

Fairfax County Public Schools

School Improvement Plan 2010 – 2011

Poplar Tree Elementary Cluster 7



Sharon S. Williams, Principal

FCPS School Improvement Planning Process “Continuous Improvement”



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

**School Improvement Plan
COMMITTEE MEMBERS
2010-2011**



Name	Position
Sharon S. Williams	Principal
Hallie Dillon	Assistant Principal, Committee Chair
Scott Thimons	School Based Technology Specialist
Carol Hoffman	School Counselor
Julie Majkowski	Reading Specialist
Jennifer Brown	Social Studies Lead Teacher/Cluster VII Lead
Michael McAdoo	Social Studies Lead Teacher
Heather Galladora	Math Lead Teacher (Primary)
Crista Ziegler	Math Lead Teacher (Upper)
Lisa Melchiori	Science Lead Teacher (Primary)
Jennifer Bennett	Science Lead Teacher (Upper)
Katherine Smith	Special Education
Scott Thimons	School Based Technology Specialist
Patricia Bellman	English for Speakers of Other Languages
Ashley Pak	English for Speakers of Other Languages
Arian Hadley	PTA President/Parent Representative

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

SCHOOL—VISION STATEMENT

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

SCHOOL—MISSION STATEMENT

As a professional learning community, we will 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 R2ICH 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 have the right to learn in a safe and caring environment, achieve to their fullest potential, and be treated with dignity and respect
- Successful learning occurs when every child has the motivation, willingness and support to succeed; and is given high quality and challenging instruction
- All children are unique and have the ability to learn and contribute to our learning community
- Learning is a continuous journey filled with adventure, discovery, and exploration
- An active partnership among our school community is an essential building block towards exceptional student achievement

SCHOOL—CORE VALUES

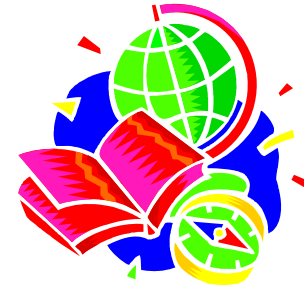
Inherent in this school’s mission are the CORE VALUES that:

- Learning occurs best when teachers know their students (academically, socially, and emotionally) and lead by setting an example of excellence
- Children learn by accessing background knowledge, exploring meaning, and making connections
- Academic 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

- Book Fairs (fall and spring)
- Challenge 24
- Chess Club (After-school)
- Compacted Math (Grade 6)
- Cultural Arts Program
- Everyday Math Counts
- Foreign Language Experience in Elementary School (FLEX)
- Global Awareness and Technology Program
- Handwriting Without Tears Writing Program
- Junior Great Books
- Mad Scientist Club
- Math League Contest
- PTA Reflections Contest
- Response To Intervention (RTI)
- Science Expo Night
- Scripps Spelling Bee
- SOL Bootcamp
- Standards Of Learning (SOL) Choral/Musical Performances
- Student Support Team (SST)
- Teachers As Readers Blog (TAR)
- Virginia Readers' Choice
- Visiting Authors/Illustrators Literature Connection
- WIN (What I Need School-wide Intervention Block)



STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

- Fairfax County Sully Station Safety Program
- Girls on the Run (After-school Activity)
- Girl Power (After-school Activity)
- Just Say No Club (After-school Activity)
- Meadows of Chantilly Neighborhood Outreach Program
- Peer Buddies
- Peer Mediation
- Red Ribbon Week
- Responsive Classroom
- Safe and Drug Free Youth Bookmark Contest
- Staff Mentoring Program



STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

- CARES in Action (Cooperation Assertion Responsibility Empathy Self-Control)
- Community Food Drive
- Eggspectations (Business Partner)
- Heritage Night
- Holiday Toy Drive/Giving Tree
- Lee Technologies (Business Partner)
- Spring Cleanup Day
- Veteran's Day Assembly



FAIRFAX COUNTY PUBLIC SCHOOLS

School Demographics by Cluster and School

CLUSTER 7

POPLAR TREE ELEMENTARY

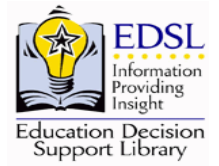
Category	June 2008		June 2009		June 2010	
	#	%	#	%	#	%
ETHNICITY						
ASIAN OR PACIFIC ISLANDER	149	19.63	156	20.45	145	18.86
BLACK (NOT OF HISPANIC ORIGIN)	27	3.56	30	3.93	32	4.16
HISPANIC	84	11.07	99	12.98	120	15.60
WHITE (NOT OF HISPANIC ORIGIN)	425	55.99	399	52.29	394	51.24
OTHER	74	9.75	79	10.35	78	10.14
	759		763		769	
GENDER						
FEMALE	364	47.96	379	49.67	368	47.85
MALE	395	52.04	384	50.33	401	52.15
	759		763		769	
ENGLISH PROFICIENCY						
ENGLISH PROFICIENT*	659	86.82	663	86.89	636	82.70
LIMITED ENGLISH PROFICIENT**	100	13.18	100	13.11	133	17.30
	759		763		769	
LEP LEVELS						
LEP MONITOR (STATUS 2 AND 3)	41	41.00	41	41.00	32	24.06
01-LEVEL 1 ENTERING	16	16.00	17	17.00	28	21.05
02-LEVEL 2 BEGINNING	20	20.00	25	25.00	37	27.82
03-LEVEL 3 DEVELOPING	8	8.00	12	12.00	25	18.80
04-LEVEL 4 EXPANDING	14	14.00	5	5.00	11	8.27
L-LITERACY BEGINNING	1	1.00	0	0.00	0	0.00
	100		100		133	
ESOL SERVICES***	44	5.80	48	6.29	85	11.05
FEE WAIVER						
NO FEE WAIVER	647	85.24	650	85.19	618	80.36
FREE OR REDUCED FEES	112	14.76	113	14.81	151	19.64
	759		763		769	
EDUCATIONAL DESIGNATION						
GENERAL EDUCATION	529	69.70	553	72.48	571	74.25
GIFTED SCHOOL-BASED	130	17.13	102	13.37	82	10.66
SPECIAL EDUCATION LEVEL 1	44	5.80	38	4.98	37	4.81
SPECIAL EDUCATION LEVEL 2	64	8.43	75	9.83	84	10.92
SPECIAL EDUCATION SERVICE****						
AUTISM	18	16.67	19	16.81	26	21.49
DEAF/HARD OF HEARING	1	0.93	0	0.00	0	0.00
EMOTIONAL DISABILITIES	4	3.70	2	1.77	3	2.48
INTELLECTUAL DISABILITY	0	0.00	0	0.00	7	5.79
INTELLECTUAL DISABILITY SEVERE	0	0.00	0	0.00	5	4.13

*English proficient students are non-limited English proficient (LEP), which includes students who were formerly LEP.

**Limited English proficient as defined by Virginia Department of Education.

***English for speakers of other languages (ESOL) students are LEP level L, 1, 2, 3, or 4 students who receive ESOL services.

****Information is provided from the special education database, Department of Special Services and represents the primary service only.



FAIRFAX COUNTY PUBLIC SCHOOLS

School Demographics by Cluster and School

CLUSTER 7

POPLAR TREE ELEMENTARY

Category	June 2008		June 2009		June 2010	
	#	%	#	%	#	%
SPECIAL EDUCATION SERVICE****						
LEARNING DISABILITIES	56	51.85	66	58.41	62	51.24
MILD RETARDATION	6	5.56	5	4.42	0	0.00
MODERATE RETARDATION	0	0.00	1	0.88	0	0.00
NONCATEGORICAL	1	0.93	2	1.77	3	2.48
PHYSICAL DISABILITIES	4	3.70	2	1.77	2	1.65
SEVERE DISABILITIES	3	2.78	5	4.42	0	0.00
SPEECH/LANGUAGE IMPAIRMENT	15	13.89	11	9.73	13	10.74
	108		113		121	
MOBILITY						
MOBILITY RATE		9.71		9.17		NA

*English proficient students are non-limited English proficient (LEP), which includes students who were formerly LEP.

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AYP REPORTS

School/Division/State AYP Detail Report

School Year: 2010 - 2011 based on data from 2009 - 2010 AYP Overall Status This Year: Made AYP
 State: Virginia Last Year: Made AYP
 Division: 029 - FAIRFAX CO PBLC SCHS Other Academic Indicator(s): Attendance
 School: 2080 - POPLAR TREE ELEM Small N Status: Not Small N
 Small N Value: 50

Determining Values Continued:

Annual Measurable Objective (AMO)	Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
Mathematics Performance	All Students	3-Year	1117	1246	89.64%	79%	Yes
		Current	391	419	93.31%	79%	Yes
		Previous	384	408	94.11%		
	Black	3-Year	44	52	84.61%	79%	Yes
		Current	19	21	90.47%	79%	TE
		Previous	12	15	80.00%		
	Economically Disadvantaged	3-Year	136	182	74.72%	79%	No
		Current	56	65	86.15%	79%	Yes
		Previous	47	57	82.45%		
	Hispanic	3-Year	109	137	79.56%	79%	Yes
		Current	43	50	86.00%	79%	Yes
		Previous	39	47	82.97%		
	Limited English Proficient	3-Year	186	232	80.17%	79%	Yes
		Current	64	75	85.33%	79%	Yes
		Previous	69	83	83.13%		
	Students with Disabilities	3-Year	172	211	81.51%	79%	Yes
		Current	67	75	89.33%	79%	Yes
		Previous	65	71	91.54%		
	White	3-Year	654	720	90.83%	79%	Yes
		Current	220	231	95.23%	79%	Yes
		Previous	230	238	96.63%		

Notes:

- This report is not intended for public release as it may contain small numbers that would allow individual students to be identified.
- These preliminary AYP results are based on 09-10 SOL results and record changes processed by the testing vendor as of 08/05/10.
- If the testing vendor has not yet processed all SOL results and record changes for your school or division, the AYP determinations may not be accurate.
- Student counts may vary among Participation and Pass Rates due to LEP and transfer student rules.
- AMO Met values: TS-Too Small to be Evaluated, R10-Met the objective due to a 10 percent reduction in the failure rate, I-Met Objective by showing improvement, NA-Not Applicable
- For more information on the Federal Graduation Indicator, see the USED-approved Accountability Workbook on the VDOE website.
- Beginning with 2010-2011 AYP, the Proxy Percent is no longer used in AYP determinations for the Students with Disabilities subgroup

School/Division/State AYP Detail Report

School Year: 2010 - 2011 based on data from 2009 - 2010 AYP Overall Status This Year: Made AYP
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 Small N Value: 50

Determining Values Continued:

Annual Measurable Objective (AMO)	Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
English Performance	All Students	3-Year	1186	1251	94.80%	81%	Yes
		Current	399	421	94.77%	81%	Yes
		Previous	390	408	95.58%		
	Black	3-Year	52	55	94.54%	81%	Yes
		Current	19	21	90.47%	81%	TS
		Previous	15	16	93.75%		
	Economically Disadvantaged	3-Year	161	180	89.44%	81%	Yes
		Current	60	67	89.55%	81%	Yes
		Previous	50	54	92.59%		
	Hispanic	3-Year	125	138	90.57%	81%	Yes
		Current	48	52	92.30%	81%	Yes
		Previous	41	46	89.13%		
	Limited English Proficient	3-Year	209	228	91.66%	81%	Yes
		Current	69	76	90.78%	81%	Yes
		Previous	74	79	93.67%		
	Students with Disabilities	3-Year	188	209	89.95%	81%	Yes
		Current	66	75	88.00%	81%	Yes
		Previous	64	69	92.75%		
	White	3-Year	694	722	96.12%	81%	Yes
		Current	221	231	95.67%	81%	Yes
		Previous	235	240	97.91%		

Notes:

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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 checked="" type="checkbox"/> 1.1.3 Science | | |
| | <input checked="" 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*

Staff will increase student achievement in **reading** in grades 3-6 by increasing students' background knowledge, vocabulary usage, comprehension, and the use of reading comprehension strategies when reading nonfiction text with a specific focus on integrating **social studies and science** content and on closing the achievement gap between our Hispanic and White student populations.

Staff will increase student achievement in **math** in grades 3-6 with a specific focus on closing the achievement gaps between Whites and the Black, Hispanic, Limited English Proficient, and Economically Disadvantaged student populations, with emphasis on the following strands: Probability & Statistics and Patterns, Functions, and Algebra.

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

Data Sources:

SOL Reading results from 2009-2010, indicated a 4 percentage point gap between our Hispanic (92%) and White (96%) students in grades 3 through 6.

SOL Mathematics results from 2009-2010 State Adequate Yearly Progress (AYP) Detailed Report, indicated a 2 percentage points increase from 83% to 85% among Limited English Proficient (LEP) students; a 4 percentage points increase from 82% to 86% among Economically Disadvantaged students; a 10 percentage points increase from 80% to 90% among Black students; and a 2 percentage points decrease from 91% to 89% among Students with Disabilities (SWD). Even though the achievement gaps have decreased from the 2008-2009 to 2009-2010 school years, there continue to be noted achievement gaps between White students and the following subgroups in math:

White and Hispanic Students = 9.23 percentage point gap

White and LEP = 9.90 percentage point gap

White and Economically Disadvantaged = 9.08 percentage point gap

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Reading~

Strengths: Instructional walkthroughs performed by administrators and resource specialists from the school site revealed areas of strengths and weaknesses in reading instruction. Teachers were observed teaching lessons that followed the FCPS Pacing Guides. There was evidence of comprehension reading strategy instruction at all grade levels as well as integration of social studies and science content across grade levels. At times, Professional Learning Community (PLC) teams were focused on improving struggling student's reading achievement. Guided Reading continued to occur in an increasing number of classrooms, specifically in grades 4-6. Teachers used data from common reading assessments, such as eCART and the DRA to identify instructional implications for student learning. The DRA was administered in the fall of 2010 to all Poplar Tree students in grades K-6.

Weaknesses: Although our SOL Reading results declined slightly in 2009-10, they remain excellent. It continues to be important for teachers to extend the time they give students to practice comprehension strategies independently. The comprehension strategies can and should be implemented and practiced across all content areas specifically during social studies and science instruction. Although opportunities for our Hispanic students to read "just right" texts are often limited each day, by building this time into the school day we can improve their exposure to text and continue to improve their vocabulary, background knowledge, and comprehension skills.

Math~

Strengths: An instructional walkthrough performed by administrators from the cluster office and school site revealed areas of strengths and weaknesses in mathematic instruction. Observations revealed that flexible grouping in grades 2-6 continues to be implemented. Teachers were observed utilizing pre and post assessments of mathematic skills. eCART was utilized to create formative assessments. The use of the Smart Board for interactive lessons, building background knowledge using mnemonic mathematic vocabulary cards, and identifying students for focus groups are among the strengths found at Poplar Tree. Teachers draw on the available professional resources within the building, as well as use the community, to support and promote instruction. Additionally, VGLA Math testing was implemented for all qualified Students with Disabilities during the 2009-2010 school year.

We will continue to focus on the use of best practices for mathematics instruction that includes:

*Implementation of a consistent math block (added to instructional schedule for each grade level),

*Effective differentiation of instruction through a guided math program,

*Implementation of effective interventions (**WIN School-wide Intervention Block) beginning in grade 1 that focus on math vocabulary development to address the instructional needs and close the achievement gaps between Blacks, Hispanics, Students with Disabilities, Economically Disadvantaged and White students.

*Staff development via Teachers As Readers group for grades 3-6, featured book: Guided Math –A Framework for Mathematics Instruction.

Best Practice Research:

Reading~

Reading is a complex act that requires both a visual process, as well as, the ability to comprehend what is read. In order for students to become independent readers, teachers need to incorporate opportunities for students to work with both fiction and nonfiction reading throughout their day. Research shows that students who are wide readers (read a variety of genres) comprehend better and have richer vocabularies. Wide reading also increases students' ability to work with words in different contexts and provides background knowledge that students can build on throughout their academic career.

Reading is often taught only in the context of "Language Arts" and not consistently taught during content area reading tasks. As elementary school teachers, we have the ability and knowledge to guide students through content rich text, to help them become independent readers and learners, and to begin preparing them for the demands of reading in the 21st century.

Reading comprehension strategies need to be explicitly taught and practiced by students across a variety of contexts. Only teaching reading strategies during language arts does not guarantee that students will use them when reading social studies or science materials. When covering social studies content, teachers need to teach, model, guide, and provide independent use of the strategy with nonfiction text for mastery.

Vocabulary instruction is an essential component of reading comprehension. Research shows that a student's vocabulary knowledge greatly affects a student's ability to comprehend what they are reading. This is specifically noted for students with Limited English Proficiencies. To develop students' knowledge and usage of content vocabulary, students should have an active, personal role in learning new words and be immersed in words through multiple exposures. Time spent on building students' knowledge of content vocabulary in social studies will improve their reading comprehension of the subject they are studying.

Response to Intervention (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of these interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities (National Center on Response to Intervention). RTI will help teachers improve our at-risk and struggling students' academic reading performance with a focus on increasing students' vocabulary development skills.

Math~

In order for students to gain mathematical competency, literacy, fluency, and critical thinking skills, they must be engaged in investigation and making real world mathematical connections. Best practice research for mathematics indicates the need to differentiate instruction, build background knowledge, develop and understanding and application of math vocabulary, and incorporate the use of kinesthetic activities and real world problem-solving strategies. Teachers should assess learning an integral part of planning instruction and incorporate questioning strategies that stimulate open-ended mathematical thinking. While in focus groups, students are given the opportunity to explain and justify their own thinking, which then leads to a better understanding of the mathematical concept. This is specifically beneficial for students with Limited English Proficiencies.

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of these interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities (National Center on Response to Intervention). As with reading, RTI will help teachers improve our at-risk and struggling students' academic math performance with a focus on increasing students' math vocabulary development skills.

At Poplar Tree, we will implement a school-wide intervention program call **WIN (What I Need)** to address the needs of our at-risk students and students who may need enrichment at each grade level.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
1.1.1	By the end of the 2010-2011 school year, Poplar Tree will increase the percentage of <u>Students with Disabilities</u> students in grades 3-6 who score 400 or above on the Reading Standards of Learning assessment from 88% to 90% .
1.1.2	By the end of the 2010-2011 school year, Poplar Tree will increase the percentage of <u>Students with Disabilities</u> in grades 3-6 who score 400 or above on the Mathematics Standards of Learning assessment from 89% to 92% .
1.1.2	By the end of the 2010-2011 school year, Poplar Tree will increase the percentage of <u>Economically Disadvantaged</u> students in grades 3-6 who score 400 or above on the Mathematics Standards of Learning assessment from 86% to 89% .
1.1.2	By the end of the 2010-2011 school year, Poplar Tree will increase the percentage of <u>Hispanic</u> students in grades 3-6 who score 400 or above on the Mathematics Standards of Learning assessment from 86% to 89%.
1.1.2	By the end of the 2010-2011 school year, Poplar Tree will increase the percentage of <u>Limited English Proficient (LEP)</u> students in grades 3-6 who score 400 or above on the Mathematics Standards of Learning assessment from 85% to 87%.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff will increase student achievement in **reading** in grades 3-6 by increasing students’ background knowledge, vocabulary usage, and the use of reading comprehension strategies when reading nonfiction text with a specific focus on **social studies** content and on closing the achievement gap between our Students with Disabilities and White student populations.

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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Expand students’ content vocabulary to improve reading comprehension of nonfiction text.	Administrators, Classroom Teachers, Special Education Teachers, ESOL Teacher, Reading Specialist, Librarian	FCPS eCART Pacing Guides for Language Arts, Social Studies and Science (no cost) <i>Reading Strategies for Social Studies</i> (Shell Education), <i>Teaching Reading in Social Studies, Science & Math</i> (Scholastic), <i>Building Academic Vocabulary</i> (no cost)	X	X	X	X	Administrators will look for evidence of vocabulary instruction in lesson plans. Teachers will use anecdotal notes, work samples, and assessments to monitor student usage and knowledge of content vocabulary.
2. Activate students’ background knowledge to aid students in their ability to understand and respond to new information.	Administrators, Classroom Teachers, Special Education Teachers, ESOL Teacher, Specialists	Reading Strategies for Social Studies (Shell Education), Teaching Reading in Social Studies, Science & Math (Scholastic), Building Background Knowledge for Academic Success (no cost)	X	X	X	X	Grade level PLC teams will share, review and analyze instructional strategies. PLC teams will also discuss at-risk students and document data using RTI Student Tracking Forms.

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Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
What we will do to achieve the objective. (Include professional development and parent involvement)	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.
3. -Implement effective Response to Intervention strategies for at-risk and struggling students. -Implement the school-wide WIN Intervention Block at grades 1-6 to address literacy skills for at-risk and struggling students	Classroom Teachers, Special Education Teachers, ESOL Teacher, Specialists	Response to Intervention Implementation Flow Chart and Folders (no cost)	X	X	X	X	Teachers will record and discuss RTI Interventions and strategies at scheduled PLC and track student progress using the RTI Student Tracking Form.
4. Collaborate to develop common reading assessments.	Administrators, Classroom Teachers, Special Education Teachers, ESOL Teacher, Reading Specialist, SBTS	FCPS eCART, HORIZON (no cost) FCPS eCART Pacing Guides for Language Arts, Social Studies, and Science (no cost)	X	X	X	X	Teachers/teams will administer and analyze common assessments quarterly. Test data will drive future instruction.
5. Promote metacognitive thinking during reading.	Administrators, Classroom Teachers, Special Education Teachers, ESOL Teacher, Reading Specialist	Comprehension Toolkit (no cost) Strategies that Work (no cost) Mosaic of Thought (no cost)	X	X	X	X	Teachers will use anecdotal notes, checklists, and formal assessments to monitor students’ use of self-correcting and self-monitoring strategies.
6. Administer DRA2 to all students K-6 to create baseline data to drive instruction.	Classroom teachers, Special Education Teachers, ESOL Teachers, Reading Specialist	DRA2 kits, staff development, DRA online	X				Teachers will administer and utilize DRA2 data as well as the “Focus on Instruction” component to flexibly group students for guided reading instruction.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff will increase student achievement in **math** in grades 3-6 with a specific focus on Probability & Statistics and Patterns, Functions, and Algebra and on closing the achievement gaps between Whites and the Black, Hispanic, Limited English Proficient, and Economically Disadvantaged student populations.

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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Increase differentiated math instruction within flexible groups	Administrators, Classroom Teachers, Special Education Teachers, ESOL Teacher	Teachers as Readers, Grades 3-6 staff development book groups <u>Guided Math- A Framework for Mathematics Instruction</u> (cost \$792.00)	X	X	X	X	Anecdotal notes and pre/post-assessments will be kept by each team on identified struggling students. Teachers and Administrators will analyze and discuss student work samples and progress at weekly/bi-weekly PLC meetings. Administrators will conduct regular classroom walkthroughs, learning LAPS, and review grade level planning calendar.
2. Collect VGLA evidence that demonstrates mastery of on-grade level Standards of Learning objectives in Math.	Administrators, Math Lead Teacher, Classroom Teachers, Special Education Teachers, ESOL Teachers	FCPS eCART Pacing Guides for Mathematics (no cost) VGLA Binders (no cost) Checklist for Collection of Evidence (no cost)	X	X	X	X	Teachers and specialists will meet at bi-monthly PLC meetings and monthly Special Education/ESOL meetings to review and monitor VGLA collection of evidence for each student.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff will increase student achievement in **math** in grades 3-6 with a specific focus on Probability & Statistics and Patterns, Functions, and Algebra and on closing the achievement gaps between Whites and the Black, Hispanic, Limited English Proficient, and Economically Disadvantaged student populations.

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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
3. Expand students' math vocabulary to improve student achievement	Classroom Teachers, Special Education Teachers, ESOL Teachers	Math Word Wall Vocabulary Cards (1800.00) <i>Reading Strategies for Math</i> (Shell Education \$120.00) <i>Building Academic Vocabulary</i>	X	X	X	X	Administrators will look for evidence of vocabulary instruction in lesson plans. Teachers will use anecdotal notes, work samples, and assessments to monitor student usage and knowledge of content vocabulary.
4. -Implement Response to Intervention strategies for at-risk and struggling students. --Implement the school-wide WIN Intervention Block at grades 1-6 to address math literacy skills for at-risk and struggling students	Classroom Teachers, Special Education Teachers, ESOL Teachers, Specialists		X	X	X	X	Teachers will record and discuss RTI Interventions and strategies at scheduled PLC and track student progress using the RTI Student Tracking Form.

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 type="checkbox"/> 2.2 Work effectively within a group dynamic. | <input type="checkbox"/> 2.6 Courageously identify and pursue their personal goals. |
| <input 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. |

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

All staff will teach students to be R₂ICH with Character by incorporating Responsive Classroom philosophies into the instructional day and model life skills in one-on-one and group settings.

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

Data Sources:

Poplar Tree had approximately 30 staff members trained in Responsive Classroom I by the end of the 2009-10 school year. We would like to continue to increase the number of staff members trained in Responsive Classroom and continue providing professional development to facilitate the knowledge and implementation of various Responsive Classroom components.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Responsive Classroom~

Strengths: The **Responsive Classroom (RC)** model continues to be implemented school wide as a proactive approach to elementary teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. It has enabled better teaching and learning.

Weaknesses: The use of Responsive Classroom components (teacher language, morning meeting, academic choice) were not implemented *consistently* across the school.

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). Paying attention to both academic and social growth in children is good teaching. Research supports that the confidence that comes with mastering academic skills enhances social growth.

According to Best Practices for Teaching and Learning Focus for 2009-2010, relationships are built through collaborative and respectful relationships with students, colleagues, parents and community. This occurs through consistently encouraging support and appropriately challenging students to ensure student success. These relationships are facilitated among students by promoting mutual respect and support in the classroom.

STUDENT ACHIEVEMENT GOAL-ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound)</i>
2.1	By the end of the 2010-2011 school year, all instructional staff will implement Responsive Classroom components <u>consistently</u> as measured by teacher and student surveys and classroom observations.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: All staff will teach students to be R₂ICH with Character by incorporating Responsive Classroom philosophy into the instructional day, and model life skills in one-on-one and group settings.

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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
Incorporate Responsive Classroom components consistently.	Administrators, Classroom Teachers, Specialists, Responsive Classroom Consulting Teacher	Staff Development/ Teacher Observations (\$100 per day per substitute teacher) Mentoring (\$100) Peer Mediation (\$250)	x	x	x	x	Responsive Classroom Steering Committee will collect data on staff training; conduct quarterly meetings to review data, professional development needs, and implementation of RC methods. Administrators will conduct daily Learning LAPS and walkthroughs to observe implementation of RC components

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.

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

The staff of Poplar Tree Elementary School will implement the **CARES in Action** service learning initiative, providing students opportunities to actively participate and contribute to their school, community, and world.

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

Data Sources:

During the 2009-2010 school year, grades 1 – 6 students participated in community service learning projects that continue through middle and high school levels. Last year’s data showed that over 75% of all students, with 100% of all grade 6, participated in at least one service learning project. In addition, the following community projects were also completed:

- Holiday Toy and Food Drive
- Poplar Tree Giving Tree (Mittens and Gloves)
- Letter Writing Campaign to Active-Duty Military Personnel
- Read-a-thon, Avon Walk for Breast Cancer
- Terra-cycle for recycling chip bags

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths: Programmatic strengths include staff awareness and support across all grade levels for service to our community, both locally and globally. Strong collaborative effort through grade level PLCs and vertical curriculum committees which support school-wide service learning. The students' awareness of global needs has expanded through the various service learning projects.

Weaknesses: Service-learning projects occurred throughout the school but needs to be coordinated across the grade levels to create more variety and choice of projects for students to develop their leadership skills.

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, Leadership for the 21st Century, Student Expectations).

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Sub-Goal Number	Performance Indicators <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.2	By the end of the 2010-2011 school year, 100% of the students in grade 6 will have participated in a CARES in Action community service learning project as measured by completion service hours and reflection of individual projects.
3.4	By the end of the 2010-2011 school year, 85% of all students at Poplar Tree will have participated in a school wide CARES in Action community service learning project as measured by attendance records and project reflections.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The staff of Poplar Tree Elementary School will implement the CARES in Action service learning initiative, providing students opportunities to actively participate and contribute to their school, community, and world.							
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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Provide the 6 th grade students opportunities to actively pursue individual community service learning projects.	Administrators, Classroom Teachers, Counselors, Specialists	(no cost)	X	X	X	X	Student reflections on service learning projects will be incorporated into the language arts curriculum. Information will be recorded into SASI reflecting 6 th grade student participation in service learning projects.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The staff of Poplar Tree Elementary School will implement the **CARES in Action** service learning initiative, providing students opportunities to actively participate and contribute to their school, community, and world.

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 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
2. All grade levels will incorporate community service learning through the science and language arts curriculum.	Administrators, Classroom Teachers, Counselors, Specialists	(no cost)	X	X	X	X	Student reflections on service learning projects will be incorporated into the language arts curriculum. Information will be collected from SASI reflecting student attendance during class activities.

RESULTS AND REFLECTION ON THE 2009-2010 SIP 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: Staff will increase student achievement in writing in grade 5 through implementation of a guided writing workshop with a specific focus on closing the achievement gap between White, Hispanic, Limited English Proficient, Economically Disadvantaged, and Students with Disabilities student populations.</p>	<p>Performance Indicator: By the end of the 2009-2010 school year, Poplar Tree will increase the percentage of Hispanic students in grade 5 who score 400 or above on the Writing Standards of Learning assessment from 46% -70%. This performance indicator was achieved based on the 2009-2010 Standards of Learning test results. Scores increased from 46% to 83%.</p> <p>By the end of the 2009-2010 school year, Poplar Tree will increase the percentage of Students With Disabilities in grades 5 who score 400 or above on the Writing Standards of Learning assessment from 50% to 70%. This performance indicator was achieved based on the 2009-2010 Standards of Learning test results. Scores increased from 50% to 81%.</p> <p>By the end of the 2009-2010 school year, Poplar Tree will increase the percentage of Economically Disadvantaged students in grade 5 who score 400 or above on the Writing Standards of Learning assessment from 58% to 70%. This performance indicator was achieved based on the 2009-2010 Standards of Learning test results. Scores increased from 58% to 82%.</p>	<p>Supported: implemented <u>directed</u> lessons that focused on integrating the grammar and mechanics of writing as part of the student’s writing process.</p> <p>Inhibited:</p>	<p>Need for PLC time to ensure pacing and time to discuss writer’s workshop, create common checklist, and a guided writing program for each grade level.</p> <p>Need for small group writing focus with Students With Disabilities and other at-risk students.</p> <p>Utilizing Assistive Technology Service (ATS) to assist students with fine and gross motor writing challenges.</p> <p>Continue to utilize FCPS eCART to gather resources for writing.</p> <p>Administer the Virginia Grade Level Assessment for Writing to students who meet the criteria.</p> <p>Increased additional ESOL staff</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts																												
	<p>By the end of the 2009-2010 school year, Poplar Tree will increase the percentage of Limited English Proficient students in grade 5 who score 400 or above on the Writing Standards of Learning assessment from 71% to 75%. This performance indicator was achieved based on the 2009-2010 Standards of Learning test results. Scores increased from 71% to 83%.</p> <p>Note: Based on our 2009-2010 SOL data, there were <u>significant decreases</u> in the achievement gaps between the white and the Hispanic, Limited English Proficient, Economically Disadvantaged, and Students with Disabilities and significant increases (except White subgroup) in the passing percentages from the 2008-2009 school year.</p> <table border="1" data-bbox="615 805 1142 1057"> <thead> <tr> <th colspan="2">2008-2009 SOL Writing Data</th> <th colspan="2">2009-2010 SOL Writing Data</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>97%</td> <td>White</td> <td>94%</td> </tr> <tr> <td>Black</td> <td>83%</td> <td>Black</td> <td>100%</td> </tr> <tr> <td>Econ. Disad.</td> <td>58%</td> <td>Econ.Disad.</td> <td>82%</td> </tr> <tr> <td>Hispanic</td> <td>46%</td> <td>Hispanic</td> <td>83%</td> </tr> <tr> <td>LEP</td> <td>71%</td> <td>LEP</td> <td>83%</td> </tr> <tr> <td>SWD</td> <td>50%</td> <td>SWD</td> <td>81%</td> </tr> </tbody> </table> <p>Although not delineated as a specific academic goal, we will continue to implement the strategies and in-process measures from 2009-2010 to further close the gaps in writing for this school year.</p>	2008-2009 SOL Writing Data		2009-2010 SOL Writing Data		White	97%	White	94%	Black	83%	Black	100%	Econ. Disad.	58%	Econ.Disad.	82%	Hispanic	46%	Hispanic	83%	LEP	71%	LEP	83%	SWD	50%	SWD	81%		
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SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Objective: Staff will increase student achievement in math in grades 3-6 through improved implementation of common assessments, common vocabulary, differentiation of instruction, flexible grouping, hands-on activities, collaborative student action plans, and the use of technology.</p>	<p>Performance Indicator: By the end of the 2009-2010 school year, 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 83% to 87%. <u>This performance indicator was not achieved based on the 2009-2010 Standards of Learning test results. Scores increased from 83% to 85%.</u></p> <p>By the end of the 2009-2010 school year, 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 83% to 87%. <u>This performance indicator was not achieved based on the 2009-2010 Standards of Learning test results. Scores increased from 83% to 86%.</u></p>	<p>Supported: Building student’s background knowledge in mathematics literacy/vocabulary, utilizing FCPS eCART Pacing Guides, implementing interventions for struggling students in the morning and afternoon, utilizing technology as an integration tool, mathematics lab in grade 6, flexible grouping in grades 1-6, implementation of uninterrupted mathematics block on master schedule, additional mathematics teacher in grade 6, utilizing Virginia Grade Level Assessment (VGLA) for students who met the criteria.</p> <p>Inhibited: Although performance indicators were not achieved, results increased. As such, we will continue with the work plans for this school year.</p>	<p>Continue past efforts and focus more on FCPS eCART Pacing Guides and the essential knowledge-particularly our Limited English Proficient and Economically Disadvantaged students</p> <p>Continued implementation of a guided math instructional block and integrated school –wide intervention time with a focus on math literacy.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Objective continued: Staff will increase student achievement in math in grades 3-6 through improved implementation of common assessments, common vocabulary, and differentiation of instruction, flexible grouping, hands-on activities, collaborative student action plans, and the use of technology.</p>	<p>By the end of the 2009-2010 school year, 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 82% to 87%. <u>This performance indicator was not achieved based on the 2009-2010 Standards of Learning test results. Scores increased from 82% to 86%.</u></p> <p>By the end of the 2009-2010 school year, Poplar Tree will increase the percentage of Black students in grades 3-6 who score 400 or above on the Mathematics Standards of Learning assessment from 80% to 87%. <u>This performance indicator was achieved based on the 2009-2010 Standards of Learning test results. Scores increased from 80% to 90%.</u></p>	<p>Supported: Building student’s background knowledge in mathematics literacy/vocabulary, utilizing FCPS eCART Pacing Guides, implementing interventions for struggling students in the morning and afternoon, utilizing technology as an integration tool, mathematics lab in grade 6, flexible grouping in grades 1-6, implementation of uninterrupted mathematics block on master schedule, additional mathematics teacher in grade 6, utilizing VGLA for students whom met criteria</p> <p>Inhibited:</p>	<p>Continue past efforts and focus more on FCPS eCART Pacing Guides and the essential knowledge-particularly our Limited English Proficient and Economically Disadvantaged students.</p> <p>Continued implementation of a guided math instructional block and integrated school –wide intervention time with a focus on math literacy.</p>
<p>Objective: Staff will increase student achievement in social studies in grades 3-6 through implementation of common assessments, essential knowledge vocabulary, literature connections, interactive notebooks, and the use of technology with a specific focus on closing the achievement gap for our Economically Disadvantaged students.</p>	<p>Performance Indicator: By the end of the 2009-2010 school year, Poplar Tree will increase the percentage of Economically Disadvantaged students in grades 3-6 who score 400 or above on the Social Studies Standards of Learning assessment from 76% to 78%. <u>This performance indicator was not achieved based on the 2009-2010 Standards of Learning test results. Scores increased from 76% to 77%.</u></p>	<p>Supported: Integrating SS across curriculum, technology use, available resources (gateways), newspapers, common assessments, building background knowledge and vocabulary comprehension, small focus group instruction.</p> <p>Inhibited: The SOL History scores for grade 6 Economically Disadvantaged students continue to be below the other grade levels.</p>	<p>Need for PLC time to ensure FCPS eCART pacing guide implementation and time to discuss formative student assessment data.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Essential Life Skills</p> <p>Objective: All staff will teach students to be R₂ICH with Character by incorporating Responsive Classroom philosophy into the instructional day and model life skills in one-on-one and group settings.</p>	<p><i>Performance Indicator:</i> By the end of the 2009-2010 school year, all instructional staff will implement Responsive Classroom components consistently as measured by teacher surveys and classroom observations.</p>	<p><i>Supported:</i> Staff support and cooperation through PLC contributed to implementing Responsive Classroom into all classes.</p> <p>Staff mentoring and peer mediation continued throughout the year. Staff mentoring data showed the most impact was made on student achievement by the mentors who were the most consistent in meeting with their mentees.</p> <p><i>Inhibited:</i> No survey data was available for the 2009-2010 school year.</p> <p>Fewer staff volunteered to be staff mentors.</p>	<p>Continue past efforts of implementing Responsive Classroom.</p> <p>Continue to have FCPS Responsive Classroom specialist provide workshops to guide our focus</p> <p>Conduct survey of staff to see who still needs to receive formal Responsive Classroom training and continue to train new staff members in the Responsive Classroom philosophy</p> <p>Continue with our Staff/Student Mentoring program. Request that mentors set specific goals with their mentees.</p>

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p align="center">Responsibility to the Community</p> <p>Objective: The staff of Poplar Tree Elementary School will implement the CARES in Action service learning initiative, providing students opportunities to actively participate and contribute to their school, community, and world.</p>	<p>Performance Indicator: By the end of the 2009-2010 school year, 100% of the students in grade 6 will have participated in a CARES in Action community service learning project.</p> <p>By the end of the 2009-2010 school year, 75% of all students at Poplar Tree will have participated in at least one service learning project.</p> <p>Quantitative/Qualitative Data: Student reflection journals and cards; anecdotal records from classroom teacher(s) and school counselor</p>	<p>Supported: Individual portfolios by 6th grade students indicated that they had completed and reflected on a community service project of their choice.</p> <p>Community service learning projects were completed throughout the grade levels involving more than 75% of the students.</p> <p>Inhibited: 6th grade projects were fragmented to meet the interests of the students yet caused more work for completion of the service due to time constraints. Information regarding the number of service hours required came late in the school year.</p>	<p>We want students to be more aware of their impact on our global community by thinking about ways they can make a difference. A general theme will be created to tie community service learning project to the science curriculum as well as language arts in order to show the growth and reflection of the students' experiences.</p>

SIP 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

Brigrance is a diagnostic comprehensive inventory of basic skills. This inventory includes test items that indicate students' mastery of a wide range of skills in many areas, to include areas of reading readiness, word recognition, word comprehension, spelling, writing, number facts, time, money, geometry, and others. The Brigrance Inventory of Early Development is used for children from birth to seven years, and measures such skills as self-help, speech and language, general knowledge, and basic reading skills. Both inventories provide a comprehensive picture of student functioning in a variety of areas significant for school success.

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

CARES in Action (Cooperation Assertion Responsibility Empathy Self-Control) is the community service learning project used to model Responsive Classroom language and behaviors expected from staff and students throughout the school

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.

Compacted Math (Grade 6) is offered to students who have proven to need extension and enrichment in math. There is a focus on many pre-algebra skills as well as opportunities to explore and investigate other higher-level math skills. These students follow the pacing guide for sixth, seventh, and eighth grade math and take the seventh or eighth grade math SOL in the spring.

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.

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.

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

Interactive Notebook is a tool to help students organize and 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 artwork related to their studies.

K-MRA – Kindergarten Math Reasoning Assessment

Learning LAPS (Learning About Poplar Tree Staff and Students) – Administrators’ daily visits/instructional walkthroughs to classrooms

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.

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.

Odyssey of the Mind is a competitive, team program that provides creative, problem solving opportunities for students. It encourages students to analyze a situation, imagine all the possibilities, and synthesize the best qualities into a workable solution.

Peer Mediation is a school wide mediation program in which sixth grade students are trained and then mediate conflicts between students at the school. The mediators are trained using the FCPS conflict and mediation model.

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.

Response to Intervention (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

Responsive Classroom is an approach to teaching and learning that fosters safe, challenging, and positive class and school communities. Developed by teachers, it consists of practical strategies for bringing together social and academic learning throughout the school year.

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 scheduled Principals' Coffees. Topics comprise of reading, Gifted and Talented Program, word study, School Improvement Plan, etc...

Students Support Team (SST) recommends intensive researched based interventions to target students' needs. Interventions provided will be specific and measurable. The SST is comprised of teachers and specialists.

Teachers As Readers are learning group of teachers who are reading and discussing selected professional and children books that focus on identified areas of interest. Teachers learn strategies and systematic structures that can be used to support students' social and academic learning.

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

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.

Virginia Grade Level Alternative (VGLA) is available to students in grades 3 through 8 as an alternative assessment for the *Standards of Learning* (SOL) testing. A detailed Collection of Evidence (COE) is submitted for students who participate in the VGLA.

W-APT is the WIDA ACCESS Placement Test.

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

WIDA ACCESS for ELL is the World-Class Instructional Design and Assessment test that measures the English language proficiency of Limited English Proficient (LEP) students. The assessment is given each spring to all LEP students.

WIN (What I Need) Block – a school-wide intervention time based on formative assessments in language arts and mathematics used to assist teachers in determining areas of remediation and enrichment for their students

Word Study is a process to teach children about word patterns, conventional spelling, and build vocabulary skills.

SIP APPENDICES

Appendix A – Student Support Team (SST) Referral Form

Appendix B – Student Support Team (SST) Graphic

Appendix C – Response to Intervention (RTI) Pyramid

APPENDIX A
Poplar Tree Elementary
Student Support Team - Referral

Student Name _____ DOB _____
Grade _____ Teacher _____ Date _____

Please complete all relevant information and attach Student Tracking Form and all PLC Records.

I. Student strengths: _____

Student needs/concerns: _____

II. Testing scores:
2 CogAT _____ 2 Naglieri _____ 3-6 eCart _____

III. Attendance _____ Avg _____ Below Avg _____

IV. Primary Language _____
ESOL _____ no _____ yes: level _____

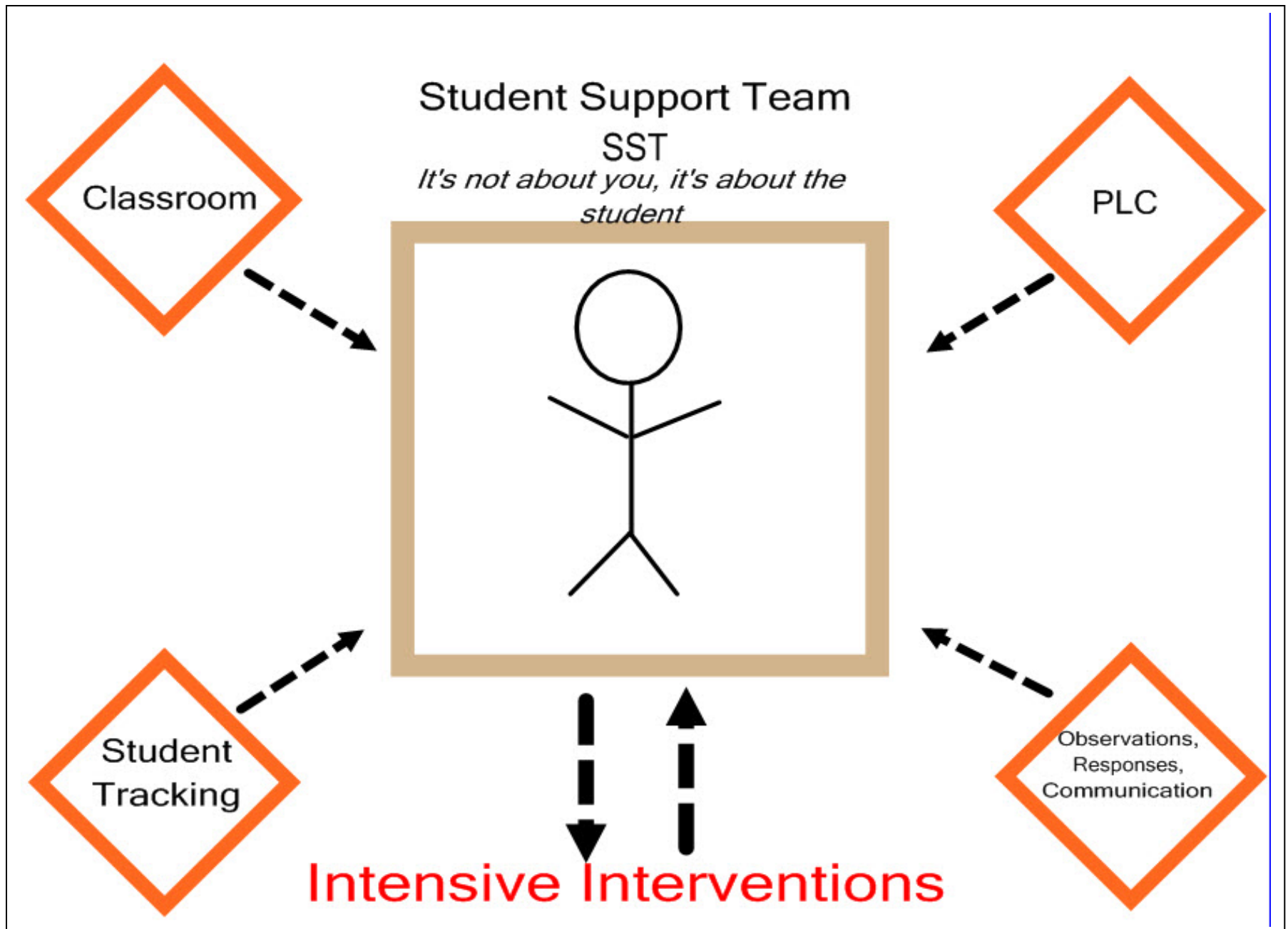
V. Medical Concerns: _____

VI. Working File _____ no _____ yes _____
Previous _____ SST Referral: date _____
_____ Child Study: date _____
_____ Local Screening: date _____

Previous schools _____ FCPS _____ Other _____

ATTACH COPY OF STUDENT'S TRACKING & PLC NOTES & ANY OTHER DATA/STUDENT WORK/BEH. CHARTS

APPENDIX B



APPENDIX C

RTI Response to Intervention Pyramid

Tier 4:
LSC
Specially
Designed
Instruction
Special Education

**Tier 3: Intensive Interventions
Student Support Team (SST)**

Individualized – refine and intensify
More in-depth assessment & data analysis
Strategies & interventions tailored to specific needs
Consideration for referral to special education and/other
programs only when data indicates a need

Tier 2: Targeted Interventions~WIN (What I Need) School-wide INTERVENTION BLOCK
Tier 1 + more “PLC” – Grade Level Teams
Standard intervention protocols
Problem solving process & data analysis
Tailored to student needs
Enhanced opportunities for extended learning
Targeted small groups and selected individuals
Includes more frequent progress monitoring
Planned to address developmental domains (academic, communication/language, social/emotional,
etc

Tier 1: Performance Based Instruction for ALL students:
Classroom Teacher
Standards based curriculum
Research-based practices and strategies
Differentiated instruction
WIN (What I Need) School-wide INTERVENTION BLOCK
Effective classroom management
Guided by progress monitoring and balanced assessment
Planned to address developmental domains (academic, communication/language, social/emotional, etc.)