

**Fairfax County Public Schools**

**School Improvement Plan  
2009 – 2010**

**Beech Tree Elementary**  
*Accept Everyone; Lift All*

**Cluster III**

**Terry Phillips, Principal**  
**Karim Daugherty, Asst. Principal**  
**Katie Barbour, Administrative Intern**

# FCPS School Improvement Planning Process “Continuous Improvement”



Department of Accountability  
Office of Educational Planning  
Revised January 28, 2008

## Team Leaders

Name	Position	Name	Position
Terry Phillips	Principal	Karim Daugherty	Assistant Principal
Katie Barbour	Administrative Intern	Andy Cholewinski	Kindergarten
Alanna Shevak	Parent	Katherine Katzin	ESOL
Shannon King	Instructional Coach	Char Mancuso	1/2 Multi-age
Kay Perret	School Based Technology Specialist	Donald Reinecker	Title I Math Teacher
Kristen Robinson	Reading Teacher	Erin Zink	Third Grade
Rob Walnock	Title I Math Teacher	Erika Aspuria	First Grade
Jennifer McIntyre	Second Grade Teacher	Lindsey Atkinson	Fourth Grade Teacher
Colleen Vaughan	Fifth Grade Teacher	Kelly Dorrity	Advanced Academic Programs
Joan Olinger	Special Education Teacher	Jill Mayer	Counselor
Lori Simon	Music Teacher	Janet Huggins	Title I Resource Teacher
Meriem Bacha	Arabic Language Teacher	Blanche Price	Instructional Assistant
Mercedes Bustillo	Administrative Assistant		

# VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

## FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

**LOOKING TO THE FUTURE**—FCPS prepares all students for the world of the future, by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy, and motivated to pursue learning throughout their lifetimes.

**COMMITMENT TO OPPORTUNITY**—FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students and employees to grow educationally, personally, and professionally.

**COMMUNITY SUPPORT**—Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

**ACHIEVEMENT**—Fairfax County students achieve at high levels across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, literacy, technology, and preparation for the world of work. FCPS provide a breadth and depth of opportunities to allow all students to stretch their capabilities.

**ACCOUNTABILITY**—FCPS is accountable for the academic achievement of all students. FCPS measures academic progress to ensure that all students, regardless of race, poverty, language, or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.

## FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

Fairfax County Public Schools, a world-class school system, inspires, enables, and empowers students to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship.

## FAIRFAX COUNTY PUBLIC SCHOOLS—BELIEFS

### **We Believe in Our Children**

- Each child is important and entitled to the opportunity to realize his or her fullest potential.
- High expectations promote high achievement.

### **We Believe in Our Teachers**

- Effective teachers are essential to student success.
- Learning occurs best when instruction is tailored to individual needs.

### **We Believe in Our Public Education System**

- Adults and children thrive in a vibrant, safe, enriching, and respectful environment.
- A well-rounded education enables students to lead fulfilling and culturally rich lives.
- An educated citizenry is critical to sustaining our economy and our system of self-governance.

### **We Believe in Our Community**

- A dynamic partnership among students, parents, teachers, staff members, and the community is critical to exceptional student achievement.
- Our diversity creates resilient, open, and innovative citizens of the global community.

### **BEECH TREE ELEMENTARY SCHOOL—VISION STATEMENT**

At Beech Tree we build relationships that create a responsive community environment where the students, staff, and families work in partnership to support each other in reaching our goals.

### **BEECH TREE ELEMENTARY SCHOOL—MISSION STATEMENT**

Our mission as a school community is to see and embrace the whole child, respecting each one's gifts and nurturing potential. We do this by working in partnership with families to foster a love of learning, modeling positive behaviors, and creating an atmosphere of safety and trust so that students will be able to solve problems, advocate for their needs, and be inspired to think creatively in the 21<sup>st</sup> Century and beyond.

### **BEECH TREE ELEMENTARY SCHOOL—CORE VALUES/BELIEFS**

Everyone can learn; we just do it differently

- We all have strengths and challenges and learn from our experiences
- We work together as a family
- We celebrate our diversity and use it as a resource
- We all take responsibility for our learning
- We all practice **Beech Tree C.A.R.E.S.**
  - **Cooperation**
  - **Assertion**
  - **Responsibility**
  - **Empathy**
  - **Self-control**

**MOTTO: ACCEPT EVERYONE; LIFT ALL**

## SPECIAL PROGRAMS

### **Autism Program**

Our autism class provides specialized instruction for identified students in grades kindergarten through five. Students are routinely and consistently included in the regular education program when appropriate for student success.

### **Before School Programs**

The recent change in our bell schedule has caused hardships for some of our parents and staff members. To help them out and provide educational opportunities for our students, we will be offering before school programs each day of the week beginning the second week of school. Offerings include arts and crafts, writing, gym games, and academic intervention.

### **Best Practices for Teaching and Learning**

Beech Tree uses the Best Practices that align with the school system's goals.

- |   |   |
|---|---|
| <input type="checkbox"/> Relationships                              | <input type="checkbox"/> Content knowledge              |
| <input type="checkbox"/> Procedures and routines                    | <input type="checkbox"/> Instructional delivery model   |
| <input type="checkbox"/> Arrangement of classroom                   | <input type="checkbox"/> Critical and creative thinking |
| <input type="checkbox"/> Displays                                   | <input type="checkbox"/> Engagement                     |
| <input type="checkbox"/> Tools                                      | <input type="checkbox"/> Expectations for learning      |
| <input type="checkbox"/> Lessons aligned with POS and Pacing Guides | <input type="checkbox"/> Checking for understanding     |
| <input type="checkbox"/> Teacher collaboration                      | <input type="checkbox"/> Feedback                       |

### **Bully Prevention Program**

Beech Tree staff will administer a questionnaire to students; followed by training in interventions and strategies for students, staff, and community.

### **Destination Math**

This is a web-based, program used in classrooms to help reinforce specific primary math skills such as number sense, math facts, and regrouping.

### **EIRI (formerly PALS)**

The Early Intervention Reading Initiative is a program that is put into place to support kindergarten students identified as needing additional instruction in reading.

### **English for Speakers of Other Languages (ESOL)**

ESOL teachers work with students, classroom teachers, and resource teachers to develop students' English proficiency and academic skills. Emphasis is on developing students' oral, reading, and writing skills.

**FECEP/Head Start**

A classroom program for preschool children ages three and four that provides enrichment experiences to identified students who qualify (i.e., income-based) and bring them into the school setting earlier than at age 5 when they become eligible for kindergarten. This *head start* helps prepare them for school, both socially and academically.

**First in Math**

This is the electronic version of Challenge 24 played on-line and available at home. This allows students to practice their computation skills at home, while continuing to build fluency.

**Foreign Language in Elementary Schools (FLES)**

An approach to language learning that allows students to develop basic communicative skills in a language other than English while reinforcing and enriching content in other disciplines. It develops students' language proficiency by providing language instruction that supports the concepts taught in the subject areas at the respective grade level. Generally, programs have 30 minutes of instruction two times per week during content area instruction, which is articulated through middle and high school. The Beech Tree family is studying Arabic.

**Foreign Language Experience (FLEX)**

A before-school program designed to expose students to a new language. The focus of the program is to teach a basic understanding of the language and culture in a relaxed, fun atmosphere. The Beech Tree family is currently studying Spanish in the before-school program.

**Girls on the Run (GOTR)**

A program that builds girls' self-esteem and encourages healthy lifestyle choices through running and physical fitness.

**Local Level IV School-based Center**

Beech Tree has established a school-based center program for students in grades three through five. The center program is designed to provide accelerated and/or enriched instruction for students. Students are identified through the regular advanced academics screening process as well as supplementary testing completed at our school. Our program has become the model for other schools who are establishing school-based Advanced Academics center programs.

**Morning News Broadcast**

Students at Beech Tree produce their own news program each and every morning. They share announcements, content, weather forecasts, lunch menus, and lead the entire school through a brief physical warm-up to ensure students are ready and available for learning.

**Non-Categorical Program**

Our three non-categorical classrooms provide specialized instruction for developmentally delayed students in all grades. Students are taught in a team-teaching situation as much as possible. There are times when the students are pulled out of the regular education setting for more intense and small group instruction.

**Odyssey of the Mind**

A team competition where students learn to use teamwork, creativity, divergent thinking, and persistence to solve long-term problems and work on spontaneous creative tasks.

**Parents as Educational Partners**

A program that helps second language parents understand and make connections with the Fairfax County Public Schools system.

**Partner-Assisted Learning**

A program that allows children to have weekly positive interaction with mentors, such as parents, high school students, and community volunteers.

**Partners in Print Program**

This is a parent-involvement program designed for our primary grade families that unites teachers, parents, and children to foster lifelong reading success. The program consists of three evening sessions throughout the school year and is funded through the Title I grant as well as school-based monies.

**Responsive Classroom (UVA Study)**

The University of Virginia is conducting a study to determine the impact of the use of Responsive Classroom on math achievement. All upper grade teachers have been trained on the Responsive Classroom approach and evaluate its impact on student achievement using a variety of means.

**S.W.A.T. Team**

A select group of fourth and fifth grade students who are trained in the use of various hardware and software and trouble-shooting in order to act as student “experts” in the classroom.

**SCRIPPS Howard Spelling Bee**

A school competition where students individually improve their spelling, increase their vocabulary, and develop their English language skills. This program leads to one student participating in the Regional Competition.

**Summer Jump Start Intervention Program**

We have several teachers on extended contract who work with identified students to give them a “jump start” for the new school year in reading and math. This program is extended through the school year in our before school programs.

**Title I – Step Up Language Arts (SULA) and Reading Recovery**

As a Title I school, our Language Arts teachers work with teachers and students in all grades by coaching and co-teaching as well as with students needing additional academic assistance in reading and/or writing. Reading Recovery provides early intervention through individualized instruction to help first grade students become successful readers and writers.

**Title I – Step Up Math (SUM)**

Because we now have a school-wide program we have two math resource teachers who team collaboratively with teachers in grades PK-5 to provide coaching and co-teaching opportunities for teams and individual teachers.

**Young Scholars**

The program identifies students in grades K through 5, for the purpose of offering enrichment opportunities embedded in classroom instruction. Opportunities for higher level thinking and exploration of information will be a major focus. This program helps us bring out the gifted behaviors in students.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

**STUDENT ACHIEVEMENT GOAL: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and life.**

*Check all that apply to this school improvement plan objective.*

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts.                                      |
| <input checked="" type="checkbox"/> 1.1.1 English language arts  | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| <input type="checkbox"/> 1.1.2 Mathematics   | <input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input type="checkbox"/> 1.1.3 Science   |   |
| <input type="checkbox"/> 1.1.4 Social studies  |   |
| <input type="checkbox"/> 1.2 Communicate in at least two languages   |   |

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Beech Tree Elementary will increase student achievement in reading/language arts by consistently implementing the components of Balanced Literacy: read-aloud opportunities; shared reading; guided reading; buddy reading; independent reading; shared writing; interactive writing; writing workshop; and independent writing.

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**RATIONALE FOR OBJECTIVE:** *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

DRA/WA, DRA2, Standards of Learning scores, eCART common assessments; many of these sources indicate that our students are not meeting the grade level bench marks for reading. Fortunately, the data also indicates that our gap gets smaller as the students get older. While most of our students pass the SOL tests, the students in the Fee Waiver category did not pass this past year.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Given time, students are able to increase their vocabulary and reading comprehension while using reading strategies and increasing fluency. Last year the instructional staff went through a year-long staff development process focused on reading strategies and common instructional language.

Best Practice Research:

Best practice research shows that second language learners benefit from balanced literacy instruction and inclusive practices.

Research also shows that student achievement increases when students feel a connection with adults in the school. This year we are implementing Responsive Classroom across the school.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1.1	The percentage of students meeting the grade level benchmark on the DRA2 at the end of year will be 85%.
1.1.1	The percentage of students with pass proficient and pass advanced levels on the Standards of Learning assessments will increase by 10%.
1.1.1	The percentage of students passing in the Fee Waiver sub-group of reading will reach 85%.
1.1.1	Students will take at least three eCART common assessments to monitor reading progress throughout the year.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Beech Tree Elementary will increase student achievement in reading/language arts by consistently implementing the components of Balanced Literacy: read-aloud opportunities; shared reading; guided reading; buddy reading; independent reading; shared writing; interactive writing; writing workshop; and independent writing.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Teachers will use of the Morning Message to introduce and reinforce summarizing skills and vocabulary.	Shannon King, Kristen Robinson, and Rob Walnock will discuss use through PLC's.	Chart paper or Smart Board for Morning Message	X	X	X	X	Copies of the Morning Messages.
2. The reading teacher will assist classroom teachers in using Reader's Theatre during guided reading.	Kristen Robinson.	Materials from the book nook.	X	X	X	X	Lesson plans and meetings with the reading teacher.
3. Teachers will increase the use of non-fiction in their reading instruction.	Kristen Robinson and Janet Huggins.	Non-fiction materials from the book room and library.	X	X	X	X	Informal surveys on guided reading.

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Beech Tree Elementary will increase student achievement in reading/language arts by consistently implementing the components of Balanced Literacy: read-aloud opportunities; shared reading; guided reading; buddy reading; independent reading; shared writing; interactive writing; writing workshop; and independent writing.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
4. Teachers and instructional assistants will increase the use of websites to supplement their instruction.	Shannon King, Kristen Robinson, and Rob Walnock will monitor through PLC's.	Raz Kids, Starfall, Waterford Early Learning, Imagine Learning, etc.	X	X	X	X	Print outs from web sites.
5. All staff members will utilize Responsive Classroom training to support academics.	Terry Phillips, Principal.	Responsive Classroom books, CD's, and DVD's in the professional library. Send all staff for training.	X	X	X	X	List of trained staff members. Observations of classrooms.
6. Teachers will track take home reading daily with a reading log.	All teachers of reading.	Reading materials and reading logs.	X	X	X	X	Reading logs.
7. The counselor will organize Partner-Assisted Learning mentors who will listen to students read on a regular basis.	Counselor, Jill Mayer will coordinate.		X	X	X	X	Computer log of PALS and volunteers.
8. Teachers will use the activity portion of the morning meeting to focus on vocabulary and fluency at least one day a week.	Shannon King, Kristen Robinson, and Rob Walnock will monitor through PLC's.		X	X	X	X	Lesson plans and graphs provided to fill in.
9. Teachers will incorporate writing throughout all areas of curriculum on a daily basis.	All staff members.	Writing materials in the professional library.	X	X	X	X	Notes from team meetings.
10. Teachers will create and interact with word walls that include visual representations. These walls need to be updated throughout the entire year and referred to in daily lessons.	Teachers.	Paper materials.	X	X	X	X	Classroom walls and / or personal word books.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

STUDENT ACHIEVEMENT GOAL: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and life.

*Check all that apply to this school improvement plan objective.*

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts.                                      |
| <input type="checkbox"/> 1.1.1 English language arts   | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| <input checked="" type="checkbox"/> 1.1.2 Mathematics  | <input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input type="checkbox"/> 1.1.3 Science   |   |
| <input type="checkbox"/> 1.1.4 Social studies  |   |
| <input type="checkbox"/> 1.2 Communicate in at least two languages   |   |

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SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Beech Tree Elementary will increase student achievement in mathematics by continuing to implement strategies and use manipulative materials that will assist students in subgroups to meet pass/proficiency and pass/advanced levels on the Virginia Standards of Learning Assessments, thus making AYP.

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RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

Beech Tree SOL Math scores are decreasing among the subgroups. The number of students failing the Plain English Math version of the SOL test is increasing. eCART data demonstrates an area of concern in grades 3-5 from last year's data, especially in third grade.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Beech Tree students are taught using manipulatives, but not until they need intervention. Manipulatives should be used throughout instruction. We also know that common assessments are not being used throughout the grades. Math writing and vocabulary are being emphasized in some classrooms, but not in all. Teams have not been using common assessments in math.

Best Practice Research:

Dr. Howard Gardner's research shows that when students are able to explore standards-based content through the use of multiple intelligences and diversity in process to apply their knowledge, the students become well-rounded, successful individuals. Dr. Carol Ann Tomlinson's research demonstrates differentiating within the classroom produces higher interest and productivity levels. Research in Professional Learning Communities shows that the more teacher teams collaborate to look at student performance, the

greater the successes. Research shows that the use of manipulatives to support instruction increases student mathematical understanding in grades K-8.

### STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.2	82% of Kindergarten students will obtain a level 3 or higher in the math Assessment Learning Profiles (ALPs) by the end of the 2009-2010 school year.
1.1.2	Student performance on the SOL tests in mathematics in grades 3-5 will be greater than or equal to 83% for each subgroup measured in the spring testing of 2009-10.
1.1.2	In the third quarter of the 2009-2010 school year, the percentage of students passing the e-CART assessment will be greater than 80% for grades 3-5.
1.1.2	All grade levels will create and use at least three eCART common assessments to monitor math progress throughout the year.

### STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN: Math

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Beech Tree Elementary will increase student achievement in mathematics by continuing to implement strategies and use manipulative materials that will assist students in subgroups to meet pass/proficiency and pass/advanced levels on the Virginia Standards of Learning Assessments, thus making AYP.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
<b>1. Provide opportunities for observation, teaching, and coaching of best practice math instruction.</b> <input type="checkbox"/> Math Resource teachers will coach, model and observe lessons for new teachers and for those teachers who request support to meet needs of all learners. (New teachers receive priority.)	Mr. Reinecker Mr. Walnock	Resources from the Math Lab, FCPS pacing guides, attendance at Math Academy Courses, Every Day Calendar Math, Silver Burdett, Investigations, Top Score, Destination Math, and the SOL Review books.	X	X	X	X	PLC meeting agenda items and notes, monthly check-in with administration, and instructional walk-throughs.

<input type="checkbox"/> The GT Resource teacher will model lessons and share resources to provide enrichment to all learners.	Mrs. Byrnes	William and Mary materials, Moviemaker, Claymation, Photostory, Jacob's Ladder, Philosopher's Club and GT resources.	X	X	X	X	PLC meeting notes, Mrs. Byrnes' schedule, LEARN lesson plans and monthly check-in with administration
<input type="checkbox"/> The Math Lab will be utilized as a resource room to meet the needs of all learners in mathematics.	Teachers of math PK-5.	In-school resources.	X	X	X	X	PLC meeting agenda items and notes. Monthly check-in with Mr. Reinecker, Mr. Walnock and administration, Resource check out log and Math Lab schedule.
<input type="checkbox"/> Tom Schersten will conduct a three-day math residency at Beech Tree with the entire instructional staff, including a Math Night with staff, parents, and students.	Donald Reinecker, Rob Walnock, and Terry Phillips.	Funding to pay for his consulting fee and substitutes paid through Title I. Classroom materials.		X			Admin. Walkthroughs and PLC agenda discussions; Tom's team schedule; family math night attendance. Math resource teacher follow up.
<input type="checkbox"/> The PLC and math coaches will create an open "Teacher Observation" System to allow fellow teachers to observe/discuss math lessons being taught by different grade levels, focusing on quality of instruction vs. quantity of content.	Shannon King, Kristen Robinson, and Rob Walnock.	Posting of specific Teacher Math blocks in teacher common areas.	X	X	X	X	PLC meeting agenda items and notes. Use the math walk-through forms to gather data to share for formative purposes only. Look-for's include Math Centers, Kagan Structures and the Frayer Model.
<p><b>2. Implement a school-wide focus on math vocabulary across content levels; display non-linguistic math information in the classrooms and hallways.</b></p> <input type="checkbox"/> The Math resource teachers will observe and monitor the use of manipulatives, math journals, math conferences and "Math Word Sort" cards at all grade levels.	Donald Reinecker and Rob Walnock.	Manipulatives in the Resource Lab. Math Journals.	X	X	X	X	Standing item on PLC agendas and notes. Monitoring by staff of student understanding on activities and assessments. Student math journals and math conference logs.

<input type="checkbox"/> Math resource teachers will continue to support math vocabulary through the use of strategies such as games, charts, posters, test taking strategies, and literature. Teachers will model the color coding of key math words or phrases in word problems.	Mr. Reinecker and Mr. Walnock.	Games, charts, posters, test taking strategies, trade books, and literature. Responsive Classroom resources, bar graph and markers.	X	X	X	X	Standing item on PLC agenda and notes, e-CART scores, informal assessments, and SOL scores. A bar graph tracking progress of morning meeting vocabulary given to each classroom teacher by math specialists.
<input type="checkbox"/> The activity portion of the morning meeting should focus on math vocabulary approximately 60% of the time.	Shannon King, Kristen Robinson, and Rob Walnock will monitor through PLC conversations.		X	X	X	X	PLC agendas and notes will be monitored.
<input type="checkbox"/> All teachers will consistently integrate graphs, maps, charts, and timelines into their social studies curriculum in order to reinforce math skills.	Erika Aspuria	Graphs, Maps, Charts, Trade books and Timelines	X	X	X	X	Through common assessments, student activities and SOL and administrative observations. A check list will be created by Erika Aspuria for teachers to use.
<input type="checkbox"/> Science instruction will support math by teaching/reviewing how to use measurement tools, data, charts, and graphs.	Erika Aspuria	Science kits and trade books.	X	X	X	X	Formal/informal assessments and teacher observations. Lesson plans. A check list created by Erika Aspuria.
3. <b>Differentiate instruction for all students by analyzing results of formative, summative, ongoing, and common assessments.</b> <input type="checkbox"/> Teachers will use Aspire pre-assessments at each grade level. Math resource teachers will work with teams to analyze their data after each common assessment.	K-5 Teachers Mr. Reinecker Mr. Walnock		X	X	X	X	Through e-Card assessments and PLC agenda notes.
<input type="checkbox"/> Teachers will use flexible grouping	Donald Reinecker,						PLC and team notes.

<p>in classrooms and/or across teams to differentiate math lessons. The groups will be formed flexibly and the teachers will change their grouping assignment as well.</p>	<p>Rob Walnock, Terry Phillips, Karim Daugherty, and Katie Barbour</p>		<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	
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## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

**STUDENT ACHIEVEMENT GOAL: All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.**

*Check all that apply to this school improvement plan objective.*

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> 2.1 Demonstrate honesty, responsibility, and leadership.  | <input type="checkbox"/> 2.5 Be inspired to learn throughout life.                  |
| <input checked="" type="checkbox"/> 2.2 Work effectively within a group dynamic.  | <input type="checkbox"/> 2.6 Courageously identify and pursue their personal goals. |
| <input checked="" type="checkbox"/> 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input checked="" type="checkbox"/> 2.7 Develop practical life skills.              |
| <input type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict.   | <input checked="" type="checkbox"/> 2.8 Make healthy and safe life choices.         |

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Beech Tree Elementary will continue building community and guiding students in making positive choices by implementing Responsive Classroom school-wide, using the morning meeting, logical consequences, positive teacher language, academic choice, and interactive modeling.

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**RATIONALE FOR OBJECTIVE:** *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

Best practice research indicates that student achievement increased when students feel connected to the adults in school. In order to be successful we have to not only teach the content, but how to be successful team members and think for themselves.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Beech Tree Elementary has been a part of an efficacy study with the University of Virginia and the Northeast Foundation for Children to determine if the use of the Responsive Classroom approach will increase student achievement in math. Since we have been able to implement RC school-wide we have seen a noticeable difference in student behavior in a number of settings around the school.

Best Practice Research:

Studies listed by the Northeast Foundation for Children site the importance of students feeling a sense of community and belonging. The key note address at this year's Leadership Conference in August talked about this importance in preparing students with 21<sup>st</sup> Century Skills and the importance of relationships.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
2.1 2.3 2.2 2.7 2.8	Beech Tree students in grades 2-5 will participate in a survey at the beginning and ending of the year to determine their feeling of belonging in the Beech Tree Community. The pre- vs. post- results will show a 20% increase.
2.1 2.3 2.2 2.7 2.8	Beech Tree students in grades K-1 will participate in a survey at the end of the school year that will demonstrate their feelings about their classroom community and their teachers.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Beech Tree Elementary will continue building community and guiding students in making positive choices by implementing Responsive Classroom school-wide, using the morning meeting, logical consequences, positive teacher language, academic choice, interactive modeling.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. 100% of classroom teachers will conduct a morning meeting at Back to School Night.	Terry Phillips	Chart paper or smart boards.	X				Observation; office morning meeting survey. <b>100% of those who answered did use a MM for BTSN.</b>
2. A Responsive Classroom corner in the community newsletter.	Terry Phillips	“Working with Parents” resource book.	X	X	X	X	Copies of newsletters.
3. Weekly school-wide morning meeting.	Specialist Team, led by Lori Simon.	Projector; activity items as needed.			X	X	Observation; master calendar schedule; meeting plans.
4. Daily morning message in the lobby for students’ arrival.	Shannon King and Jill Mayer.		X	X	X	X	Observation; archive of messages.

**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** Beech Tree Elementary will continue building community and guiding students in making positive choices by implementing Responsive Classroom school-wide, using the morning meeting, logical consequences, positive teacher language, academic choice, interactive modeling.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
5. Dedicate 10 minutes on each PLC agenda to Responsive Classroom sharing.	Team leaders		X	X	X	X	Agendas and notes.
6. Daily morning message to staff in the office.	Terry Phillips, Karim Daugherty, and Katie Barbour		X	X	X	X	Observation of messages.
7. The principal will introduce Responsive Classroom to parents at a Principal's Coffee	Terry Phillips.	RC materials from professional library.		X			Exit ticket at end of coffee.

## STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

**STUDENT ACHIEVEMENT GOAL: All students will understand and model the important attributes that people must have to contribute to an effective and productive community and the common good of all.**

*Check all that apply to this school improvement plan objective.*

- 3.1 Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.
- 3.2 Be respectful and contributing participants in their school, community, country, and world.
- 3.3 Understand the purpose, role, and means of interaction with the different levels of government.
- 3.4 Exercise good stewardship of the environment.

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Beech Tree Elementary will guide students in becoming active world citizens by connecting classes with classrooms around the world, allowing students to contribute to each other's knowledge of the world and develop global awareness and respect for other cultures.

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**RATIONALE FOR OBJECTIVE:** *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

The results of our Global Awareness Projects last year indicated a need to improve student awareness of the world around them in respect to global changes and development of cultures into our civilization. Students were able to create projects that told about certain areas, but never really made the connection to why the world is the way it is and how we are connected to each other.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Up to this point, fifth graders have been exposed to ancient civilizations, but not their relationships to today. Primary students many times have difficulty telling where they are from in reference to a city within a state; a state within a county; etc. Although timelines are used, students still struggle with the abstract concept of historical time measurements in relationship to other events.

Best Practice Research:

Shultz, Shultz, and Garcia stated in 2007 *If we work together to combine our pedagogical efforts and resources, our work gains "the potential to change the way in which we interact globally and locally."* Source: Adapted from "Educating for Diversity: What We Can Learn from Multicultural Education Research," by G. Ladson-Billings, in *Educational Leadership*, 51(8), 1994.

Multicultural education helps students to understand and appreciate cultural differences and similarities and to recognize the accomplishments of diverse ethnic, racial, and socioeconomic groups.

### STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.2	Each grade level will have at least one classroom demonstrate awareness of other communities in the world and be able to demonstrate their personal involvement through e-mails, photo stories, letter writing, videos, picture sharing, or blackboard, etc.

### STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Beech Tree Elementary will guide students in becoming active world citizens by connecting classes with classrooms around the world, allowing students to contribute to each other’s knowledge of the world and develop global awareness and respect for other cultures.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Assemble a list of websites that connect classrooms around the world.	Karim Daugherty, Erin Zink, Katherine Katzin, and other volunteers.	Internet access and email.		X	X	X	Celebration of learning presentation.
2. At least one teacher per grade level will find other schools in the world to contact to establish a relationship. That connection should have something to do with the grade levels’ curriculum.	Team Leaders.	Internet access and email.			X	X	Team Leader notes and classroom observations. Teachers will keep logs of emails with other schools.
3. Provide technology lessons to students on how to conduct web conferences.	Kay Perret	Internet; mobile labs; video camera;		X	X	X	Admin will meet with Kay Perret to monitor progress.

**RESULTS AND REFLECTION ON THE 2008-2009 SIP**  
**A Focus on Continuous Improvement**

<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
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<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p align="center"><b>Academics</b></p> <p><b>Objective:</b> Beech Tree staff will continue to implement strategies in Mathematics that will assist students in subgroups to meet pass/proficiency and pass/advanced levels on the Virginia Standards of Learning Assessments, thus making AYP.</p>	<p>Performance Indicator: 80% of Kindergarten students will obtain a level 3 or higher in the math Assessment Learning Profiles (ALPs) by the end of the 2008-2009 school year. Quantitative/Qualitative Data: 89% of students did reach this bench mark.</p> <p>Performance Indicator: Student performance on the SOL tests in mathematics in grades 3-5 will be greater than or equal to 79% for each subgroup measured in the spring testing of 2008-2009. Quantitative/Qualitative Data: Sub groups did not reach this benchmark.</p> <p>Performance Indicator: In the third quarter of the 2008-2009 school year, e-CART student performance will be greater than 75% for grades 3-5. Quantitative/Qualitative Data: eCART scores indicate this benchmark was not met.</p>	<p>Supported: The use of Everyday Calendar Counts series. The use of manipulatives on a daily basis. On-going assessments given by teachers. Consultant Tom Schersten worked with all teams, but aided instruction for the kindergarten team. “Doing the math, saying the math, and writing the math,” became their mantra.</p> <p>Inhibited: Knowledge of vocabulary and word problems are very difficult for our students. Lack of “automated” math fact knowledge. Application of math skills based on how questions are worded.</p> <p>Inhibited: Lack of follow up with assessment data. Pacing guides were unfamiliar and unrealistic for teachers to use.</p>	<p>We will implement math journals in all classrooms in the coming year. Math conferences will be incorporated.</p> <p>Possibly having a school-wide day where we take a math problem and de-construct it.</p> <p>Activity portion of morning message can be focused on math topics with vocabulary, etc.</p> <p>Color code different math problems.</p> <p>Use math vocabulary in other parts of the day.</p> <p>More use of the Frayer Model in math instruction across grade levels.</p> <p>Math centers and Kagan structures for instruction.</p> <p>Quality of instruction vs. quantity of content.</p> <p>Vertical articulation opportunities – allow for teams to talk above and below about what is/was/will be taught.</p> <p>Use of Aspire pre-assessments at each grade level.</p> <p>Math resource teachers working with teams to de-construct their data after each assessment.</p>

<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p><b>Essential Life Skills</b></p> <p><b>Objective:</b> The Beech Tree staff is implementing school-wide Responsive Classroom in grades K-4, using logical consequences, redirection and positive teacher language. (Grade 5 will be trained summer 09)</p>	<p>Performance Indicator: Teacher feedback at the end of year survey from those participating in the Responsive Classroom Study will show that students will transfer their understanding of behavioral expectations from classroom setting to non-classroom settings.</p> <p>Data: Feedback was generally positive, with more concerns for the third graders' ability to transfer their understanding of appropriate behavior across instructional settings.</p> <p>Performance Indicator: Office referrals will have progressive discipline documented when students are brought to the office for 2008-2009.</p> <p>Quantitative/Qualitative Data: Referrals were returned to teachers for proper completion and students were returned to class. Once all steps had been followed the student was seen by an administrator and the parents notified. The number of office referrals was lower from the previous year.</p>	<p>Supported: Surveys were sent to all teachers in the study with UVA. Consistency across classrooms. Specialists are now also trained. Administrative support with funding and modeling the practice. Expectations are established and dialogue is open among staff members. Transitions will be a focus across the entire school. Team conversations about RC – what's working/what's not.</p> <p>Inhibited: Specialists were not yet trained, so they may not have been able to support the classroom teacher. It felt like being a new teacher again in some ways.</p> <p>Supported: Teachers' understanding of the purpose behind the documentation. Teachers really thought about the need to send a child to the office. Improved communication between home and school around discipline.</p> <p>Inhibited: Some things are hard to find a meaningful, logical consequence for.</p>	<p>Work with families on RC concept and how it can expand to the home.</p> <p>Implementing a school-wide Morning Meeting.</p> <p>Continue supporting teachers in progressive discipline.</p> <p>Make sure the Beaver Expectations are updated to reflect RC practices.</p>

<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p data-bbox="195 175 474 245"><b>Responsibility to the Community</b></p> <p data-bbox="128 285 537 500"><b>Objective:</b> Through the use of our outdoor gardening area, the Beech Tree community will provide a way for the students to improve and give back to our surrounding community.</p>	<p data-bbox="562 175 957 573">Performance Indicator: Fifty percent of the Beech Tree students will demonstrate awareness of the Beech Tree Gardens and be able to communicate their personal involvement through writing, pictorial representation, multi-media, and/or story telling by the end of the fourth quarter of the 2008-2009 school year.</p> <p data-bbox="562 613 957 818">Quantitative/Qualitative Data: We did not schedule grade levels as we had in the past, therefore very few classes took advantage of the outdoor classroom.</p>	<p data-bbox="978 175 1495 354">Supported: For those classes who were able to follow through, it was helpful that it was tied closely with the curriculum. Working with parent volunteers made it helpful as well.</p> <p data-bbox="978 394 1507 573">Inhibited: There were only two people intimately involved with planning the use of the garden. The previous year we had duties very specifically assigned to grade levels.</p>	<p data-bbox="1537 175 1955 245">Upcoming renovation may necessitate a different objective.</p> <p data-bbox="1537 285 1955 355">Brainstorming different ways of connecting with the community.</p>