

Fairfax County Public Schools

School Improvement Plan 2007 – 2008

Poplar Tree Elementary Cluster 7



Sharon S. Williams, Principal

(Revised 12/13/2007)

FCPS School Improvement Planning Process "Continuous Improvement"



COMMITTEE MEMBERS

Name	Position	Name	Position
Sharon S. Williams	Principal	Crista Ziegler	6 th Grade Teacher
Emily Cope	Assistant Principal, Committee Chair		
Jason Pensler	Assistant Principal, Committee Chair		
Donna Baker	PTA President		
Beth Baldwin	5 th Grade Teacher		
Patricia Bellman	ESOL Teacher		
Sandie Brown	3 rd Grade Teacher		
Kelly Cummins	2 nd Grade Teacher		
Debra Desantis	Special Education Teacher		
Kristen Harrington	ESOL Teacher		
Carol Hoffman	School Counselor		
Erin Hurley	Kindergarten Teacher		
Amanda Moore	MOD/SD Teacher		
Kerry O'Grady	4 th Grade Teacher		
Jennifer Onder	1 st Grade Teacher		
Daniel Penley	4 th Grade Teacher		
Valerie Powers	Autism Teacher		
Scott Thimons	School Based Technology Specialist		
Cindi Uncles	Media Specialist		

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.

SCHOOL—VISION STATEMENT

Poplar Tree dedicates itself to the belief that all our students, including those with special needs, should be prepared for a rapidly changing technological world and should be able to access information, solve problems, think critically, make decisions, and learn to cooperate and work productively with others while becoming life-long learners.

SCHOOL—MISSION STATEMENT

Our mission, as a professional learning community, is to meet the needs of all students by creating a safe environment that fosters student achievement, appreciates and celebrates diversity, and inspires responsible citizens who are R2/CH with character.

“What we believe, is what we achieve... so soar!”

SCHOOL—BELIEFS

Inherent in this school’s mission are the BELIEFS that:

- All children are unique and have something to contribute to the learning community
- Learning occurs when content is meaningful and authentic
- Learning is a life-long adventure
- An active partnership among the school community is an essential building block towards exceptional student achievement

SCHOOL—CORE VALUES

Inherent in this school’s mission are the CORE VALUES that:

- Learning occurs best when teachers know their students (academically, socially, and emotionally) and build on their strengths
- Children learn by accessing background knowledge, exploring meaning, and making connections
- Choice increases motivation to learn
- Students will be provided with support by specialists, volunteers, and members of the school community

SPECIAL PROGRAMS

STUDENT ACHIEVEMENT GOAL—ACADEMICS

- Action Research
- After School Remediation Program
- Applied Behavior Analysis (ABA)
- Autism Program
- Book It ® Reading Incentive Program
- Challenge 24
- Curriculum Focus Month
- English for Speakers of Other Languages (ESOL)
- Family and Early Childhood Education (FECEP)
- Gifted and Talented
- Moderately/Severely Disabled Program (MOD/SD)
- Odyssey of the Mind
- Science Night
- Standards Of Learning (SOL) Choral/Musical Performances
- Story Grammar Maker Speech Program
- Success By 8
- Teachers Assisting Teachers (TAT)
- Teachers As Readers (TAR)
- Technology Outreach Program Support (TOPS)
- Technology Thursday
- Virginia Young Readers Program
- Visiting Authors/Illustrators Literature Connection

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

- Dulles Meadows Neighborhood Outreach Program
- Fairfax County Sully Station Safety Program
- Just Say No Club
- Red Ribbon Week
- Responsive Classroom
- Primary Panthers Club
- R2ICH Club
- Safe and Drug Free Youth Bookmark Contest
- Staff Mentoring Program

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

- Birthday Card Design Contest
- Community Food Drive
- Cultural Arts Program
- Heritage Night
- Holiday Toy Drive
- Junior Achievement
- Lee Technologies Business Partners Tutoring Program
- Planet Aide
- PTA Reflections Contest
- Standards Of Learning (SOL)/Test Taking Strategies After-School Program
- Veteran's Day Assembly
- Virginia-Dominion Power

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 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 | |

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

Increase student achievement in reading at grades 3-6 through improved implementation of a balanced literacy framework.

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

Data Sources:

SOL reading results from 2005 through 2007 have shown that our students' with Limited English Proficiency (LEP) scored significantly below Virginia's Standards of Learning passing rate. Test results from spring 2007 showed acceptable overall performance (87% passing), but a weakness in subgroup performance (LEP 66% passing).

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

An instructional walkthrough done by administrators and resource specialists from the school site revealed some areas of strengths and weaknesses in instruction. Teachers were observed teaching lessons aligned with

FCPS' Program of Studies (POS) and Virginia's Standards of Learning (SOL). The content presented was accurate. Evidence was gathered showing a unified Balanced Literacy model in grades K-3. However, not all components of Balanced Literacy are consistently implemented in grades 4-6. Increased collaboration amongst the school's support personnel (i.e. ESOL, Reading Specialists, Media Specialist, etc...) and classroom teachers would benefit student achievement. Observers noticed the lack of high-interest, low-level content rich materials available for independent and guided reading.

Best Practice Research:

Research in best practices for reading instruction depicts the importance of implementing a balanced literacy framework in each classroom. In order for students to become independent readers, teachers need to incorporate modeled reading, shared reading, guided reading, and independent reading into their daily teaching practices (Guided Reading in Grades 3-6; Guided Reading: Making it Work; Guided Readers and Writers). In addition, research shows schools that are undergoing school-based reform thrive from a culture that nurtures staff collaboration among all teachers (Getting Started: Reculturing Schools to Become Professional Learning Communities). Students also need to have access to a variety of appropriate leveled texts that are suitable for older readers. Furthermore, best practices have identified the importance of explicitly teaching comprehension strategies, as well as, word identification strategies and providing students the opportunities to apply the strategies learned across the curriculum (Strategies That Work).

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.1	By the end of the school year 2007-2008, Poplar Tree will increase the percentage of students with Limited English Proficiency (LEP) in grades 3-6 who score 400 or above on the English: Reading from 66% to 77%
1.1.2	By the end of the school year 2007-2008, Poplar Tree will increase the percentage of students with Limited English Proficiency (LEP) in grades 3-6 who score 400 or above on the Mathematics Standards of Learning assessment from 68% to 75%
1.1.2	By the end of the school year 2007-2008, Poplar Tree will increase the percentage of Hispanic students in grades 3-6 who score 400 or above on the Mathematics Standards of Learning assessment from 64% to 75%
1.1.2	By the end of the school year 2007-2008, Poplar Tree will increase the percentage of students that are economically disadvantaged in grades 3-6 who score 400 or above on the Mathematics Standards of Learning assessment from 43% to 75%

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1.1.2	By the end of the school year 2007-2008, Poplar Tree will increase the percentage of students with disabilities in grades 3-6 who score 400 or above on the Mathematics Standards of Learning assessment from 58% to 75%

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:								
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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.		
1. The master schedule will include two hour uninterrupted instructional blocks at each grade level 1-6	Administrators	No Cost	X	X	X	X	Implementation and use of time will be monitored by administrators. Feedback on implementation of the master schedule and any adjustments needed will be collected by the administrators in team meetings.	
2. Targeted students will be provided additional opportunities for building reading strategies and comprehension	ESOL Teachers, Special Education Teachers, Reading Specialists, Classroom Teachers	No Cost	X	X	X	X	Anecdotal records will be kept by each team on identified struggling students. The administrators will review the anecdotal records.	
3. Strategies for teaching content vocabulary will be implemented at all grade levels to include: initial direct teaching, non-linguistic representations, word walls, journals with glossary.	Reading Specialists, Grade Level Team Leaders	Marzano's <u>Building Background Knowledge</u> (\$1200.00)	X	X	X	X	A monthly featured question from Marzano's <u>Building Background Knowledge</u> will be discussed at each team/staff meeting. Vocabulary activities will be documented in team planning of units and 9-week plans.	

SCHOOL IMPROVEMENT PLAN OBJECTIVE:

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.
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
4. All teachers in grades 3-6 will implement Guided Reading.	Administrators, Reading Specialists, Classroom Teachers, Special Education Teachers, ESOL Teachers	Guest Speaker-Carleen Payne (\$1800.00) <u>Guided Reading in Grades 3-6</u> for Teachers As Readers (\$300.00)	X	X	X	X	Scheduled and drop-in observations of guided reading lessons. Anecdotal records of guided reading lessons.
5. Teachers will use and provide age appropriate/ high interest texts for their students.	Administrators, Reading Specialists, Classroom Teachers, Special Education Teachers, ESOL Teachers	Texts for guided reading and classroom libraries	X	X	X	X	Leveled book boxes of “just right” texts for students. Classroom libraries organized by levels. Monitor books used for guided reading lessons.
6. Teachers will collaborate with specialists who work with their students on a weekly basis.	Administrators, Reading Specialists, Classroom Teachers, Special Education Teachers, ESOL Teachers, Librarian		X	X	X	X	Anecdotal notes from meetings or e-mails that show evidence of teacher communication.
7. Flexible grouping will continue to be implemented to instruct students at their level of need for each mathematics unit.	Administrators, Classroom Teachers, Special Education Teachers, ESOL Teachers,		X	X	X	X	Anecdotal notes and pre/post-assessments will be kept by each team on identified struggling students. Administrators will review the records.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
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.				
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
8. Targeted students will be provided additional opportunities for building mathematic skills during the After-School Remediation Program.	Administrators, Classroom Teachers, After-School Remediation Lead Teacher, ESOL Teachers, Special Education Teachers	Materials provided by FCPS for After-School Remediation Program		X	X	X	Anecdotal notes and pre/post-assessments will be kept by the After-School Remediation Program teachers on identified struggling students. Administrators will review the records.

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 type="checkbox"/> | 2.1 Demonstrate sound moral character and ethical judgment. | <input type="checkbox"/> | 2.5 Be inspired to learn throughout life. |
| <input type="checkbox"/> | 2.2 Be able to contribute effectively with 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 type="checkbox"/> | 2.7 Develop practical life skills. |
| <input type="checkbox"/> | 2.4 Possess the skills to manage and resolve conflict. | <input type="checkbox"/> | 2.8 Make healthy and safe life choices. |
| | | <input type="checkbox"/> | |

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

Develop and implement a proactive model to increase students' resilience, build self-confidence and manage and resolve conflicts peacefully.

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

Data Sources:

This is a new goal for Poplar Tree Elementary School. No data has been gathered at this point to reflect the effectiveness of this objective.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

The Responsive Classroom model has been implemented school wide as a proactive approach to elementary teaching that emphasizes social, emotional, and academic growth in a strong and safe school community.

The Peer mediation program is actively implemented and involvement is higher than last year. In reviewing students' conduct and teachers'/students' anecdotal comments, there is a concern that students are not dealing effectively with conflict resolution. Student's self-confidence and resilience could be improved.

Best Practice Research:

Created by classroom teachers and backed by evidence from independent research, the *Responsive Classroom* approach is based on the premise that children learn best when they have both academic and social-emotional skills (www.responsiveclassroom.org). A conflict resolution environment supports and affirms diversity and seeks to establish an overall tone of mutual respect. Peer Mediation programs are one form of conflict resolution that teaches intervention and problem-solving strategies. (Safe & Drug Free Youth Section, FCPS)

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
2.3	By the end of the school year 2007-2008, 100% of Poplar Tree students will have participated in guidance lessons and/or classroom instruction which enhance resilience and self confidence.
2.4	By the end of the school year 2007-2008, 100% of Poplar Tree students will have participated in responsive classroom meetings and students will have the opportunity to participate in peer mediation.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. As part of the Responsive Classroom model, morning meetings will be conducted daily to promote proactive behaviors and build self confidence skills.	Classroom Teachers, Specialists, Responsive Classroom Coach	Responsive Classroom books (\$300.00)	x	x	x	x	Walkthroughs by administration. Attendance will be monitored. QPAS online survey
2. Monthly scheduled classroom guidance lessons	School Counselors, Classroom Teachers	No cost	x	x	x	x	Attendance will be monitored
3. Apology of action (a strategy students are taught for taking responsibility of their behavior)	Classroom Teachers, Administration, School Counselor	No cost	x	x	x	x	Apology of action forms will be collected and monitored quarterly by classroom teacher.
4. Implement school wide character education program, (R2ICH CARES)	All staff	No cost	x	x	x	x	Introductory lessons on the components of R2ICH (Respect, Responsibility, Integrity, Caring, Honesty)
5. Bullying interventions through SR&R lessons and classroom interventions are implemented school wide.	All staff	No cost	x	x	x	x	Pre and post bullying surveys for all grade levels.
6.							
7.							

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.

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

The faculty and staff of Poplar Tree Elementary School will promote opportunities for students to show respect and to participate and contribute to their school and community.

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

Data Sources:

This is a new goal for Poplar Tree Elementary School. No data has been gathered at this point to reflect the effectiveness of this objective.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Programs to promote respect and contribution of students to their school and community are implemented at the school level. Programmatic strengths include a strong Student Council Association (SCA) and activities that support student involvement. Currently, there is no systematic way to track and promote their effectiveness.

Best Practice Research:

Leadership through service creates the opportunity for students to practice and continue to develop leadership skills. It allows them to define *community* and to assess community needs. Service leadership enables students to understand the concept of stewardship and ownership of their environment. It provides the opportunity to experience citizenship and identify the roles and responsibilities of responsible citizens. Leadership through service also encourages students to become altruistic leaders by providing opportunities for volunteerism. (Virginia Department of Education (VDOE), Leadership for the 21st Century, Student Expectations)

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
3.2	By the end of the school year, 2007-2008, 100 % of the student will have participated in at least one community program recognizing their role in the greater community. (example: Veteran’s Day, Cultural Arts Program, Food Drive, Toys for Tots, Constitution Day, Pledge of Allegiance)

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE:							
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.
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
1. Teachers will provide background knowledge and meaningful activities to prepare students for participation in a Veteran's Day Assembly	Classroom Teachers, Specialists, Librarian, Administration	No Cost		X			Attendance will be monitored
2. Teachers will provide opportunity for students to participate in school wide community projects such as: Planet Aide, holiday toy drive, food drive.	Classroom Teachers, Specialists, Administration	No Cost	x	x	x	x	Staff reports on extent of contributions to various community groups. Community response to the contributions made by our students and families.
3. Teachers will provide background knowledge and materials on the various cultures of the world reflected in specific cultural arts presentations.	Classroom Teachers, Specialists, Administration, PTA Cultural Arts Committee	PTA Cultural Arts	x	x	x	x	Attendance will be monitored.

SCHOOL IMPROVEMENT PLAN OBJECTIVE:								
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.
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.		
4. Within the classroom, teachers will use morning meetings, cooperative learning groups and various group interactions to provide opportunity for students to practice respectful and meaningful contributions to the classroom and school community.	Classroom Teachers, Specialists, Resource Teachers	No cost	x	x	x	x	Citizenship marks will be monitored each quarter to show improvement throughout the year. Discipline reports will be reviewed quarterly.	
5. Teachers will provide opportunities for students to understand their role as a contributing member of our country and world through daily recitation of the Pledge of Allegiance, studies on the Freedom Flag, Constitution Day. Memorial Day and other significant events.	Classroom Teachers, Specialists, Librarian, Resource Teachers	No Cost	x	x	x	x	Classroom assessments and special projects are collected quarterly to reflect students' understanding and participation.	
6.								

RESULTS AND REFLECTION
A Focus on Continuous Improvement

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p style="text-align: center;">Academics</p> <p>Objective:</p>		<p>Supported:</p> <p>Inhibited:</p>	
<p style="text-align: center;">Essential Life Skills</p> <p>Objective:</p>		<p>Supported:</p> <p>Inhibited:</p>	
<p style="text-align: center;">Responsibility to the Community</p> <p>Objective:</p>		<p>Supported:</p> <p>Inhibited:</p>	

Glossary



Applied Behavior Analysis (ABA):

- Believes that behavior is learned and can be shaped through reinforcement, prompting strategies, and corrective feedback
- ABA focuses on behavior
- Uses discreet trial teaching to focus on skills
- Use verbal behavior intervention to focus on communication skills

Benchmark Assessment Resource Tool (BART) is a paper and pencil assessment tool that will help teachers measure student performance against the Virginia Standards of Learning typically not tested until the end of the year.

Brigance is a tool to assess intervention for early childhood's adaptive behavior.

Buddy Classes are classes, which a primary class and upper-grade class gather together monthly to read, write, complete projects, etc...

Cognitive Abilities Test (CogAT) is a group ability test that consists of three batteries: Verbal, Quantitative, and Nonverbal. Each battery is designed to assess a group of general abstract reasoning skills that research suggests are related to learning and problem solving both in and out of school. It measures general intellectual ability in three different domains: Verbal, Quantitative, and Nonverbal. The Verbal and Quantitative Batteries require the student to use verbal and mathematical concepts that are acquired from experiences both in and out of school. The Nonverbal Battery uses geometric shapes and figures that have little direct relationship to formal school instruction.

Developmental Reading Assessment (DRA) is administered to students individually in first and second grade. It is a measure of reading accuracy and comprehension that provides primary teachers with information to guide reading instruction.

Developmental Spelling Assessment (DSA) is an assessment used to determine students' developmental spelling level.

Differentiated Instruction refers to the practice of meeting the instructional needs of all students. Assessment information guides their instruction which is provided in whole group, small group, and one-on-one settings.

Early Childhood Assessment Package (ECAP) is used by kindergarten teachers to gather information about their students in the areas of reading, writing, oral language, and math. It helps them to monitor progress and informs their instruction.

Fast Math is a mathematics program designed for non-native speakers of English who are two or more years behind in math and have limited experiences in formal educational settings.

Grade-Level Inclusion Team Resources Meeting (GLITR) is a forum scheduled monthly providing collaborative planning time for classroom teachers, special education teachers, ESOL teachers and specialists (ART, PE, MUSIC, GT, MEDIA, and TECHNOLOGY).

IEP Goals are goals within an Individualized Education Program (IEP) for students receiving Special Education services.

Interactive Notebook is a tool to help students make sense of the ideas. It is more than a "book of notes"; it is a place for students to record thoughts, opinions, questions, and even artwork related to their studies.

Jacob's Ladder Reading Comprehension Program developed by The College of William and Mary builds and enhances reading skills and comprehension through the use of poetry, fables and myths, and nonfiction selections.

Link, Engage and Educate, Active Learning, Reflect, and Now and Then (LEARN) is Fairfax County Public Schools lesson plan format.

Literacy Development Report (LDR) is included in the report cards of students in grades 1-2, and provides parents with information about the development of their children as readers and writers.

Junior Achievement is a community-based program, which student volunteers tutor Poplar Tree students in economics.

Map Maker Toolkit Software is software that helps students create maps.

Naglieri Nonverbal Ability Test (NNAT) is a group ability test that does not require English language skills and knowledge that is taught in school. This test allows students to demonstrate their ability to think and reason by figuring out problems that are presented through a complex series of geometric shapes and designs. The Naglieri Nonverbal Ability Test allows students to demonstrate advanced levels of reasoning without word knowledge, or mathematics and reading skills. The content of the Naglieri Nonverbal Ability Test is completely nonverbal, the instructions are brief, and the questions may be solved using only the information that is presented in each diagram.

Panther Priorities is a newsletter published by the Poplar Tree Reading Team designed to give teachers new insights on best practices in literacy education.

Parents as Learners (PALS) is a parent education program offered by classroom teachers. Throughout the year, teachers offer workshops on literacy related topics so that parents may best support their children at home.

Poplar Tree Panther Cinema is bi-monthly video inservice training over Poplar Tree's closed-circuit television network (e.g. Happy Reading by Debbie Miller).

Qualitative Reading Inventory (QRI) is an informal reading inventory that is administered one-on-one. Like the DRA, it provides the classroom teacher with information about a student's reading accuracy and comprehension.

Responsive Classroom is an approach that teaches social, as well as academic, skills that facilitate positive community membership.

SITE Students are expected to use computer-based technologies. During scientific investigations children gather information and telecommunicate that information to other schools through the *Science in Telecommunications Experiences* (SITE) program using the Fairfax County supported bulletin board.

Spotlight on Learning is an informational learning session facilitated by teachers at our monthly PTA meeting. Topics comprise of reading, Gifted and Talented Program, word study, School Improvement Plan, etc...

Teachers As Readers (TAR) are a group of teachers who are reading and discussing selected professional and children books.

Technology Outreach Program Support (TOPS) – Integrated Technology Services launched the TOPS program with the following purposes in mind:

- To increase accessible training resources to special education staffs within the school setting
- To share and exchange areas of expertise with the ITS staff and TOPS colleagues

Technology Thursday - Each month the Technology Committee selects a curriculum topic for the Technology Thursday workshops. The bi-weekly morning workshops are provided to staff reflecting current best instructional practices integrating technology with the curriculum.

United Streaming Video is subscription website purchased by Fairfax County Public Schools containing a catalog of 2000+ videos downloadable for use in numerous instructional formats.

Virginia Alternate Assessment Program (VAAP) is a test for students with disabilities who, based on their Individualized Education Program, do not participate in *Standards of Learning* (SOL) assessments. A detailed Collection of Evidence (COE) is submitted for students who participate in the VAAP.

Weather Bug is subscription website purchased by Fairfax County Public Schools allowing all teachers access to weather related resources enhancing classroom science instruction.

Windows on Science are science topics on laser disks used by classroom teachers to enhance the science curriculum.

Word Study is a process to teach children about word patterns and conventional spelling.