Fairfax County Public Schools

School Improvement Plan
2009 – 2010

Poplar Tree Elementary
Cluster *7*

Sharon S. Williams, Principal

FCPS School Improvement Planning Process
"Continuous Improvement"

ACTION ACHIEVEMENT ACCOUNTABILITY
DEPARTMENT OF ACCOUNTABILITY

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

School Improvement Plan
COMMITTEE MEMBERS
2009-2010

Name	Position	Name	Position
Sharon S. Williams	Principal	Scott Thimons	School Based Technology Specialist
Jason Pensler	Assistant Principal, Committee Chair	Cindi Uncles	Media Specialist
Christy McFerren	PTA President/Parent Representative	Jennifer Frate	Reading Specialist
Deanna Reynolds	Kindergarten Teacher	Michael McAdoo	Social Studies Lead Teacher
Jen Onder	1st Grade Teacher	Crista Ziegler	Math Lead Teacher (Upper)
Heather Galladora	2nd Grade Teacher/Mathematics Lead Teacher (Primary)	Lisa Melchiori	Science Lead Teacher (Primary)
Pam Gomez	3rd Grade Teacher	Debi Desantis	Special Education (Primary)
Jennifer Brown	4th Grade Teacher	Rebecca Puckett	Special Education (Upper)
Jennifer Bennett	5th Grade Teacher/Science Lead Teacher (Upper)		
Jody LaCroix	6th Grade Teacher		
Carol Hoffman	School Counselor		
Patricia Bellman	ESOL Teacher		
Katherine Smith	Autism (self-contained) Teacher		

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 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 R_2ICH 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, achieve, and be treated with dignity and respect
- Learning occurs when every child can learn and succeed at a high level, has the motivation and willingness to succeed, and is given high quality instruction
- All children are unique and have something to contribute to the learning community
- 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 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

- After School Remediation Program (ASRP)
- Book Fairs (fall and spring)
- Challenge 24
- Compacted Math (Grade 6)
- Cultural Arts Program
- Early Intervention Program (EIP)
- Everyday Math Counts
- Foreign Language Experience in Elementary School (FLEX)
- Fun Reading Every Day (FRED)
- Geography/History Bee
- Global Awareness and Technology Program
- Handwriting Without Tears Writing Program
- Junior Great Books
- Mad Scientist Club
- Math League Contest
- Odyssey of the Mind
- PTA Reflections Contest
- Response To Intervention (RTI)
- Science Expo Night
- Scripps Spelling Bee
- Standards Of Learning (SOL) Choral/Musical Performances
- Student Support Team (SST)
- Teachers As Readers Blog (TAR)
- Virginia Readers' Choice
- Visiting Authors/Illustrators Literature Connection

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

- Meadows of Chantilly Neighborhood Outreach Program
- Fairfax County Sully Station Safety Program
- Just Say No Club
- 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

- 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 2007 #	June 2007 %	June 2008 #	June 2008 %	June 2009 #	June 2009 %
ETHNICITY						
ASIAN OR PACIFIC ISLANDER	149	19.25	149	19.63	156	20.45
BLACK (NOT OF HISPANIC ORIGIN)	24	3.10	27	3.56	30	3.93
HISPANIC	85	10.98	84	11.07	99	12.98
WHITE (NOT OF HISPANIC ORIGIN)	448	57.88	425	55.99	399	52.29
OTHER	68	8.79	74	9.75	79	10.35
	774		**759**		**763**	
GENDER						
FEMALE	358	46.25	364	47.96	379	49.67
MALE	416	53.75	395	52.04	384	50.33
	774		**759**		**763**	
ENGLISH PROFICIENCY						
ENGLISH PROFICIENT*	664	85.79	659	86.82	663	86.89
LIMITED ENGLISH PROFICIENT**	110	14.21	100	13.18	100	13.11
	774		**759**		**763**	
LEP LEVELS						
L-ACQUIRING LITERACY	0	0.00	1	1.00	0	0.00
01-BEGINNING	20	18.18	16	16.00	17	17.00
02-INTERMEDIATE	12	10.91	20	20.00	25	25.00
03-LOWER ADVANCED	17	15.45	8	8.00	12	12.00
04-HIGHER ADVANCED	18	16.36	14	14.00	5	5.00
LEP MONITOR (STATUS 2 AND 3)	43	39.09	41	41.00	41	41.00
	110		**100**		**100**	
ESOL SERVICES***	57	7.36	44	5.80	48	6.29
FEE WAIVER						
NO FEE WAIVER	679	87.73	647	85.24	650	85.19
FREE OR REDUCED FEES	95	12.27	112	14.76	113	14.81
	774		**759**		**763**	
EDUCATIONAL DESIGNATION						
GENERAL EDUCATION	547	70.67	529	69.70	553	72.48
GIFTED SCHOOL-BASED	120	15.50	130	17.13	102	13.37
SPECIAL EDUCATION LEVEL 1	44	5.68	44	5.80	38	4.98
SPECIAL EDUCATION LEVEL 2	68	8.79	64	8.43	75	9.83
SPECIAL EDUCATION SERVICE****						
ADAPTIVE PHYSICAL EDUCATION	1	0.89	0	0.00	0	0.00
AUTISM	21	18.75	18	16.67	19	16.81
DEAF/HARD OF HEARING	1	0.89	1	0.93	0	0.00
EMOTIONAL DISABILITIES	3	2.68	4	3.70	2	1.77
LEARNING DISABILITIES	56	50.00	56	51.85	66	58.41

*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 2007 #	June 2007 %	June 2008 #	June 2008 %	June 2009 #	June 2009 %
SPECIAL EDUCATION SERVICE****						
MILD RETARDATION	9	8.04	6	5.56	5	4.42
MODERATE RETARDATION	0	0.00	0	0.00	1	0.88
NONCATEGORICAL	2	1.79	1	0.93	2	1.77
PHYSICAL DISABILITIES	0	0.00	4	3.70	2	1.77
SEVERE DISABILITIES	5	4.46	3	2.78	5	4.42
SPEECH/LANGUAGE IMPAIRMENT	14	12.50	15	13.89	11	9.73
	112		**108**		**113**	
MOBILITY						
MOBILITY RATE		7.57		9.71		0.00

*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

No Child Left Behind
Adequate Yearly Progress (AYP) Report by School
2009-10 AYP (Ratings) Year Based on Tests Taken 2008-09
Poplar Tree Elementary

Schoolwide AYP Status	Met Grad/ Attend	Met Attend/ Science	Mathematics Adequate Yearly Progress Indicators							English Adequate Yearly Progress Indicators						
			Partcp. %		Met Partcp.	Pass %			Met AMO	Partcp. %		Met Partcp.	Pass %			Met AMO
			3-Yr	Curr		3-Yr	Curr	Prev		3-Yr	Curr		3-Yr	Curr	Prev	
Made AYP	Yes	Yes	100	99	Yes	87	94	82	Yes	100	100	Yes	92	96	94	Yes

		Mathematics Adequate Yearly Progress Indicators							English Adequate Yearly Progress Indicators						
		Partcp. %		Met Partcp.	Pass %			Met AMO	Partcp. %		Met Partcp.	Pass %			Met AMO
		3-Yr	Curr		3-Yr	Curr	Prev		3-Yr	Curr		3-Yr	Curr	Prev	
Students with Disabilities	Yes	100	100	Yes	71	92	62	Yes	100	100	Yes	84	93	89	Yes
Economically Disadvantaged	Yes	99	98	Yes	61	82	55	Yes	100	100	Yes	81	93	86	Yes
Hispanic	Yes	100	100	TS	72	83	68	TS	100	100	TS	81	89	90	TS
Limited English Proficient	Yes	100	100	Yes	75	83	72	Yes	100	100	Yes	84	94	90	Yes
Black	Yes	98	94	TS	80	80	81	TS	100	100	TS	96	94	100	TS
White	Yes	100	100	Yes	88	97	81	Yes	100	100	Yes	94	98	95	Yes

Legend:

3-Yr =
Curr =
Prev =

AYP = Adequate Yearly Progress
AMO = Annual Measurable Objectives
LEP = Limited English Proficient
Econ. Disadvantaged = Economically disadvantaged (student at or near the poverty level)

Schoolwide AYP Status: Made AYP = Met all 29 benchmarks, Did Not Make AYP = Did not meet one or more of the 29 benchmarks, TBD = To Be Determined.

Met Grad/Attend: Yes = School met overall graduation or attendance AMO, No = School did not meet overall graduation or attendance AMO, NA = Not Applicable.

Met Attend/Science: Yes = Met attendance or science AMO, No = Did not meet attendance or science AMO.

Partcp. %: Participation rate, < = fewer than 10 students (FCPS definition for personally identifiable results).

Met Partcp.: Yes = Met participation requirement of 95% in current year, 3-Yr = Met participation requirement of 95% based on 3-year average, TS = Too Small to be evaluated, No = Did not meet participation requirement of 95% in current year or 3-year average.

Pass %: Passing percentage on tests used to compute AYP, < = fewer than 10 students (FCPS definition for personally identifiable results).

Met AMO: Yes = Met the achievement criteria for AYP (79% in Mathematics or 81% in English); TS = Too Small to be evaluated; PP (Proxy Percent) = Met objective when the Proxy Percent (16% in Mathematics or 15% in English) was added; 3-Yr = Met the achievement criteria for AYP (79% in Mathematics or 81% in English) based on 3-year average; SH (Safe Harbor) = 10% reduction in the percentage of failures in current year in comparison to previous year, plus met AMO or improved in the other academic indicator (e.g., attendance for elementary/middle schools and science rate for high schools); No = Did not meet the achievement criteria for AYP (79% in Mathematics or 81% in English); NA = Not Applicable.

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.

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

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 **social studies** content and on closing the achievement gap between our Hispanic and White student populations.

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.

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

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

Data Sources:
SOL Reading results from 2008-2009, indicated a 9 percentage point gap between our Hispanic (89%) and White (98%) students in grades 3 through 6.

SOL Fifth Grade Writing results from 2008-2009, indicated a 51 percentage point gap between our Hispanic students (46%) and White students (97%). This gap increased by 22 points from the 2007-2008 to 2008-2009 school years.

SOL Fifth Grade Writing results from 2008-2009, indicated a 39 percentage point gap between our Economically Disadvantaged (58%) and White students (97%).

SOL Fifth Grade Writing results from 2008-2009, indicated a 26 percentage point gap between our Limited English Proficient (71%) and White students (97%)

SOL Fifth Grade Writing results from 2008-2009, indicated a 47 percentage point gap between our Students with Disabilities (50%) and White students (97%).

NOTE: Percentages above were rounded to the nearest whole number.

SOL Mathematics results from 2008-2009 State Adequate Yearly Progress (AYP) Detailed Report, indicated an 11 percentage points increase from 72% to 83% among Limited English Proficient (LEP) students; a 27 percentage points increase from 55% to 82% among Economically Disadvantaged students; and a 30 percentage points increase from 62% to 92% among Students with Disabilities (SWD). However, although there were increases in math within each subgroup, there were significant achievement gaps between White students and the following subgroups in math:
White and Black Students = 16.63 percentage point gap
White and Hispanic Students = 13.66 percentage point gap
White and LEP = 13.50 percentage point gap
White and Economically Disadvantaged = 14.18 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. At times, Professional Learning Community (PLC) teams were focused on improving struggling student's reading achievement. It was noted that guided reading was occurring in an increasing number of classrooms, specifically in grades 4-6. More teachers were using data from common reading assessments, such as eCART and the DRA to identify instructional implications for student learning.

Weaknesses: Although our SOL Reading results are excellent, it is 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. This will aid in the comprehension of math, science, and social studies concepts. In addition, 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 students' exposure to text and therefore improve students' vocabulary, background knowledge, and comprehension skills.

Writing~

Strengths: Instructional walkthroughs performed by administrators and resource specialists from the school site revealed areas of strengths and weaknesses in writing instruction. A writing workshop was being held in the fifth grade classrooms, with the focus most often on prompt writing. The students were taught the writing process, including prewriting, drafting, revising, editing, and publishing.

Weaknesses: Fifth grade teachers were observed teaching the writing prompt genre for an extended period in an effort to prepare the students for Virginia's Standards of Learning (SOL) in Writing. A writing workshop that focuses on writing in a variety of genres and deepens the connection between reading and writing curriculum was not evident. While the teachers followed the FCPS Pacing Guide for reading instruction, they did not consistently follow the FCPS Pacing Guide for writing instruction. Finally, the grammar and mechanics of writing were taught more in isolation than as an integrated part of the student's writing process.

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 2008-2009 school year:

Weaknesses: It was observed that the pre and post assessments were not *consistently* aligned with the Virginia's Standards of Learning (SOL). Observations revealed there was an insufficient degree of differentiating instruction within flexible groups and a lack of uninterrupted mathematics instructional time across grade levels during the 2008-2009 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 master schedule for each grade level),
*effective differentiation of instruction through a guided math program,
*implementation of effective interventions 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.

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.

Writing~

Over the last two decades using a writing workshop framework for writing instruction and practice has gained popularity in today's elementary classrooms. Writer's workshop follows a predictable pattern of mini lessons, independent writing, conferring, and sharing. A mini-lesson is explicit instruction on a specific writing technique that is taught in a short time period at the beginning of the workshop. Students are expected to attempt the procedure, strategy, skill, craft, or technique during the independent writing time. Lucy Calkins believes, *"We need to teach every child to write. Almost every day, every K-5 child needs between fifty and sixty minutes of writing and writing instruction."* She also feels that, *"Children will invest themselves more in their writing if they are allowed-indeed, if they are taught- to select their own topics and to write about subjects that are important to them."* Reluctant writers need to develop independence and motivation to write. Challenging students to write for authentic purposes and audiences can help motivate students' writing. The more children write, the greater their chance of growing into able thinkers, readers, and writers.

We know that writers read. By focusing on improving students' vocabulary through reading texts of all types we can improve students' reading and writing skills. A writing workshop framework allows for differentiated instruction through teacher-student conferences. In a workshop, students are able to work at different stages of writing which allows the teacher a lot of flexibility to scaffold the writing process for individual students.

Finally, Calkins reminds us that, *"There is a great deal of data suggesting that improvements in writing will have a payoff across the curriculum."* What educator would argue with that?

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.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators *(Specific Measurable Attainable Results-Oriented and Time-Bound)*
1.1.1	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 **Reading** Standards of Learning assessment from 89% to 92% and decrease the achievement gap in Reading between our Hispanic and White student populations.
1.1.1	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% to 70% and decrease the achievement gap in Writing between our Hispanic and White student populations.
1.1.1	By the end of the 2009-2010 school year, Poplar Tree will increase the percentage of Students with Disabilities in grade 5 who score 400 or above on the **Writing** Standards of Learning assessment from 50% to 70% and decrease the achievement gap in Writing between our Students with Disabilities and White student populations.
1.1.1	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% and decrease the achievement gap in Writing between our Economically Disadvantaged and White student populations.
1.1.1	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% and decrease the achievement gap in Writing between our Limited English Proficient and White student populations.
1.1.2	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% and decrease the achievement gap in Mathematics between our Blacks and White student populations.
1.1.2	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 **Mathematics** Standards of Learning assessment from 82% to 87% and decrease the achievement gap in Mathematics between our Economically Disadvantaged and White student populations.
1.1.2	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% and decrease the achievement gap in Mathematics between our Hispanic and White student populations.
1.1.2	By the end of the 2009-2010 school year, Poplar Tree will increase the percentage of Limited English Proficient (LEP) students in grades 3-6 who score 400 or above on the **Mathematics** Standards of Learning assessment from 83% to 87% and decrease the achievement gap in Mathematics between our Limited English Proficient and White student populations.

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 Hispanic 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. *(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.
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th 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 and Social Studies (no cost) *Reading Strategies for Social Studies* (Shell Education) *Building Academic Vocabular*y (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) 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.
3. Implement effective Response to Intervention strategies for at-risk and struggling students	Classroom 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.

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 Hispanic 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. *(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.
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
4. Collaborate to develop common reading assessments.	Administrators, Classroom Teachers, Special Education Teachers, ESOL Teacher, Reading Specialist, SBTS	FCPS eCART, ASPRIRE (no cost) FCPS eCART Pacing Guides for Language Arts and Social Studies (no cost)	X	X	X	X	Teachers/teams will administer and analyze common assessments quarterly. Test data will drive future instruction.
5. Promote monitoring of students' own reading to clear up confusing parts of a text.	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 fix up strategies.

SCHOOL IMPROVEMENT PLAN 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 and Hispanic, Limited English Proficient, Economically Disadvantaged, and Students with Disabilities student populations.							
Strategies	**Person(s) Responsible**	**Materials Needed and Costs**	**Time Line**				**In-Process Measures**
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.
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
1. Conduct daily writing focus lessons that focus on the SOLs, as well as, the areas of need for students.	Reading Specialist, Fifth Grade Classroom Teachers, Special Education Teacher, ESOL Teacher	FCPS eCART Pacing Guides for Writing (no cost) Lucy Calkins *Units of Study for Teaching Writing (no cost)* Katie Wood Ray *Study Driven (no cost)* *Teacher Created* Graphic Organizers (no cost)	X	X	X	X	Classroom teachers will evaluate students writing using the FCPS writing rubric to identify areas of focus. Administrators will monitor the workshop format to assure teachers are implementing the correct framework.
2. Analyze students' use of written mechanics and explicitly teach grammar, punctuation, and spelling skills that have not yet been mastered.	Reading Specialist, Grade 3-5 Classroom Teachers, Special Education Teachers, ESOL teacher	FCPS eCART Pacing Guides for Writing (no cost) Teacher Created Checklists and Common Assessments (no cost)	X	X	X	X	Teachers is grades 3, 4, and 5 will monitor students' mastery of grammar skills at each grade level. Common assessments that follow the SOL format will be given quarterly in grades 3 through 5.

SCHOOL IMPROVEMENT PLAN 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 and Hispanic, Limited English Proficient, Economically Disadvantaged, and Students with Disabilities student populations.							
Strategies	**Person(s) Responsible**	**Materials Needed and Costs**	**Time Line**				**In-Process Measures**
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.
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
3. Teach a wide variety of writing genres.	Reading Specialist, Fifth Grade Classroom Teachers, Special Education Teacher, ESOL Teacher	FCPS eCART Pacing Guides for Writing (no cost) Lucy Calkins *Units of Study for Teaching Writing (no cost)* Katie Wood Ray *Study Driven (no cost)* *Teacher Created* Graphic Organizers (no cost)	X	X	X	X	Classroom teachers will evaluate students writing using the FCPS writing rubric to identify areas of focus. Administrators will monitor the workshop format to assure teachers are implementing the correct framework.
4. Use a common writing rubric to evaluate students writing quarterly.	Reading Specialist, Fifth Grade Classroom Teachers, Special Education Teacher, and ESOL teacher	FCPS Writing Rubrics (no cost)	X	X	X	X	Teachers will evaluate rubrics and plan appropriate instruction to support the results.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff will increase student achievement in **math** in grades 3-6 with a specific focus on Number Sense and Probability & Statistics 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. *(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.
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
1. Increase differentiated math instruction within flexible groups	Administrators, Classroom Teachers, Special Education Teachers, ESOL Teacher	(no cost)	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 collection of evidence for each student.
3. Expand students' math vocabulary to improve student achievement	Classroom Teachers, Special Education Teachers, ESOL Teachers	Math Word Wall Vocabulary Cards (1800.00) *Reading Strategies for Math* (Shell Education $120.00) *Building Academic Vocabulary*	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.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff will increase student achievement in **math** in grades 3-6 with a specific focus on Number Sense and Probability & Statistics 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. *(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.
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
4. Implement Response to Intervention strategies for at-risk and struggling students.	Classroom Teachers, Special Education Teachers, ESOL Teachers		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.

- [X] 2.1 Demonstrate honesty, responsibility, and leadership.
- [ ] 2.2 Work effectively within a group dynamic.
- [ ] 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges.
- [ ] 2.4 Possess the skills to manage and resolve conflict.
- [ ] 2.5 Be inspired to learn throughout life.
- [ ] 2.6 Courageously identify and pursue their personal goals.
- [ ] 2.7 Develop practical life skills.
- [ ] 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 R_2ICH 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 30 staff members trained in Responsive Classroom I by the end of the 2008-2009 school year. We would like to increase the number of staff members trained in the Responsive Classroom philosophy and continue providing professional development. A smaller number of teachers have been trained in RC in recent years.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Responsive Classroom~

Strengths: The **Responsive Classroom(RC)** 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. It has enabled better teaching and learning.

Weaknesses: New teachers need to be trained in Responsive Classroom philosophy to implement effectively our RC program.

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 *(Specific Measurable Attainable Results-Oriented and Time-Bound)*
2.1	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.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS
WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: All staff will teach students to be R_2ICH 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. *(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.
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
Incorporate Responsive Classroom components consistently.	Administrators, Classroom Teachers, Specialists	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 2008-2009 school year the 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 participated in at least one project with each grade level developing their own service-learning project. In addition, the following community projects were also completed:

- Holiday Toy and Food Drive
- Poplar Tree Giving Tree (Mittens and Gloves)
- Planet Aide Clothes Drive *(Discontinued)*
- Letter Writing Campaign to Active-Duty Military Personnel
- Smiles for Pennies

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths: Programmatic strengths include a strong Student Council Association (SCA) and activities that support student involvement. 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 eliminate duplication of project ideas.

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 *(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)*
3.2	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 as measured by completion and reflection of individual projects using a community service/goal setting portfolio system.
3.4	By the end of the 2009-2010 school year, 75% of all students at Poplar Tree will have participated in at least one grade level and/or school wide **CARES in *Action*** community service learning project as measured by completion and reflection of projects using service learning reflection journals and surveys.

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. *(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.
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	

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. *(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.
			1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.	
1. Initiate and organize opportunities for students to participate in community service learning projects.	Administrators, Classroom Teachers, Specialists	(no cost)	X	X	X	X	Staff reports on extent of contributions to various community groups. Student reflections on service learning projects by use of journals, discussion groups, and surveys. Community survey response to the contributions made by our students and families.
2. Focus on 6th grade community service learning project.	Administrators, Classroom Teachers, Specialists	(no cost)	X	X	X	X	Staff reports on extent of contributions to various community groups. Student reflections on service learning projects by use of journals, discussion groups, and surveys. Community survey response to the contributions made by our students and families. Information recorded into SASI reflecting 6th grade student participation in service learning projects.

RESULTS AND REFLECTION ON THE 2008-2009 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
Academics ***Objective*:** Staff will increase student achievement in **writing** in grade 5 through the improved implementation of a comprehensive, guided, and interactive writing process across curriculum with a specific focus on closing the achievement gap for our Hispanic students and Students with Disabilities.	***Performance Indicator:*** By the end of the 2008-2009 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 67% to 70%. **This performance indicator was not achieved based on the 2008-2009 Standards of Learning test results. Scores decreased from 67% to 46%.** By the end of the 2008-2009 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 56% to 70%. %. **This performance indicator was not achieved based on the 2008-2009 Standards of Learning test results. Scores decreased from 56% to 50%.**	***Supported:*** ***Inhibited:*** Increased class size, focused on teaching the writing prompt genre for the 2008-2009 SY, grammar portion of planning began in January, which limited the amount of guided writing instruction to our at-risk students.	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. Need for small group writing focus with Students With Disabilities and other at-risk students. Utilizing Assistive Technology Service (ATS) to assist students with fine and gross motor writing challenges. Continue to utilize FCPS eCART to gather resources for writing. Administer the Virginia Grade Level Assessment for Writing to students who meet the criteria.

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
***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.	***Performance Indicator:*** By the end of the 2008-2009 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 72% to 79%. **This performance indicator was achieved based on the 2008-2009 Standards of Learning test results. Scores increased from 72% to 83%.** By the end of the 2008-2009 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 68% to 79%. **This performance indicator was achieved based on the 2008-2009 Standards of Learning test results. Scores increased from 68% to 83%.**	***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.	Continue past efforts and focus more on FCPS eCART Pacing Guides and the essential knowledge-particularly our Limited English Proficient and Economically Disadvantaged students

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
***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.	By the end of the 2008-2009 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 55% to 79%. **This performance indicator was achieved based on the 2008-2009 Standards of Learning test results. Scores increased from 55% to 82%.** By the end of the 2008-2009 school year, 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 62% to 79%. **This performance indicator was achieved based on the 2008-2009 Standards of Learning test results. Scores increased from 62% to 92%.**	***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 ***Inhibited:***	Continue past efforts and focus more on FCPS eCART Pacing Guides and the essential knowledge-particularly our Limited English Proficient and Economically Disadvantaged students.

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
***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.	Performance Indicator: By the end of the 2008-2009 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 57% to 70%. **This performance indicator was achieved based on the 2008-2009 Standards of Learning test results. Scores increased from 57% to 76%.**	***Supported:*** Integrating SS across curriculum, technology use, available resources (gateways), newspapers, common assessments, building background knowledge and vocabulary comprehension, small focus group instruction. ***Inhibited:***	Need for PLC time to ensure FCPS eCART pacing guide implementation and time to discuss formative student assessment data.

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
Essential Life Skills **Objective:** All staff will teach students to be R_2ICH with Character by incorporating Responsive Classroom philosophy into the instructional day and model life skills in one-on-one and group settings.	***Performance Indicator:*** By the end of the 2008-2009 school year, the post measures of bullying will show an increase from 70% to 85% of always knowing what to do if being bullied or seeing someone bullied. **This performance indicator was not achieved based on the 2008-2009 End-of-Year survey results. The survey showed only first graders reaching 85%. The other grades had few changes from the beginning of the year. However, the number of students who answered 'never' to the questions decreased on the bullying survey.** By the end of the 2008-2009 school year, more students will be involved in the mentoring program due to an increase in the number of staff mentors from 23 to 40. **This performance indicator was not achieved based on the results of Mentoring Program data. The data showed that we did not meet our goal of 40 mentors.** ***Quantitative/Qualitative Data:*** Surveys were done in all grade levels in September and repeated in grades 3-6 in November following the completion of the bullying lessons required by SR&R. The survey was also re-administered in June to grades 1, 3 & 5 to look at long term data for sustainability.	***Supported:*** Staff support and cooperation contributed completely to success. ***Inhibited:*** Though we did increase our total number of mentors from 23 in 2007-2008 to 32 in 2008-2009, we did not meet our goal of 40 mentors. This may have been due in part to scheduling conflicts for the mentors.	Continue past efforts of implementing Responsive Classroom Continue to have FCPS Responsive Classroom specialist provide workshops to guide our focus Continue to train new staff members in the Responsive Classroom philosophy Continue with our Staff/Student Mentoring program

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
Responsibility to the Community **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.	***Performance Indicator:*** By the end of the 2008-2009 school year, 100% of the students in grades 1 and 6 will have participated in a **CARES *in Action*** community service learning project. **This performance indicator was achieved based on the CARES in *Action* student reflection journals, anecdotal notes and records.** By the end of the 2008-2009 school year, 75% of all students at Poplar Tree will have participated in at least one service learning project. **This performance indicator was achieved based on the CARES in *Action* student reflection journals, anecdotal notes and records.** ***Quantitative/Qualitative Data:*** Student reflection journals and cards; anecdotal records from classroom teachers and school counselors.	***Supported:*** We gathered data on lessons taught which showed the range of instruction in grades K-6. Our team initiatives for service to the greater community started the process that could create service learning projects. ***Inhibited:*** Many projects were completed across the grade levels. However, this also caused a problem with timing and overlapping of projects at certain times during the year. Projects should have been coordinated throughout the school year across grade levels.	***Implications for ongoing improvement efforts:*** We want students to be more aware of their impact on our global community by thinking about ways they can make a difference. The school wide initiative call CARES in Action brought together many grade levels and has provided a foundation to continue the expectation of community service learning at all grade levels.

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

Brigance 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 Brigance 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…

Cognitive Abilities Test (Cog AT) 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.

Learning LAPS (**L**earning **A**bout **P**oplar Tree **S**taff and **S**tudents) – 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 them 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 consist 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.

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

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 _____3-6eCart_____

III. Attendance _____Avg _____Below Avg

IV. Primary Language _____
ESOL _____no _____yes: level _____

V. Medical Concerns:_____

VI. Working File _____no _____yes

Previous _____SST Referral: date_____

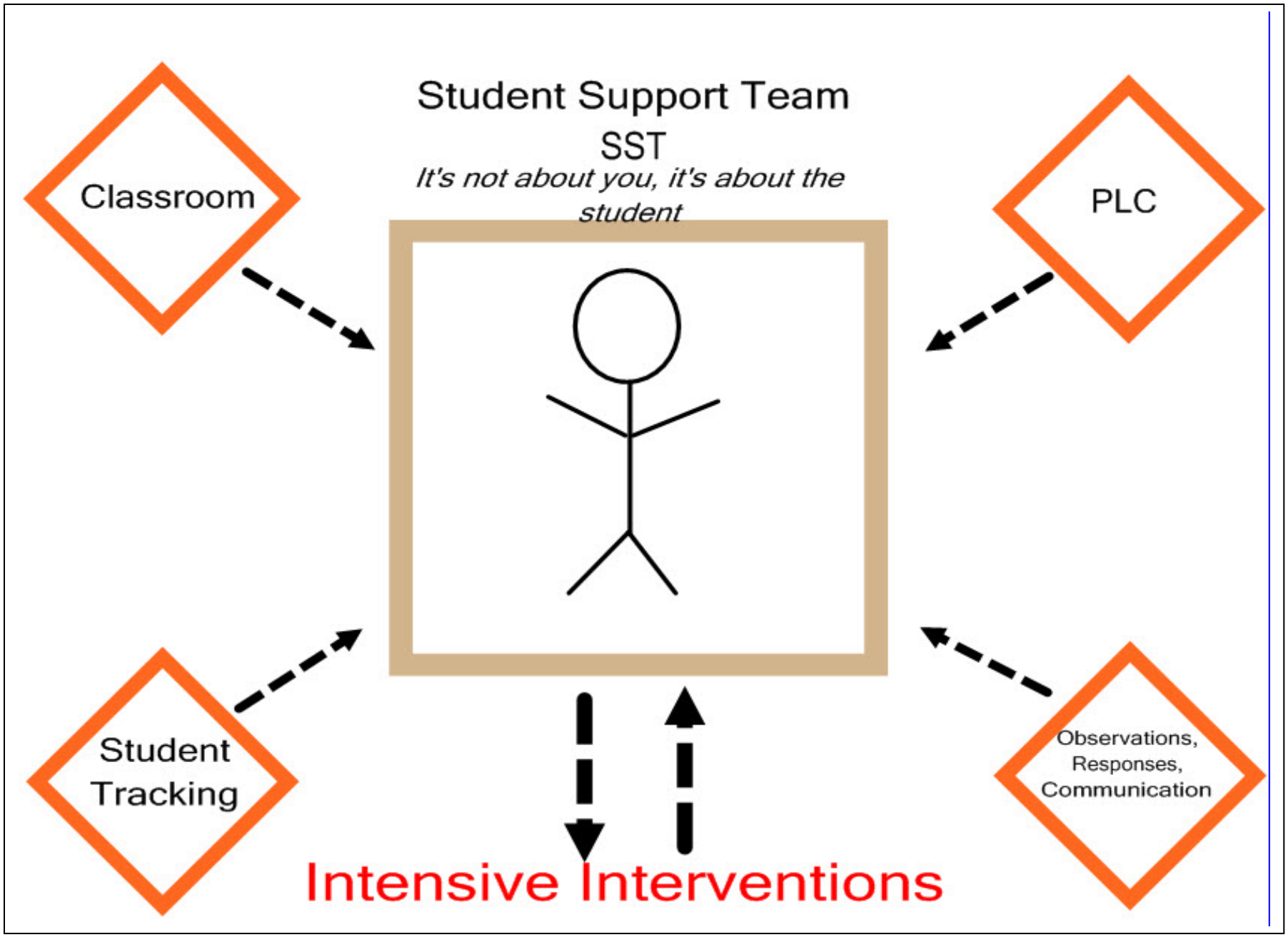
____Child Study: date_____

____Local Screening: date_____

Previous schools _____FCPS_____Other_____

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

APPENDIX B


Student Support Team
SST
It's not about you, it's about the student
Classroom
PLC
Student Tracking
Observations, Responses, Communication
Intensive Interventions

APPENDIX C

RTI Response to Intervention Pyramid