

Fairfax County Public Schools

School Improvement Plan

2011-2012

(Updated January 2012)

Poplar Tree Elementary Cluster VII



Sharon S. Williams, Principal
Hallie M. Dillon, Assistant Principal

FCPS School Improvement Planning Process “Continuous Improvement”



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

**School Improvement Plan
COMMITTEE MEMBERS
2011-2012**



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
Michael McAdoo	6 th Grade Teacher; Social Studies Lead Teacher
Diane Hurd	3 rd Grade Teacher, Math Lead Teacher (Primary)
Crista Ziegler	6 th Grade Teacher, Math Lead Teacher (Upper)
Lisa Melchiori	Kindergarten Teacher, Science Lead Teacher (Primary)
Jennifer Bennett	5 th Grade Teacher, Science Lead Teacher (Upper)
Patricia Bellman	English for Speakers of Other Languages Teacher
Arian Hadley	PTA President, Parent Representative (Reviewer)

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—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

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

SPECIAL PROGRAMS

STUDENT ACHIEVEMENT GOAL—ACADEMICS

- Advanced Mathematics
- Book Fairs (fall and spring)
- Challenge 24
- Choral/Musical Performances (SOL themes)
- Cultural Arts Program
- Everyday Math Counts
- GLOBAL (Language Experience in Elementary School)
- Global Awareness and Technology Program
- Handwriting Without Tears Writing Program
- History Bee
- Hundreds Day Celebration
- INK! Literary magazine
- Junior Great Books
- Leveled Literacy Instruction (LLI)
- Mad Scientist Club
- Math League Contest
- Odyssey of the Mind
- PTA Reflections Contest
- Read Across America Day/Week
- Response To Intervention (RTI)
- Science Expo Night
- Student Support Team (SST)
- Teachers As Readers (TAR)
- Virginia Readers' Choice
- Visiting Authors/Illustrators Literature Connection
- WIN (What I Need School-wide Intervention Block)
- Word Masters
- Summer WIN intervention program
- Summer Reading Incentive Challenge



STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

- Chess Club (After-school Activity)
- Fakespeare Drama Club (After-School Activity)
- Girls on the Run (After-school Activity)
- Junior Achievement
- Just Say No Club (After-school Activity)
- Legos FUNdamentals Club (After-school Activity)
- Odyssey of the Mind (After-school Activity)
- Peer Buddies
- Peer Mediation
- Red Ribbon Week
- Responsive Classroom
- Safe and Drug Free Youth Bookmark Contest
- SCA – Student Council Association
- Staff-to-Student Mentoring Program (**SMILE**: Staff Mentoring In a Learning Environment)



STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

- Business Partnership – Lee Technologies
- **CARES** in Action (Cooperation Assertion Responsibility Empathy Self-Control)
- Community Food Drive
- Heritage Night: ‘One School, Many Cultures ‘
- Holiday Toy Drive/Giving Tree
- Spring Cleanup Day
- Service Learning Projects
- Veteran’s Day Assembly



RESULTS AND REFLECTIONS ON 2010-2011 SIP
A Focus on Continuous Improvement

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implication for ongoing improvement efforts
<p>Academics Objectives: 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.</p> <p>*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</p>	<p>Performance Indicators: 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% and decrease the achievement gap in Reading between our Students with Disabilities and White student populations. This performance indicator was not achieved based on the 2010-2011 Standards of Learning test results. However, reading scores increased from 88% to 89%.</p> <p>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% and decrease the achievement gap in Mathematics between our Students with Disabilities and White student populations. This performance indicator was not achieved based on the 2010-2011 Standards of Learning test results. Math scores decreased from 89% to 86%.</p> <p>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% and decrease the achievement gap in Mathematics</p>	<p>Supported:</p> <ul style="list-style-type: none"> • Balanced Literacy Program • Guided Reading Lessons • School wide WIN Intervention Time • Vocabulary Building and Interactive Word Walls <p>Inhibited: Although performance indicators were not achieved, reading scores did increase.</p> <p>Supported:</p> <ul style="list-style-type: none"> • Flexible math groupings with pre/post assessments • School wide WIN Intervention Time <p>Inhibited:</p> <ul style="list-style-type: none"> • Inconsistent application, analysis, and monitoring of common assessments 	<ul style="list-style-type: none"> • Continue to target specific students by name and need • Revise WIN Intervention Program so it is consistent throughout the school (Same time each day and same amount of time given to each grade level) • Increase eCart testing for data collection and analysis (a minimum of three common assessments per quarter for math and for reading) • Establish and implement a structured/systematic data dialogue protocol for analyzing data during <u>weekly</u> Collaborative Learning Team meetings (CLT)

	<p>between our Economically Disadvantaged and White student populations. This performance indicator was not achieved based on the 2010-2011 Standards of Learning test results. Math scores decreased from 86% to 79%.</p> <p>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% and decrease the achievement gap in Mathematics between our Hispanic and White student populations. This performance indicator was not achieved based on the 2010-2011 Standards of Learning test results. Math scores decreased from 86% to 80%.</p> <p>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% and decrease the achievement gap in Mathematics between our Limited English Proficient and White student populations. This performance indicator was not achieved based on the 2010-2011 Standards of Learning test results. Math scores decreased from 85% to 83%.</p> <p>Quantitative/Qualitative Data:</p> <ul style="list-style-type: none"> • SOL results 		
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<p>Essential Life Skills All staff will teach students to be R₂ICH with Character by incorporating Responsive Classroom (RC) philosophies into the instructional day and model life skills in one-on-one and group settings</p>	<p>Performance Indicator: 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. This performance indicator was met.</p> <p>Quantitative/Qualitative Data:</p> <ul style="list-style-type: none"> • Staff survey, Planning Committee notes, and grade level Collaborative Learning Teams (CLT) notes 	<p>Supported:</p> <ul style="list-style-type: none"> • In service on Responsive Classroom on teacher language <p>Inhibited:</p> <ul style="list-style-type: none"> • Consistent use of surveys to collect data • Responsive Classroom Staff Leader changed 	<ul style="list-style-type: none"> • Review data on number of staff members trained in RC 1 and RC 2 levels • Conduct an RC Needs Assessment Survey with the staff and students in the fall • Based on the survey data, establish and implement a one or two year Responsive Class Action Plan that addresses the needs of the school
<p>Responsibility to the Community 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 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. This performance indicator was not met. Ninety-eight percent (98%) of the students met the minimal five hours.</p> <p>Quantitative/Qualitative Data:</p> <ul style="list-style-type: none"> • SASI Data • Student Projects/Reflections <p>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. This performance indicator was met.</p>	<p>Supported:</p> <ul style="list-style-type: none"> • Sixth grade completion Service Learning requirements (hours, projects and reflections) <p>Inhibited:</p>	<ul style="list-style-type: none"> • Continue to establish goals and guidelines for all grade level service learning program • Continue to monitor student completion and reflection of 6th grade service learning projects

	<i><u>Quantitative/Qualitative Data:</u></i> <ul style="list-style-type: none">• SASI Attendance Data• Student Projects/Reflections		
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FAIRFAX COUNTY PUBLIC SCHOOLS
School Demographics
by Cluster and School



CLUSTER 7 POPULAR TREE ELEMENTARY	Category	June 2009		June 2010		June 2011	
		#	%	#	%	#	%
ETHNICITY							
ASIAN	158	20.45	145	18.88	159	20.49	
BLACK (NOT OF HISPANIC ORIGIN)	30	3.93	32	4.16	32	4.12	
HISPANIC	99	12.98	120	15.60	135	19.97	
WHITE (NOT OF HISPANIC ORIGIN)	399	52.29	394	51.24	388	50.00	
OTHER	79	10.35	78	10.14	42	5.41	
788	788	788	788	778	778		
GENDER							
FEMALE	379	49.67	368	47.85	371	47.81	
MALE	384	50.33	401	52.15	405	52.19	
788	788	788	788	778	778		
ENGLISH PROFICIENCY							
ENGLISH PROFICIENT--	664	87.00	636	82.70	641	78.74	
LIMITED ENGLISH PROFICIENT--	99	12.98	133	17.30	165	21.26	
788	788	788	788	778	778		
LEP LEVEL 8							
01-LEVEL 01 ENLBRNG	17	17.17	28	21.09	44	26.87	
02-LEVEL 02 BEGNNG	25	25.25	37	27.82	13	7.88	
03-LEVEL 03 DEVLPRNG	12	12.12	25	18.80	53	32.12	
04-LEVEL 04 EXPNDNG	5	5.05	11	8.27	35	21.51	
05-LEVEL 05 BRDNGNG	40	40.40	32	24.05	20	12.12	
88	88	182	182	186	186		
ENGLISH LANGUAGE SERVICES--							
FREE WAWNER	48	6.29	55	11.05	120	16.76	
NO FEE WAWNER	660	85.19	618	80.36	604	77.84	
FREE OR REDUCED FEES	113	14.81	151	19.64	172	22.16	
788	788	788	778	778			
EDUCATIONAL DESIGNATION							
GENERAL EDUCATION	688	90.17	685	89.08	681	87.78	
ELEMENTARY/ADVANCED ACADEMICS - LEVELS I/II	102	13.37	82	10.66	110	14.18	
SPECIAL EDUCATION LEVEL 1	38	4.98	37	4.81	33	4.25	
SPECIAL EDUCATION LEVEL 2	75	9.83	84	10.92	95	12.24	
SPECIAL EDUCATION SERVICE							
AUTISM	10	12.84	20	21.42	22	25.00	
EMOTIONAL DISABILITIES	2	1.77	3	2.48	4	3.13	
INTELLECTUAL DISABILITY	0	0.00	7	5.79	9	7.03	
INTELLECTUAL DISABILITY SEVERE	0	0.00	5	4.13	11	8.59	
LEARNING DISABILITIES	66	88.41	62	51.24	55	42.97	

*English proficiency students are non-fluent English speakers (LEP), which includes students who were formerly LEP.

**Current English learners are students who were former English learners or students.

***English Language Learners (ELL) and new English Learners (EL) are students who speak a language other than English at home.

POPLAR TREE ELEMENTARY

Performance Bands for Standards of Learning Mathematics and Reading 2009 through 2011

Mathematics Performance		Less than 70%	70-79%	80-89%	90-100%
2010-2011					
	All Students				92%
	Black	*	*	*	*
	Hispanic			80%	
	White				94%
	Economically Disadvantaged		79%		
	Students with Disabilities			86%	
	Limited English Proficient			83%	
2009-2010					
	All Students				93%
	Black	*	*	*	*
	Hispanic			86%	
	White				95%
	Economically Disadvantaged			86%	
	Students with Disabilities			89%	
	Limited English Proficient			85%	
2008-2009					
	All Students				94%
	Black	*	*	*	*
	Hispanic	*	*	*	*
	White				97%
	Economically Disadvantaged			82%	
	Students with Disabilities				92%
	Limited English Proficient			83%	
Reading Performance		Less than 70%	70-79%	80-89%	90-100%
2010-2011					
	All Students				91%
	Black	*	*	*	*
	Hispanic			82%	
	White				93%
	Economically Disadvantaged			80%	
	Students with Disabilities			89%	
	Limited English Proficient			80%	
2009-2010					
	All Students				95%
	Black	*	*	*	*
	Hispanic				92%
	White				96%
	Economically Disadvantaged				90%
	Students with Disabilities			88%	
	Limited English Proficient				91%
2008-2009					
	All Students				96%
	Black	*	*	*	*
	Hispanic	*	*	*	*
	White				98%
	Economically Disadvantaged				93%
	Students with Disabilities				93%
	Limited English Proficient				94%

* = Subgroup with less than 50 students
Report includes SOL, VAAP, and VGLA data.

Data Source: Virginia Department of Education (VDOE) School Report Cards

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 1 and 2, by increasing students' background knowledge, essential academic vocabulary usage, comprehension, and higher level thinking skills.

Staff will increase student achievement in **reading** in grades 3-6 by increasing students' background knowledge, essential academic 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 achievement gaps within our student populations.

Staff will increase student achievement in **writing** school-wide by implementing a strategies-based writing workshop which incorporates 6+1 Traits and the 5-step writing process.

Staff will increase student achievement in **math** in grades K-6 with a specific focus on vocabulary development and closing the achievement gaps among our subgroups.

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

Data Sources:

Development Reasoning Assessment (DRA) results for grade 1 from spring 2010-2011, revealed that 73% of grade 1 students made end-of-year benchmark.

DRA results for grade 2 from spring 2010-2011, revealed that 83% of grade 2 students made end-of-year benchmark.

SOL Reading 2010-2011 testing data for students in grades 3-6, indicated an 11 percentage point gap between our Hispanic (82%) and White (93%) subgroups; a 13 percentage point gap between our Economically Disadvantaged (80%) and White (93%) subgroups, a 13 percentage point gap between LEP (80%) and White (93%) subgroups, and a 4 percentage point gap between our Students with Disabilities (80%) and White (93%) subgroups.

SOL Fifth Grade Writing 2010-2011 testing data, indicated a 10 percentage points decrease from 83% to 73% among Limited English Proficient (LEP) students; an 11 percentage points decrease from 82% to 71% among Economically Disadvantaged students; an 8 percentage points decrease from 83% to 75 % among Hispanic students, and an 8 percentage points decrease from 81% to 73% among Students with Disabilities.

SOL Mathematics 2010-2011 testing data, indicated a 2 percentage points decrease from 85% to 83% among Limited English Proficient (LEP) students; a 7 percentage points decrease from 86% to 79% among Economically Disadvantaged students; a 6 percentage points decrease from 86% to 80% among Hispanic students; and a 3 percentage points decrease from 89% to 86% among Students with Disabilities (SWD). There continue to be noted achievement gaps between White students and the following subgroups in math:

White and Hispanic Students = 14 percentage point gap

White and LEP = 11 percentage point gap

White and Economically Disadvantaged = 15 percentage point gap

White and Students with Disabilities = 8 percentage point gap

Math Reasoning Assessment (MRA) results for grade 1 from spring 2010-2011, indicated an *80% passing rate for grade 1 and a 93% passing rate for grade 2.

**This percentage includes MRA data for four of the five first grade classes. One first grade class MRA data was entered incorrectly online. (Testing office alerted).*

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. Collaborative Learning Teams (CLT) teams were focused on improving struggling students' 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: 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 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 texts and continue to improve their vocabulary, background knowledge, and comprehension skills.

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 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, 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 systematically address our at-risk and struggling students' academic needs with a focus on increasing students' vocabulary development skills and reading performance.

Math~

Strengths: An instructional walkthrough performed by administrators and from the cluster office 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. The 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 were 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 2010-2011 school year.

Weaknesses: It continues to be important for teachers to assess, analyze assessment data, adjust instruction, and monitor progress on a regular basis to meet the academic needs of all students.

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

- *Implementation of a consistent math block (added to the instructional schedule for each grade level each year)
- *Effective use of differentiation, flexible grouping, hands-on activities, visuals, and small group instruction
- *Implementation of effective interventions (**WIN School-wide Intervention Block) beginning in kindergarten that focus on math vocabulary development to address the students' instructional needs
- *Weekly analyses of student data to guide instructional best practices by NAME and NEED

Best Practice Research:

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 (e.g. Sammons, Guided Math – A Framework for Mathematics Instruction). Teachers should incorporate student assessments of their learning as 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 and Students with Disabilities.

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 systematically address our at-risk and struggling students' academic needs with a focus on increasing students' math vocabulary development skills and math performance.

At Poplar Tree, we continue to implement a school-wide intervention program, **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	Poplar Tree will increase the number of first grade students meeting or exceeding end of year DRA2 benchmark from 73% to 90% .
1.1.1	Poplar Tree will increase the number of second grade students meeting or exceeding end of year DRA2 benchmark from 83% to 90% .
1.1.1	By the end of the 2011-2012 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 Reading Standards of Learning assessment from 89% to 92% and decrease the achievement gap in Reading between our Students with Disabilities and White student populations.
1.1.1	By the end of the 2011-2012 school year, Poplar Tree will increase the passing percentage of Economically Disadvantaged, Limited English Proficient, Hispanic, and Student with Disabilities on the Writing Standards of Learning from 72%, 73%, 75%, and 73% to 90% respectively .
1.1.2	By the end of the 2011-2012 school year, Poplar Tree will increase the passing percentage of first grade students on the Mathematics Reasoning Assessment (MRA) from 80% to 90% .
1.1.2	By the end of the 2011-2012 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 86% to 90% and decrease the achievement gap in Mathematics between our Students with Disabilities and White student populations.
1.1.2	By the end of the 2011-2012 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 79% to 90% and decrease the achievement gap in Mathematics between our Economically Disadvantaged and White student populations.
1.1.2	By the end of the 2011-2012 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 80% to 90% and decrease the achievement gap in Mathematics between our Hispanic and White student populations.
1.1.2	By the end of the 2011-2012 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 83% to 90% and decrease the achievement gap in Mathematics between our Limited English Proficient and White student populations.

STUDENT ACHIEVEMENT GOAL—ACADEMIC WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff will increase student achievement in reading in grades 1 and 2, by increasing students' background knowledge, essential academic vocabulary development and usage, comprehension, and higher level thinking skills.							
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. Administer DRA2 to all students K-2 in the fall to create baseline data to drive instruction and create small guided reading groups	Classroom teachers, Special Education Teachers, ESOL Teachers, Reading Specialist	DRA2 kits, staff development, DRA online	X				Teachers will use: -DRA2 data -"Focus on Instruction" component
2. Increase students' use and understanding of content vocabulary using small guided reading group instruction to improve reading comprehension skills of fiction and non-fiction text/reading passages	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>Robust Vocabulary</i> Site-based staff development, PD360 (no cost)	X	X	X	X	Teachers will use: - anecdotal notes -work samples -common assessments Administrators will look for evidence of vocabulary instruction in lesson plans and observation using: -Learning LAPS (instructional walkthrough) checklist -LEARN Model -Guided Reading Checklist -eCART and Assessment data

<p>3. Improve at risk students' background knowledge, comprehension, and response to new information by increasing visual strategies in whole and small group instruction during reading workshop</p>	<p>Classroom Teachers, Special Education Teachers, ESOL Teacher, Reading Specialists</p>	<p>Reading Strategies for Social Studies (Shell Education), Teaching Reading in Social Studies, Science & Math (Scholastic), <u>Building Background Knowledge for Academic Success</u> (no cost)</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>-Teachers will use: - anecdotal notes - work samples - common assessments - DRA quarterly progress reports Administrators will look for evidence of vocabulary instruction in lesson plans and observation using: - Learning LAPS (instructional walkthrough) checklist - LEARN Model - Guided Reading Checklist - eCART and Assessment data</p>
<p>4. Continue to implement effective Response to Intervention strategies for at-risk and struggling students daily by:</p> <p><i>*Continued implementation of the school-wide WIN Intervention Block at grades K-6 to address literacy skills for at-risk and struggling students in reading.</i></p> <p><i>*Continued CLT discussions and data dialogues of at-risk students</i></p>	<p>Classroom Teachers, Special Education Teachers, ESOL Teacher, Reading Specialists</p>	<p>-Response to Intervention Implementation Flow Chart and Folders (no cost) - Leveled Literacy Intervention Kit (LLI) (\$2000) - Response Intervention materials (RI) (no cost)</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>Teachers will: - record RTI Interventions and strategies at scheduled CLT meetings and SST meetings for targeted students - track student progress using the RTI Student Data Tracking Forms and data folders - review CLT data dialogue meeting notes and data folders weekly</p>
<p>5. Continue to take and analyze running records and anecdotal notes in weekly CLT meetings to monitor student reading progress and guide/strengthen instruction</p>	<p>Classroom Teachers, Special Education Teachers, ESOL Teacher, Reading Specialist</p>	<p>FCPS Pacing Guides for Language Arts grades 1 and 2</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>Teachers will use: - Running Records data sheets - Anecdotal notes - CLT data dialogue meeting notes and data folders - DRA quarterly progress reports</p>

<p>6. Increase comprehension, vocabulary, and higher level thinking skills during guided reading by teaching and monitoring understanding and use of self-correcting, self-monitoring strategies, comprehension skills, and vocabulary skills</p>	<p>Classroom Teachers, Special Education Teachers, ESOL Teacher, Reading Specialist</p>	<p>Comprehension Toolkit (no cost) Guided Reading Instructional Checklist (no cost) <u>Strategies that Work</u> (no cost) <u>Mosaic of Thought</u> (no cost) <u>Comprehension Connections</u> (\$200.00)</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>Teachers will use: -anecdotal notes -guided reading checklists -weekly common assessments -DRA quarterly progress reports</p>
<p>7. Improve targeted students' content vocabulary and reading comprehension skills with small guided reading group instruction</p>	<p>Administrators, Classroom Teachers, Special Education Teachers, ESOL Teacher, Reading Specialist,</p>	<p>FCPS eCART Pacing Guides for Language Arts, Social Studies and Science (no cost) <u>Reading Strategies for Social Studies</u> (Shell Education), <u>Teaching Reading in Social Studies, Science & Math</u> (Scholastic), <u>Robust Vocabulary</u> Site-based staff development, PD360 (no cost)</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>- Teachers will use anecdotal notes, work samples, and common assessments (pre-/post test, DRA Progress Monitoring Tool , eCART) -Administrators will look for evidence of vocabulary instruction in lesson plans and observation using a Learning LAPS (instructional walkthrough) checklist, LEARN Model, Guided Reading Checklist -Quarterly RTI and WIN Intervention data recorded in orange RTI folders</p>
<p>8. Continue to implement vocabulary instructional strategies gained from professional development workshop designed by pyramid literacy team .</p>	<p>Grade Level Team Liaisons, Classroom Teachers, Reading Specialist, Administrators</p>	<p>Revised Bloom Taxonomy Flip Charts (no cost)</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>-Staff development attendance -CLT grade level meeting notes with Reading Specialists</p>

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff will increase student achievement in **reading** in grades 3-6 by increasing students' background knowledge, vocabulary development and usage, and reading comprehension strategies when reading nonfiction text with a specific focus on **social studies and science** content and on closing the achievement gap among all subgroups.

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.
9. Teachers will use the Frayer Model consistently throughout instruction with an emphasis on vocabulary development, building background knowledge, and responding to new information	Classroom Teachers, Special Education Teachers, ESOL Teacher, Reading Specialists, Administrators	Frayer Model posters (\$300) Reading Strategies for Social Studies (Shell Education), Teaching Reading in Social Studies, Science & Math (Scholastic), <u>Building Background Knowledge for Academic Success</u> (no cost)	X	X	X	X	-Administrators will look for evidence of vocabulary instruction in lesson plans and observation using the Frayer Model by using: -Learning LAPS (instructional walkthroughs) -LEARN Model -Guided Reading Checklist -CLT Team notes
10. Grade level CLTs will: -continue to collaborate to develop and analyze common reading assessments for each standard - share, review, analyze, and adjust instructional strategies based on student data -discuss at-risk students and document data using RTI Student Data Tracking Forms.	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/Administrators will use: -CLT weekly meeting notes -RTI Data folders and data charts -Horizon data tracking tool
11. Continue to Implement effective Response to Intervention strategies for at-risk, struggling, and advanced students using a School-wide 30-minute WIN Intervention Block at grades K-6	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 CLT meetings - track student progress using the RTI Student Data Tracking Form and WIN Intervention Checklists

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff will increase student achievement in **reading** in grades 3-6 by increasing students' background knowledge, vocabulary development and usage, and reading comprehension strategies when reading nonfiction text with a specific focus on **social studies and science** content and on closing the achievement gap among all subgroups.

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.	
12. Administer DRA2 to all students 3-6 in the fall 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.
13. Collect VGLA evidence that demonstrates mastery of on-grade level Standards of Learning objectives in Reading, Social Studies, and Science for qualified students.	Administrators, Curriculum Lead Teachers, Classroom Teachers, Special Education Teachers,	FCPS eCART Pacing Guides (no cost) VGLA Binders (no cost) VGLA Checklist for Technical Component and Collection of Evidence (no cost)	X	X	X	X	Teachers and specialists will meet at weekly CLT meetings and monthly Special Education meetings to review and monitor VGLA technical components and collection of evidence for each student (CLT notes, SPED Meeting Notes, VGLA Team Notes and Checkpoint Worksheet.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff will increase student achievement in **writing** school-wide by implementing a strategies-based writing workshop which incorporates 6+1 Traits and the 5-step writing process.

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.
1. Use 6+1 Writing Traits instructional methods to improve student writing skills.	Administrators, Classroom Teachers, Special Education Teachers, ESOL Teacher, Reading Specialist	FCPS eCART Pacing Guides for Language Arts (no cost) <u>6+1 Trait Crates</u> (\$200)	X	X	X	X	-Administrators will look for evidence of 6+1 Writing Traits in classroom instruction and student work using an observation checklist. -CLT teams will also discuss at-risk students and document data using RTI Student Data Tracking Forms.
2. Administer and analyze quarterly writing prompts.	Classroom and Special Education Teachers	FCPS Writing rubrics (available on eCART) PERSPECTIVE (no cost)	X	X	X	X	Classroom and Special Education teachers will monitor and assess student progress using FCPS Writing Rubrics, anecdotal records, checklist, writing conference notes, student self-assessments.
3. Share, review and analyze instructional best practices for writing at grade level CLT team meetings and quarterly vertical articulation sessions.	All instructional staff	FCPS Pacing Guides FCPS Writing Rubric (available on eCART)	X	X	X	X	-CLT will post minutes from weekly CLT meetings in Blackboard. -Vertical Articulation teams will post minutes from sessions in Blackboard.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff will increase student achievement in **math** with a specific focus on Vocabulary Development, Number and Number Sense, and Computation and Estimation and on closing the achievement gaps among all subgroups.

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 awareness and use of differentiated math instructional strategies within flexible groups, guided math mini-lessons, and math workshop	Administrators, Classroom Teachers, Special Education Teachers, ESOL Teacher Math Lead Teachers	Teachers as Readers, continued use of <i>Guided Math- A Framework for Mathematics Instruction</i> and <i>The Differentiated Math Classroom</i> by teachers in grades 3-6.	X	X	X	X	Teachers will record and use: -Anecdotal notes -Pre/post-assessments data -Student work samples -Data Charts and folders -CLT meeting Data Dialogue notes -Administrators will look for evidence of differentiation of instruction in lesson plans and observation using: - Learning LAPS (instructional walkthrough) checklist - LEARN Model - Guided Math Checklist - Quarterly RTI and WIN Intervention data recorded in orange RTI folders

<p>2. Increase targeted vocabulary instructional strategies in guided math lessons to expand and improve students' math vocabulary and achievement</p>	<p>Classroom Teachers, Special Education Teachers, ESOL Teachers Math Lead Teachers</p>	<p>Continued use of Math Word Wall Vocabulary Cards and <u>Reading Strategies for Math:</u> <u>Building Academic Vocabulary</u></p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>Teachers will record and use: - anecdotal notes -work samples -common assessments (pre/post test, eCART) Administrators will look for evidence of vocabulary instruction in lesson plans and observation using: -Learning LAPS (instructional walkthrough) checklist -LEARN Model checklist -Guided Math Checklist -Quarterly RTI and WIN Intervention data recorded in orange RTI folders -CLT Meeting notes</p>
<p>3. Implement Response to Intervention strategies for at-risk, struggling, and advanced students using a consistent school-wide WIN Intervention Block at grades K-6 to address math literacy skills for at-risk and struggling students</p>	<p>Classroom Teachers, Special Education Teachers, ESOL Teachers, Specialists</p>	<p>Horizon Data Tracking tool (no cost)</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>Teachers will: -record and discuss RTI Interventions and strategies at scheduled CLT meetings -track student progress using the RTI Student Data Tracking Form -use the Horizon data tracking tool for eCART and common assessments to analyze data and adjust instruction</p>
<p>4. Schedule quarterly Math Committee meetings, with PTA Parent Representative, to review school wide goals and objectives and plan math activities for the school year</p>	<p>Math Committee Members (Teacher representative from each grade level, Specialist, and Parent Representative)</p>	<p>None</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>Math committee will share quarterly updates with staff via Teacher Share on Blackboard and/or One Note</p>
<p>5. Expand existing vertical articulation to promote successful transitions from grade 6 to grade 7 by participating in 7th grade curriculum discussions at RRMS and Franklin MS</p>	<p>Counselors Sixth Grade Teachers</p>	<p>None</p>			<p>X</p>	<p>X</p>	<p>Teachers/Counselors will: create transition folders for each sixth grade student to include course selection, RTI data, teacher narratives, and background data and other information as outlined by middle schools</p>

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 checked="" 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)*
Staff will further implement components/tenets of Responsive Classroom to support character development and citizenship skills.

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 2010-2011 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. **Life skills will be represented by a bullying audit to be taken in February by staff members to determine Poplar Tree's school needs, common language throughout the building among staff and students, and what is currently in place at school. A bullying assembly will also be presented to the student body to teach children what to look for in bullying. A staff mentoring program has been implemented since Spring 2008. There are 23 staff members trained and matched with identified students as mentors. Mentors meet weekly or bi-weekly with their mentee.**

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. **While several staff members have been trained through Responsive Classroom I, new teachers still need to complete the course. The Responsive Classroom committee members provide mentoring to staff members to support the approach.**

RC tips of the week are posted in the weekly Panther Pause Newsletter to staff offering ideas and suggestions for RC implementation in the classroom.

A morning message is written and placed at the front door each day to promote staff and community involvement and students see staff modeling what they do in their classroom.

School posters promoting and stating Poplar Tree's positive teacher language, school rules, school expectations, and cafeteria expectations are posted throughout the hallways of the school. Teachers have also been provided cards with positive teacher language, morning meeting greeting card activities, and morning activity cards to use within their classrooms.

The teacher mentor program has well trained teachers as mentors to students who require additional support at school.

Weaknesses: The use of Responsive Classroom components (teacher language, morning meeting, **logical consequences**) were not implemented *consistently* school-wide. **Teachers need to be trained in RC 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 2011-2012, 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 2011-2012 school year, students will show an increase in citizenship grades as measured by quarterly progress reports ('S' or above).
2.6	By the end of the 2011-2012 school year, all 5 th & 6 th grade students will be able to courageously identify and pursue their personal and citizenship goals as evidenced by written reflections and journal entries.

**STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS
WORK PLAN**

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff will further implement components/tenets of Responsive Classroom to support character development and citizenship skills for all students.							
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	<p>The Responsive Classroom Steering Committee’s Action Plan will provide a timeline to collect data on staff training; conduct quarterly meetings to review data, to implement professional development needs, and implementation of RC methods by providing materials and feedback for staff.</p> <p>Administrators will conduct daily Learning LAPS and walkthroughs to observe implementation of RC components</p>

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Staff will further implement components/tenets of Responsive Classroom to support character development and citizenship skills for all students.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
<p>What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i></p>	<p>Person(s) who will monitor the strategy.</p>	<p>What materials will be used to implement the strategy? What are the costs?</p>	<p>Check the projected quarter for implementing the strategy this school year.</p>				<p>How we will monitor progress.</p>
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
<p>Teach goal setting throughout all the grade levels as part of Responsive Classroom “Hopes and Dreams” for both personal and academic goals</p>	<p>Classroom Teachers, Counselors</p>	<p>Staff Development through CLT meetings</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>Teachers will display students’ “Hopes and Dreams” for this school year by the end of the first quarter.</p> <p>5th and 6th grade students will create and display personal goal posters</p> <p>5th and 6th grade teachers will use written reflections and journal writings to track student’s ability to develop personal, academic or citizenship goals.</p>

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

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

Check all that apply to this school improvement plan objective.

- 3.1 Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.
 - 3.2 Be respectful and contributing participants in their school, community, country, and world.
 - 3.3 Understand the purpose, role, and means of interaction with the different levels of government.
 - 3.4 Exercise good stewardship of the environment.
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SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

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 2010-2011 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)

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. However, coordination across the grade levels to create more variety and choice of projects for students to develop their leadership skills was needed. While there was data to reflect the completion of service-learning for the 6th grade objective, the data was not fully collected and charted for the completion of the service-learning projects for grades kindergarten through five.

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).

The National Service-Learning Clearinghouse (www.servicelearning.org) reported in the study, "Impacts of Service-Learning on Participating K-12 Students" that students who participated in service-learning scored higher in several studies, especial in social studies, writing and language arts. They also noted that such programs help students to develop their caring, altruism and social emotional skills. http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/impacts/

Cathryn Berger Kaye, M.A., in her book, The Complete Guide to Service Learning (Free Spirit Publishing, 2004) stated, "In service learning lies the balance: the dynamic of combining learning and action with thoughtful integration." She also states, "With service learning as an integral part of school life, young people have a greater likelihood of achieving a sense of self through experience." This book is currently available as a resource to our staff for ideas of integrating community service learning into the curriculum.

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 2011-2012 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 2011-2012 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.	

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. Provide the 6 th grade students opportunities to actively pursue individual community service learning projects. This will include a community service learning fair presented by local volunteer groups in the fall so introduce service learning to the students.	Administrators, Classroom Teachers, Counselors, Specialists Parents	(no cost)	1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	<p>Grade level CLTs will submit a service learning project proposal with goals, objectives, purpose, timeline, and curriculum connection.</p> <p>A quarterly check will be completed of all 6th grade students to assess their progress at completion of their service learning hours.</p> <p>Students will write at least two reflections in writing journal on service learning projects to be shared and presented during language arts.</p> <p>Teachers will record and report number of students who have completed their reflections of their service learning project.</p> <p>Information will be recorded into SASI reflecting 6th grade student participation in service learning projects.</p>

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.
2. <u>All grade levels</u> will select and complete a service learning project that supports the science and language arts curriculum.	Classroom Teachers and Counselors Parents	(no cost)	1 st Qtr. X	2 nd Qtr. X	3 rd Qtr. X	4 th Qtr. X	Grade level CLTs will submit a service learning project proposal with goals, objectives, purpose, timeline, and curriculum connection. Students will write at least two reflections in writing journal on service learning projects to be shared and presented during language arts. Teachers will record and report number of students who have completed their reflections of their service learning project.

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 discrete 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...

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.

CLT – Collaborative Learning Teams – the grouping and pairing of educators for the purpose of achieving learning goals with an emphasis on data collection and analysis

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.

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.

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.

MRA – Math Reasoning Assessment

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.

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 consist of practical strategies for bringing together social and academic learning throughout the school year.

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 (TAR) 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 and Data Tracking Forms

Appendix B – Response to Intervention (RTI) Pyramid

(APPENDIX A)

**Poplar Tree Elementary
RTI/SST Student Data Tracking Form
SY _____**

Student Name _____ Date _____

Grade _____ DOB _____ ID# _____

Teacher _____

SOL Scores	3rd	4th	5th	6th		
Math						
Reading						
Writing						
History						
Science						
Other Assessments	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter		
DRA						
DSA						
Writing						
	Verbal		Nonverbal		Quantitative	
CogAT						
NNAT						
eCART	Window	Window	Middle	Common	Common	Common

	1	2	of Year	Assessment	Assessment	Assessment
Math						
Reading						
LLI:						
K-MRA Score						
MRA Score						
WIDA test /ELP Level			Notes:			
WIDA test/ELP Level Kindergarten						
Intervention/Instructional Strategies used by Teacher – TIER 1 (check all that apply)						
Buddy Reader			Parent Volunteer			
Small Group Instruction			Visual Aids/Manipulatives			
Preferential Seating			Behavior Intervention Plan			
Home Reinforcement			Alternative Resource			
Other:						
Results:						
Concerns:						

CLT Meetings (Data Dialogue) – TIER 2:

Dates:				
Strategies used from CLT meetings	<hr/> <hr/> <hr/>			
Results	<hr/> <hr/> <hr/>			

Concerns	<hr/> <hr/> <hr/>
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Student Support Team (SST) – TIER 3:

Dates:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
Interventions Implemented	<hr/> <hr/> <hr/>				
Results	<hr/> <hr/> <hr/>				
Concerns	<hr/> <hr/> <hr/>				

Current Communication with Parents/Guardians: (Please attach emails/notes)

- Date _____ Communication _____
- Date _____ Communication _____
- Date _____ Communication _____
- Date _____ Communication _____
- Date _____ Communication _____
- Date _____ Communication _____

(APPENDIX B)

**Poplar Tree Elementary
Student Support Team (SST) Referral Form**

Student Name _____ Date _____
Grade _____ DOB _____ ID# _____
Teacher _____

Please complete all relevant information and attach the Student Data Tracking Form and all CLT Data Dialogue notes.

- Student's strengths: _____

- Student's needs/concerns: _____

Attendance: Average _____ Below Average _____
Primary Language: _____
ESOL: No _____ Yes _____ Level: _____
Medical Concerns: _____
Working File: No _____ Yes _____
SST: _____ Date _____
Child Study: _____ Date _____
LSC: _____ Date _____

Previous FCPS School (if applicable): _____

Other Schools (if applicable): _____

Classroom Interventions: (Please check all that apply)

- | | | |
|---|--|---|
| <input type="checkbox"/> Grade Level CLT | <input type="checkbox"/> Small Group Instruction | <input type="checkbox"/> One-on-one Instruction |
| <input type="checkbox"/> Behavior Plan | <input type="checkbox"/> Incentive Charts | <input type="checkbox"/> Flexible Grouping |
| <input type="checkbox"/> Differentiated Instruction | <input type="checkbox"/> Peer Tutoring | <input type="checkbox"/> Mentor Program |

After-school Remediation

Reading Buddy

Other

Other Resources: (Please check all that apply)

Reading Specialist

Guidance Counselor

Social Worker

School Psychologist

ESOL Teacher

SPED Teacher

Parent Volunteer

Community Volunteer

S/L Consult

OT Consult

PT Consult

Private Tutor

Private Speech

BITS/STEP Program

Summer WIN program

Private OT/PT

SOL Bootcamp

Other



Collaborative Learning Team (CLT) Notes
~Strategies for Student Achievement by NAME and NEED~

Student's NAME _____ Date _____

Academic/Behavioral NEED(s):

Academic/Behavioral GOAL(s) (What specific NEED are you going to address?)

Strategies used to address the student's NEED(s):

CLT Suggested Ideas/Interventions:

Interventions to implement:

In Process Measures to document progress:

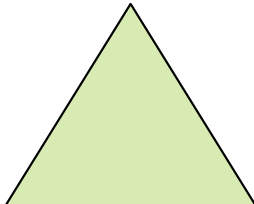
Next Meeting Date: _____

CLT Members Present:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

APPENDIX B

**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 and dialogue
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 “CLT” – Grade Level Teams
Standard intervention protocols
Problem solving process & data analysis and dialogue
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
Weekly data analysis and dialogue
Research-based practices and strategies
Differentiated instruction
WIN (What I Need) School-wide INTERVENTION BLOCK
Effective classroom management
Guided by progress monitoring and balanced common assessments
Planned to address developmental domains (academic, communication/language, social/emotional, etc.)