American Government & Citizenship (2 weeks)	
	Health (Landing Page)	Physical Health & Wellness Q1 (7 Lessons)			
Digital Literacy Curriculum		Grade 3 Digital Literacy Lesson: Privacy Doors			
Portrait of a Graduate (POG) (Google Site)		POG Intro Lesson: Strengths & Needs	What Does it Mean to Grow?	DEAR Time Reflection	
Dual Language Immersion (Google Drive)		Quarter 1 Immersion Biliteracy Teacher Notes Benchmark Advance & Adelante Biliteracy Implementation Guides			

4th Grade **Overview**

GRADE 4 QUARTERLY OVERVIEW Quarter 1 (August 24 - October 30); 46 Instructional Days						Last Updated August 18, 2026
Language Arts (Yearly Overview)		Foundations and Routines (16 days)		Unit 1: Observing Nature (20 days)		Unit 2: Characters' Actions & Reactions (13 days)
Math & Math Advanced (Yearly Overview)		Unit 1: Building Community Through the Data Cycle (2 weeks)		Unit 2: Addition & Subtraction (5 weeks)		Unit 3: Fractions Part 1 (2 weeks)
Grade 4 Sample Shared Block Pacing Calendar	Science (Yearly Overview)	Virginia Ecosystems: Quarter 1 (11 Lessons) *Ecosystems, watershed, plant & animal adaptations, habitats, food webs, mineral resources*				
	Social Studies (Yearly Overview)	Being an Ethical & Global Citizen (1 week)	Using Information Sources (1 week)	Virginia's Geography (2 weeks)	Indigenous Peoples of Virginia (2 weeks)	
	Health (Landing Page)	Physical Health & Wellness Q1 (4 Lessons)				
Digital Literacy Curriculum		Grade 4 Digital Literacy Lesson: Group Chat Dynamics				
Portrait of a Graduate (POG) (Google Site)		POG Intro Lesson: Strengths & Needs		What Does it Mean to Grow?	DEAR Time Reflection	
Dual Language Immersion (Google Drive)		Quarter 1 Immersion Biliteracy Teacher Notes Benchmark Advance & Adelante Biliteracy Implementation Guides				

5th Grade **Overview**

GRADE 5 QUARTERLY OVERVIEW Quarter 1 (August 24 - October 30); 46 Instructional Days									Last Updated: Agust 27, 2026
Language Arts (Yearly Overview)		Foundations & Routines (16 days)		Unit 1: Cultivating Natural Resources (20 days)			Unit 2: Characters' Relationships (13 days)		
Math (Yearly Overview)		Unit 1: Building Community Through the Data Cycle (3 weeks)			Unit 2: Algebraic Reasoning & Characteristics of Numbers (4 weeks)			Unit 3: Computation with Whole Numbers (2 weeks)	
Advanced Math (Yearly Overview)		Unit 1: Building Community Through the Data Cycle (2 weeks)		Unit 2: Integers & Inequalities (2 weeks)		Unit 3: Ratios & Rational Numbers (3 weeks)			Unit 4: Coordinate Plane and Congruence (2 weeks)
Grade 5 Sample Shared Block Pacing Calendar	Science (Yearly Overview)	Force, Motion & Energy (11 Lessons) *Motion, forces, energy forms, energy transformations*							
	Social Studies (Yearly Overview)	Being an Ethical & Global Citizen (1 week)		Exploring Culture through Global Awareness (1 week)	*Choose two cultures to teach in Q1:*	Fertile Crescent (2-3 weeks)	China (2-3 weeks)	India (2-3 weeks)	Mesoamerica (2-3 weeks)
	Health (Landing Page)	Physical Health & Wellness Q1 (4 Lessons)							
Digital Literacy Curriculum		Grade 5 Digital Literacy Lesson: Understanding Design Tricks							
Portrait of a Graduate (POG) (Google Site)		POG Intro Lesson: Strengths & Needs			What Does it Mean to Grow?			DEAR Time Reflection	
Dual Language Immersion (Google Drive)		Quarter 1 Immersion Biliteracy Teacher Notes Benchmark Advance & Adelante Biliteracy Implementation Guides							

Title I Funds Supporting Student Learning at ALL Title I Schools

- Enhanced Core Reading Instruction (ECRI)
- Project GLAD®
- Summit K-12 Connect to Literacy
- High Impact Tutors
- AVID
- After-School Programs (Math Olympiad, Science Olympiad)

Title I Funds Supporting Student Learning at Annandale Terrace Elementary School

- Staffing
- Family engagement events
- Instructional Materials

Question and Answer

Assessments Across the Year

map Measures of Academic Progress

VKRP Virginia Kindergarten Readiness Program

WIDA

i-Ready

VALLSS

Common Assessments

SOL

Your Voice Matters



We want to hear from you!

FCPS Title I Parent Advisory Committee (TPAC)



TPAC is solely an FCPS initiative to:

- Increase family engagement in Title I planning and implementation
- Strengthen school-home partnerships
- Develop leadership and advocacy skills
- Respond to the charge from the school board in an annual report

Family Engagement at Annandale Terrace Elementary School

- Parent Coffees
- APTT
- HIPPY and Wee Play
- End of Unit Benchmark Celebrations
- Academic Evening Events - Math Night, Science Night, Literacy Night
- Family Engagement Committee (Multicultural Night, Monthly Family Lunches, Parent Ambassadors, Restaurant Nights, etc…)



Parental Notifications

- Teacher/paraprofessional (IA) Qualifications
- Student Achievement
- Assessment Participation
- ML Participation
- Access to School Quality Profile
- Access to District Family Engagement Policy
- Access to School's Family-School Policy



Parents Right-to-Know

Title I schools are required to notify parents that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification requirements at the grade level and subject area in which the teacher has been assigned, Section 1112 (e) (1) (B)

Title I Family-School Compact

A Shared Commitment

School staff, families, and students each have an important role in helping students succeed. Our shared commitment is to maintain open communication, support learning at school and at home, and create meaningful opportunities for families to be active partners.

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Let's Keep In Touch

Ways for families to stay connected, informed, and involved this school year

Main Office & Direct Contact

Phone: 703-658-5600

Office Hours: Monday – Friday, 8:15 AM – 4:00 PM

Address: 7604 Herald Street, Annandale, VA

Parent Portals & Apps

SIS ParentVUE: Monitor attendance, course history, and grade reports.

Schoology: Access classroom assignments, calendars, and teacher updates.

Direct Messaging: Reach out to classroom teachers directly through portals.

News & Updates

Weekly Community Newsletter: Sent via email every Friday afternoon.

School Website: Check for event calendars, announcements, and forms.

eNotify Alerts: Important news delivered via text, phone, or email.

In-Person & Meetings

Parent-Teacher Conferences: Scheduled during fall term.

School Visits: Please sign in at the main office with a valid photo ID.

Volunteers: Please make sure you are cleared by FCPS

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Question and Answer



Partnering with You

We look forward to an amazing school year together!

Stronger Together

Our collaboration between families, teachers, and school staff is key to student success.

We are dedicated to maintaining open communication, providing continuous support, and creating an inspiring environment for every child.

Annandale Terrace Elementary School

Home of the Cougars



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Stay Informed

Read, review, and support your school's vital resources:

Parent & Family Engagement Policy and Compact

Review and support policies designed to strengthen family-school partnerships.

School Innovation and Improvement Plan (SIIP)

Stay up-to-date with strategic goals and continuous improvement initiatives.

News You Choose

Sign up for your school's customized newsletter to receive timely updates.



Attendance Reminder

Attendance in English

Attendance in Spanish

Annandale Terrace Elementary School

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For more information about Title I in Fairfax County Public Schools:

Title I Website