

Comprehensive Plan Report

Activity in the last 3 months

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

1/29/2015

Florence Bowser Elementary School NCES - na
Suffolk Public School

Key Indicators are shown in RED.

School Leadership and Decision Making

Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly.(58)		
Status	Tasks completed: 2 of 4 (50%)		
Assessment	Level of Development:	Initial: Limited Development 10/07/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal and assistant principal participates with team meetings and completes observations and walkthroughs to monitor curriculum and instruction.	
Plan	Assigned to:	Cheryl Riddick	
	How it will look when fully met:	The administrators will maintain a binder with sample work products used by each grade level to address curriculum topics. Additionally, a file will be maintained of agendas and meeting minutes. Each will document progress toward completion of this objective.	
	Target Date:	05/22/2015	
	Tasks:		
	3. Grade levels will provide one formative and one summative assessment per month for reading and mathematics.		
	Assigned to:	Grade Level Teachers	
	Added date:	10/19/2014	
	Target Completion Date:	05/22/2015	
	Comments:	<p>October 8, 2014 - Staff development held to give teachers examples of formative assessments. The teachers were then given the opportunity to begin to create formative assessments for the 2nd nine weeks.</p> <p>Information Submitted: (Early Start) October 2014 Reading Formative Assessment- Name Letter Stamps - Students used stamps to spell their name. Reading Summative Assessment - Fall Name Writing- Students wrote their name. Math Formative Assessment- Environmental Shape Sort - Students were required to utilize magazine pictures to identify shapes in their</p>	

environment.

Math Summative Assessment - Halloween Sort- Students sorted shapes.

November 2014

Reading Formative Assessment- Turkey Letter Match - Students matched upper and lower case letters. Reading Summative Assessment - Early Start Skills Checklist- Students identified upper and lower case letters.

Math Formative Assessment- Positional Words (i.e. above, below, behind, beside, in front, on, up, and down) - Students placed the snowman in the correct position in the book.

Math Summative Assessment - Early Start Skills Checklist- Students used a stuffed animal to represent positional words.

December 2014

Reading Formative Assessment- Recall Character Order of a Story - Students placed characters in the correct order in a mitten.

Reading Summative Assessment - Sequencing - Students used puppets to identify the sequence of a story.

Math Formative Assessment- Sorting and Classifying Attribute of Shapes - Students used shapes to make a picture and identified each shape.

Math Summative Assessment - Shape Sort - Students used shape attributes to determine how groups of shapes were sorted.

January 2015

Reading Formative Assessment- Letter Recognition- Students found specific letters in a book.

Reading Summative Assessment - Mid-Year PALS for Letter and Sound Recognition -

Math Formative Assessment- Patterns - Students created a pattern (i.e. color and shapes).

Math Summative Assessment - Second Nine Weeks Early Start Checklist- Students independently created a pattern.

(Kindergarten)

September 2014

Reading Formative Assessment- Rhyming Pictures (K.4)- Students had to circle the picture that rhymed with the ending sound.

Reading Summative Assessment - PALS (K.4)- Students had to identify the picture with the same ending sound.

Math Formative Assessment- Shape Sort (K.11) - Students were required to identify shapes according to specific characteristics related to the number of corners.

Math Summative Assessment - Shape Sort (Kindergarten Assessment)K.11 - Students had to identify and sort shapes (i.e. triangle, circle, rectangle, square).

October 2014

Reading Formative Assessment- Beginning Sound Picture Sort (K.7) - Students were assessed on their ability to sort pictures according to their beginning sounds. They were also allowed to label the word.

Reading Summative Assessment - Identify Letters and Sounds in Random Order (K.7) - Students differentiated between the lower case and upper case. They also identified the specific letter sound.

Math Formative Assessment- Patterns (K.16)- Students were required to identify the next picture in the pattern.

Math Summative Assessment - Patterns (Kindergarten Assessment

K.16))- Students were required to read the pattern (i.e. AB, AAB, AAB, ABB, ABC) and determine what shape comes next.

November 2014

Reading Formative Assessment- Handwriting the Alphabet (K.11) - Students wrote each letter of the alphabet legibly.

Reading Summative Assessment - Legible Letters K.11 (Kindergarten Assessment)- Students wrote letters of the alphabet independently.

Math Formative Assessment- Writing Numbers K.11 - Students will form numbers correctly.

Math Summative Assessment - Identify Numbers 0-15 (K.2) - Students will identify numbers 0-15 in random order.

December 2014

Reading Formative Assessment- Beginning Sound Sort K.7 - Students will sort pictures according to the beginning sound.

Reading Summative Assessment - Recognizing Letters K.7 - Students will randomly identify letters and sounds.

Math Formative Assessment- M & M graph (Sorting According to Color) K.14 - Students will sort m & m's according to color and complete graph to include more, less, and same.

Math Summative Assessment - K.14 Graphing - Students graphed items according to attributes more, less, and same.

January 2015

Reading Formative Assessment- Predicting (K.10)- Students sequence events and identify what comes next.

Reading Summative Assessment - Predicting (K.10)- Students will identify what comes next.

Math Formative Assessment- Non-Standard Measurements (K.10)- Students will use manipulatives to measure.

Math Summative Assessment - Non-Standard Measurements (K.10)- Students will use cubes to measure.

(First Grade)

October 2014

Reading Formative Assessment- CVC Word Families - Students were assessed on their ability to read simple short vowel words and matched them to the corresponding picture.

Reading Summative Assessment - Adding "s" to simple verbs- Students added s to simple verbs by completing a cloze sentence activity.

Math Formative Assessment- Environmental Shape Hunt - Students were required to identify shapes in their environment. Identify the object, determine shape, and explain the characteristics of each shape.

Math Summative Assessment - Environmental Shapes- Students were given pictures to represent the four basic shapes and asked to sort them according to the characteristics of the shape.

November 2014

Reading Formative Assessment- Leveled Spelling Sort - Students read and sorted their tiered spelling words according to the spelling skill.

Reading Summative Assessment - Letter Name Feature Spelling Test - Students spelled words that were given with different spelling features to determine their spelling level based upon Ganske Word Study.

Math Formative Assessment- Addition and Subtraction Game - Students formed two teams to solve mathematic equations.

Math Summative Assessment - Addition and Subtraction Test -

Students were given 26 mixed addition and subtraction problems to

solve.

December 2014

Reading Formative Assessment- Long vowel Silent "e" Match - Students read long vowel silent "e" words and matched them to the pictures.
Reading Summative Assessment - High Frequency Words and Comprehension Test - Students used high frequency words to complete a cloze assignment. They read a cold passage and answered corresponding comprehension question.

Math Formative Assessment- Sorting and Classifying Attribute Blocks - Students matched blocks based upon attributes and orally presented the similarities.

Math Summative Assessment - Sorting and Classifying Activity - Students used shape attributes to determined how groups of shapes were sorted.

January 2015

Reading Formative Assessment- High Frequency Word Review- Students were required to read 50 of the 100 High Frequency Words taught.

Reading Summative Assessment - Consonant Digraph Sort - Students sorted pictures according to beginning digraph.

Math Formative Assessment- Tick, Tock Bingo- Students identified analog and digital time.

Math Summative Assessment - Time Match- Students matched digital time by the hour and half hour to the analog clock.

4. Grade level minutes will reflect curriculum and instructional focus shared at data, leadership, principal, or any team meetings (with a specific emphasis of support for new staff).

Assigned to:

Grade Level Chairpersons

Added date:

10/19/2014

Target Completion Date:

05/22/2015

Comments:

September 2014

Week of 9/5/2014~Grade level teachers met this week
9/30/2014~ Grade level teachers have met weekly since the week of 9/5/2014. They submit grade level meeting agendas and minutes to administration weekly, as well as, maintain a notebook with the documents. The minutes include skills that will be covered weekly. Skills addressed during the month of September include: Early Start~ Identifying colors and shapes, A/B Patterns, Families, Emotions, Identifying and writing names, Identifying numbers 1-8, Counting objects, Seasons, Calendar, Days of the Week, Months of year, and Weather. Kindergarten~ Reading~ Concept of Word, Letters and sounds, Beginning sounds, Medial sounds (a,i), Rhyming. Writing ~ Writing and identifying first and last name, Identifying lower and uppercase letters, and Simple sentences. Mathematics~ Identifying numbers (0-15), More/less/same, sorting objects by size, counting, positional words, and shapes. Social Studies ~ Citizenship, Leaders of our country, Pledge, and Patriotic Symbols. Science ~ Weather, Sorting shapes by size and characteristics, and Seasons of the year. First Grade~ Reading ~ Comprehension of fiction and non-fiction text, Identifying parts of a story and book, Using prediction strategies to include picture walks, context clues, etc..Decoding words by using short vowel sounds, beginning and ending consonant sounds to Decode words. Writing ~ Letter formation, Writing informative papers with a prompt, Conferencing with teacher to identify and correct errors. Mathematics~ Counting and writing corresponding numbers to 100,

Identified and determined the characteristics of the four (4) basic shapes, Identifying shapes in the environment, Basic additions with sums of 18 or less, and Introducing basic subtraction. Science ~ Weather, Seasonal Change, and Using senses to incorporate observational facts. Social Studies~ Citizenship, Patriotic Symbols, and People and events of holidays.

October 2014

10/31/2013~ Grade level teachers continue to meet weekly and maintain minutes. They submit grade level meeting agendas and minutes to administration weekly, as well as, maintain a notebook with the documents. The minutes include skills that will be covered weekly. Skills addressed during the month of October include: Early Start~ Identifying colors and shapes, AA/BB Patterns, Rhyming, Dramatic Readings, Visual Discrimination, Journaling, Families, Emotions, Identifying and writing names, Identifying numbers 1-8, Counting objects, Sequencing, Positional and Ordinal Numbers, Seasons, Calendar, Days of the Week, Months of year, and Weather. Kindergarten~ Reading~ Concept of Word, Letters and sounds, Beginning and ending sounds, Medial sounds (a,i), Rhyming. Writing ~ Writing and identifying first and last name, Identifying lower and uppercase letters, and Simple sentences. Mathematics~ Identifying numbers (0-15), Counting Forward to 30, More/less/same, Extending a pattern, sorting objects by size, and shapes. Social Studies ~ Citizenship, Leaders of our country, Pledge, Community Helpers, and Patriotic Symbols. Science ~ Weather, Five Senses, Sorting shapes by size and characteristics, and Seasons of the year. First Grade~ Reading ~ Comprehension of fiction and non-fiction text, Identifying parts of a story and book, Using prediction strategies to include picture walks, context clues, etc..Decoding words by using short vowel sounds, beginning and ending consonant sounds to Decode words, High Frequency Words. Writing ~ Letter formation, Writing informative papers with a prompt, Conferencing with teacher to identify and correct errors, Dictation Sentences, Writing Dates and Name, and Simple Sentences. Mathematics~ Counting and writing corresponding numbers to 100, Identified and determined the characteristics of the four (4) basic shapes, Identifying shapes in the environment, Skip Counting by twos, fives, and tens, Patterns, Basic additions with sums of 18 or less, and Introducing basic subtraction. Science ~ Weather, Motion, Natural Resources, and Using senses to incorporate observational facts. Social Studies~ Maps, Timelines, Past and Present.

November 2014

11/26/2014 Grade level teachers continue to meet weekly and maintain minutes. They submit grade level meeting agendas and minutes to administration weekly, as well as, maintain a notebook with the documents. The minutes include skills that will be covered weekly. Skills addressed during the month of November include: Early Start~ Letter Recognition, color recognition, differentiation of shapes, Rhymes, Daily Weather Predictions, Dramatic Reading, Picture Sorts, The Five Senses and the correlating body parts, A/B and ABAB Patterns, Visual Discrimination, Name Writing, Journaling, Birthday Recall, Number Recognition, Identify Characters and Objects in a book, Make Predictions, Sort and Classify Objects, Count a group of 3-5 Objects, Develop personal preferences, Engage in turn taking, Participate in activities related to different cultures, and Describe the position of objects. Kindergarten~ Reading~ Concept of Word, Predictions, Draw and Label Pictures, Segmenting Words, Letters and sounds, Beginning and ending sounds, Medial sounds (a,i,e,u), and Rhyming. Writing ~

Writing and identifying first and last name, Identifying lower and uppercase letters, and Simple sentences. Mathematics~ Identifying numbers (0-20), Counting Forward to 50, More/less/same, Extending a pattern, sorting objects by size, Construct a set (more/few/same), Counting backwards by 10, graphing, and shapes. Social Studies ~ Citizenship, Leaders of our country, Pledge, Thanksgiving, Powhatan, and Pocahontas. Science ~ Weather, Five Senses, Sorting shapes by size and characteristics, Graphs, Unseen members, and Seasons of the year. First Grade~ Reading ~ Comprehension of fiction and non-fiction text, Context clues, Decoding words by using short vowel sounds, beginning and ending consonant sounds, Consonant Blends, Long Vowel with Silent "e", Cause and Effects, and High Frequency Words. Writing ~ Letter formation, Writing informative papers with a prompt, Conferencing with teacher to identify and correct errors, Dictation Sentences, Writing Dates and Name, Pre-write, Rough Draft, Final Copy, and Simple Sentences. Mathematics~ Counting and writing corresponding numbers to 100, Fraction of whole and set, Basic additions and Basic subtraction. Science ~ Motion, Force, Push, Pull, Straight, Circular, Vibration, Natural Resource Review. Social Studies~ Traditions and Introduction of Map Skills.

December 2014

12/19/2014 Grade level teachers continue to meet weekly and maintain minutes. They submit grade level meeting agendas and minutes to administration weekly, as well as, maintain a notebook with the documents. The minutes include skills that will be covered weekly. Skills addressed during the month of December include: Early Start~ Make Predictions, Listen with increasing attention, Identify Characters and Objects in a book, Use two or more words to ask and answer questions, Engage in turn taking, Journaling, Count to 20 or more, Compare two groups and match objects, Sort and Classify, Use patterns to predict relationships, Collect information to answer questions, Compare and write letters using various materials, Describe the position of objects, Write from dictation, and distinguish print from pictures. Kindergarten~ Reading~ Concept of Word, Phonetically spelled words, Letters and sounds, Beginning and ending sounds, Medial sounds (a,i,e,u,o), Rhyming, Syllables, Segmenting Words. Writing ~ Writing and identifying first and last name, Identifying lower and uppercase letters, and Simple sentences. Mathematics~ Identifying numbers (0-20), Counting Forward to 50, Construct a set, Identifying Instruments, Extending a pattern, sorting objects by size, graphing, and shapes. Social Studies ~ Citizenship, Leaders of our country, Pledge, Winter Celebrations, Needs and Wants. Science ~ Weather, Five Senses, Sorting shapes by size and characteristics, Graphs, Unseen members, and Seasons of the year. First Grade~ Reading ~ Comprehension of fiction and non-fiction text, Context clues, Decoding words by using short vowel sounds, beginning and ending consonant sounds, Long a, i, and o, Silent e, Contractions, Consonant Blends, Consonant Digraphs, High Frequency Words, and Introduction of Ganske Word List. Writing ~ Letter formation, Writing informative papers with a prompt, Conferencing with teacher to identify and correct errors, Dictation Sentences, Writing Dates and Name, Pre-write, Rough Draft, Final Copy, and Simple Sentences. Mathematics~ Reviewing Patterns, Skip Counting by twos, fives, and tens, Fraction of whole and set, Basic addition, Basic subtraction, Time, and Sorting. Science ~ Scientific Investigation, Sun and Earth. Social Studies~Climate and Physical Surroundings.

January 2015

1/2015 Grade level teachers continue to meet weekly and maintain minutes. They submit grade level meeting agendas and minutes to administration weekly, as well as, maintain a notebook with the documents. The minutes include skills that will be covered weekly. Skills addressed during the month of December include: Early Start~ Make Predictions, Listen with increasing attention, Identify Characters and Objects in a book, Use two or more words to ask and answer questions, Engage in turn taking, Journaling, Count to 20 or more, Compare two groups and match objects, Sort and Classify, Use patterns to predict relationships, Collect information to answer questions, Compare and write letters using various materials, Describe the position of objects, Write from dictation, and distinguish print from pictures. Kindergarten~ Reading~ Concept of Word, Predictions, Phonetically spelled words, Letters and sounds, Diagraphs, Beginning and ending sounds, Medial sounds (a,i,e,o,u), Rhyming, Syllables, Segmenting Words. Writing ~ Writing and identifying first and last name, Identifying lower and uppercase letters, labeling pictures, and Simple sentences. Mathematics~ Identifying numbers (0-20), Counting Forward to 50, 1 More/1 less, Construct a set, Nonstandard Measurement, Extending a pattern, sorting objects by size, graphing, and shapes. Social Studies ~ Citizenship, Leaders of our country, Pledge, Winter Celebrations, and Martin Luther King, Jr.. Science ~ Weather, Five Senses, Non-Standard Measurement, Sorting shapes by size and characteristics, Unseen members, and Seasons of the year. First Grade~ Reading ~ Comprehension of fiction and non-fiction text, Context clues, Decoding words by using short vowel sounds, beginning and ending consonant sounds, Long e, Vowel Sounds of y, Compound Words, Contractions, Consonant Blends, Consonant Digraphs, High Frequency Words, and Ganske Word List. Writing ~ Letter formation, Writing informative papers with a prompt, Conferencing with teacher to identify and correct errors, Dictation Sentences, Writing Dates and Name, Pre-write, Rough Draft, Final Copy, Simple Sentences, Non-fiction writing using graphic organizers. Mathematics~ Reviewing Fraction of whole and set, Basic addition, Basic subtraction, Time, and Sorting. Introduce Place Value. Science ~ Review Sun and Earth. Introduce Animals. Social Studies~ Government, Traditions, and Volunteers, Famous Americans.

Implement

Percent Task Complete:

Tasks completed: 2 of 4 (50%)

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)		
Status	Tasks completed: 5 of 7 (71%)		
Assessment	Level of Development:	Initial: Limited Development 09/26/2012	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Faculty has access to PD 360 for continued professional development. There are limited opportunities to participate in outside professional development activities due to budget constraints.	
Plan	Assigned to:	Holly Pentecost	
	How it will look when fully met:	<p>PD 360 will be effectively used by principal and staff. Faculty will implement research driven strategies into lesson plans, assessments, and thematic units. Principal will be aware of staff strengths and weaknesses, and suggest strategies to focus on ways to improve. Principal will note and highlight effective teaching practices and suggest teachers who demonstrate room for improvement, consult and observe. Peer observations (2013)</p> <p>Professional development will be implemented based on the feedback from the previously given survey. Additionally, information obtained from observations will be used to determine areas of strengths and areas that need continued development to assign professional development.</p>	
	Target Date:	05/22/2015	
	Tasks:		
		6. After the data team presents the quarterly data to the leadership team, the leadership team will use reflective feedback to assist in planning professional development activities.	
	Assigned to:	Mary Rogers	
	Added date:	10/19/2014	
	Target Completion Date:	05/29/2015	
	Comments:	<p>On October 7th Dr. Walsh presented to the teachers information on how to write appropriate lesson plans with measurable objectives. On October 8th Mary Rogers presented information on how to create formative and summative assessments and the teachers were given the opportunity to create a formative assessment. Also shared were samples of types of formative assessments so that the teachers would have a guide to follow.</p> <p>Two members of the data team presented to the leadership team on November 5th the information discussed at the data team meeting held on October 22nd. Presenters included: Jamie Brown, Barbara Delamater</p> <p>*SPBQ—use 3 year average in reading *areas of focus—nonfiction...low in all grades *discussion of areas of improvement and strategies for success</p>	

*next data meeting November 12

Staff Development ideas

*nonfiction PD

*Use of Continuum of Learning..how best to use it

*STEM...suggested activities

*build learning skills—process

*teach reading lesson to colleagues—Tammie?

*second grade uses recipes, poems, fiction, nonfiction in teacher made tests

*math—spiral reviews...important to review skills often...place value, addition and subtraction

From this meeting Mrs. Griffin and Mrs. Riddick contacted central office to find support for the teachers on the use of the Learning Continuum. On November 19th Steve Edwards sent an email to Jill Paraska and Caitlyn Jeronimus asking them to contact us and give support for the teachers on the Learning Continuum.

Additionally from this meeting the leadership team thought it would be important to have professional development on STEM activities and the writing process.

On November 19, 2014 Mrs. Yunker presented a staff development on STEM. She provided the teachers with sample STEM activities and ways that they could be incorporated into their classrooms. Mrs. Patton and Mrs. Pentecost presented a staff development on the criteria for the writing checks and what should be included as a part of the writing process. The teachers were given an opportunity to ask questions about what was being looked for during the writing checks.

Three members of the data team presented to the leadership team on December 3rd the information discussed at the data team meeting held on November 12th.

Presenters included: Mrs. McNeil, Miss Freay, Ms. Delamarter

Topics include:

Data Notebooks - Should guide instruction and track progress (Does not have to be the formal binder like before) Things that could be included/monitored: AR, spelling(graph scores), reading and math benchmarks, MAP results, etc.

Reading Data: 3rd Grade 62%, 4th Grade 40%, 5th Grade 67% (Although we are above the district, we have a lot of work to do to ensure the students are being successful.)

Strategies for Success include: Common vocabulary across grade levels...this was sent to the data team to be shared with the grade levels, Math vocabulary posted in rooms, Daily warm ups for math, CUBES strategy for word problems

Staff Development Reflection: STEM and writing (very useful information) Writing information was very helpful and would have been more beneficial to have had prior to writing being checked; however; it was suggested after the first writing check.

Future Staff Development suggestions: Technology enhanced questions for reading and math and more ideas for Reading

In December and January, Lisa O'Donnell came in to provide Foundations Training.

7. Teachers will be required to submit a minimum of 2 reflections of a professional development experience either from Edivation, a workshop attended or something professionally related in response to feedback from administrative or peer observation.

Assigned to:

Assigned to:	Cheryl Riddick
Added date:	10/19/2014
Target Completion Date:	05/29/2014
Comments:	<p>Professional Development Reflections Included:</p> <p>Early Start Teachers participated in the following Professional Development:</p> <p>Nora Bonner~</p> <ol style="list-style-type: none"> 1. Whole Brain Teaching- After attending this 2 day professional workshop I decided that I would like to give it a try. WBT is a method that integrates an effective classroom management system with learning approaches that tap the way your brain learns best. I am more of hands on teacher anyway and I also liked the idea that intrinsic rewards for good behavior and self- improvement were encouraged. Over all, the workshop was practical with a lot of practice. 2. Making Math Count in Preschool-This professional development was well thought out with toms of great knowledge and take home materials. What I remember the most and I am trying to implement into my teaching, is to use more Mathematical terms throughout the day while students are engage in hands on activities. <p>Susan Mansfield~</p> <ol style="list-style-type: none"> 1. Math Make & Take sponsored by T-TAC of ODU tailored to early start / Pre-K students. Participants watched power point of math skills then created activities to accompany skills. Some of the activities created were:number recognition board games using dice,comparison activities using a plastic cup & coat hanger scale,inchworm measuring using popsicle sticks & a ribbon sequencing book Excellent workshop. All activities were applicable to my classroom and definitely age appropriate. 2. Whole Brain Teaching Workshop sponsored by SPS which provided excellent techniques for class management. Techniques can be selected to be used at all grade levels. Offered structured program and suggestions for novice and experienced teacher. Techniques tried in my classroom really work. Wonderful experience and much needed workshop. <p>Stacie Prine~</p> <ol style="list-style-type: none"> 1. T-TAC presentation/make & take opportunity, "Making Math Count in Preschool"... I was able to bring a variety of resources and ideas back to put more emphasis on math in my daily lessons. It was great to see what areas of math are important for preschool students to focus on before they begin kindergarten. I look forward to implementing many math concepts in my daily calendar routine and small group activities. 2. "Create, Post, Scan...QR Codes" Online Class. Gave me a better understanding of what QR codes are and what they do/retain. Although I may not be able to use this information for my students as often as higher grade levels, I will be able to scan and read different QR codes at professional development opportunities in the future. <p>Amy Venturi~</p> <ol style="list-style-type: none"> 1. "K-12 Classroom Management Conference - Whole Brain Teaching for Challenging Kids" held on July 22nd & 23rd , 2014.I was very

excited to attend this conference. The two day conference sessions were very informative, well organized, and definitely had my attention. I could see the true benefits of this teaching strategy/practice being used in the classroom setting. However, this was only my 2nd year teaching Pre-K and I was very worried about how to implement the techniques into the pre-k setting. So I decided to implement the "Rules"/ "Class, class"/ "Hands & Eyes", and "Mirror Words". It would be my hope that by the 2nd semester, the students would be able to handle "Teach, Ok! I must say that the chosen strategies have been success. I do feel that I would have truly benefited in taking the full course of classes/sessions. Two days for the whole course was overwhelming to say the least. I look forward to implementing even more of the whole brain practices in the future.

2. "EdTech Fest" held on October 25, 2014. I enjoyed the EdTech Fest very much. I learned a great deal about how to use Google's G-Mail more effectively when communicating with parents. I also learned about how to create a personal school blog for parents. I so believe, however that the majority of the sessions were geared towards the upper grades.

Kindergarten Teachers participated in the following Professional Development:

Mary Jo Moore~

1. Whole Brain Teaching: In August 2014 I attended a workshop on Whole Brain Teaching. At the start of the school year, I implemented this classroom management plan. My students have responded beautifully to many of the different aspects surrounding this philosophy. They love telling each other "you're still cool," when someone makes a mistake. They have so much fun with mimicking the teacher during "mirror words." I believe their favorite has to be the "OK, teach," portion of the philosophy where they get to teach each other and pretend to be the teacher. Peer teaching has been very successful in my classroom!

2. Class Dojo: Another colleague demonstrated how she uses Class Dojo as a classroom management program. The program gives each student a little player or character in the form of a silly monster. They can earn points for positive behavior but on the flip side they can also lose points for negative behavior. The teacher can set what behaviors and actions can allow students to earn or lose points. It also provides behavior reports and, if the teacher wishes, can deliver instant feedback to parents on mobile devices.

Jamie Outlaw~

1. Whole Brain Teaching...It was very informative and fun. I enjoyed the interactive modeling of how each component of the experience related to one another. I also appreciated that it is a tool that is beneficial to all grade levels.

2. NWEA testing Webinar that began in 2013-2014. It was beneficial to me because it helped me to better understand how to use the the information and data received from the various reports. The data is helpful when grouping my students for the various skills taught in class.

Erin Yunker~

1. STEM....I was fortunate enough to attend a class offered by JMU this summer on incorporating Children's Engineering into the Elementary

Classroom. Since attending the class, I have written and implemented a few design briefs with my kindergarten students. I was given the opportunity to share some of my knowledge on STEM with my fellow staff members from Florence Bowser and from Driver. I will also be presenting at the 2015 Children's Engineering Conference in February.

2. Class Dojo...Another teacher mentioned an online resource called Class Dojo (found on the website, www.classdojo.com) to help improve behavior. Since hearing about the site, I have set up a class and have been awarding my +/- points based on positive/negative choices. My students now have more incentives to improve their behavior. They know that if they get 10 points, they get to sit in a special spot in the classroom and when they make it to 20 points, they will get ice cream from the cafeteria. Class Dojo has helped my students get excited about making good choices!

All First Grade Teachers (Ashburn, Pentecost, and Watson) participated in the following Professional Development:

1. Whole Brain Training...The first grade team attended Whole Brain training this past fall. We learned of many ways to manage a class regardless of size with whole brain strategies. We've incorporated the five classroom rule into our daily routines and have seen positive results. The students enjoy the predictability and consistency that go along with the program.

2. EdTechFest....The first grade teachers attended the EdTechFest sponsored by SPS on a Saturday in October. Many of the topics were geared to a secondary classroom but we were able to glean a few activities that we could use such as creating playlists on YouTube. We appreciate the tablets that were distributed to those that attended the entire day. They are a welcome addition to replace the antiquated laptops that were previously used.

Special Education Teachers participated in the following Professional Development:

Dollicia Knight-Boone~

1. EARLY LITERACY & EARLY MATHEMATICS (DES/FBES Instructional Staff)10/8/2014

Very informative and relevant for K-1 classes. However, I did get some ideas for differentiating lessons for PRE-LITERACY & PRE-MATH activities for my students demonstrating higher-level skills in this area (e.g. LUKE & MAX).

2. ED TECH FEST 10/25/2014(Suffolk Public Schools Staff)

I really enjoyed spending my Saturday learning about all the different things that educators have at their fingertips to assist with classroom instruction, record keeping, and information gathering. I especially enjoyed the workshop related to developing questionnaires for multiple choice and short answer formats.

Anita Martin~

1. Whole Brain Teaching PDA....I thought the presenter did a good job of making it fun and audience participation. The strategies we learned are easy to implement and make a difference in classroom management and student learning.

2. Collaborative Teaching PDA..... It was helpful with explaining what collaborative teaching is and how it is done. The two presenters were

very knowledgeable. Some of the material I had heard before, but it was a good review. I also got some new information.

Stephanie Morris~

1. I am currently taking an Information Design Technology (IDT 720G1) class, while working on my PhD. This class stems around designing, training and performance solutions. In this class I am learning how to: Evaluate and assess a range of technology-based learning models and integrate the use of effective technologies in supporting learner success. Explore and extrapolate implications in the advancement of future technologies in education and training on a global basis. Apply the skills and knowledge required in the use of multimedia applications in the development of training and learning activities. I have improved the way I am doing needs assessments in my classroom, regarding behavior management, curriculum design, and the use of technology.

2. Early Literacy and Early mathematics (October 8, 2014)

I learned different ways to adapt reading and mathematics to my student's age levels and work to meeting various IEP goals.

Jennifer Worrell~

1. Early Literacy and Early Mathematics Professional Development Activity....After completing the in-service on early literacy and early mathematics for preschool students, I began to think of simple ways that I could incorporate skills into our daily classroom routine. The in-service offered practical ways to make sure that children in my classroom are getting immersed in literacy and math skills throughout their day without having to do any extra planning and ideas that could be passed along to parents to use at home.

2. Making Math Count for Preschool: T-TAC Training...This session was a make and take session, which provided many materials that could immediately put into use in the classroom. The session also went over all the components of mathematics in accordance with the Virginia Foundation Blocks, and gave strategies to use and ideas to use with all of the domains. The session lots of idea that I was able to use in my classroom on a daily basis.

Implement

Percent Task Complete:

Tasks completed: 5 of 7 (71%)

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator	IID09 - Instructional Teams use student learning data to plan instruction.(107)		
Status	Tasks completed: 2 of 4 (50%)		
Assessment	Level of Development:	Initial: Limited Development 10/09/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The teachers use data from both formal and informal assessments to plan instruction.	
Plan	Assigned to:	Cheryl Riddick	
	How it will look when fully met:	The teachers will use data from both formal and informal assessments to form tiered groups. Documentation will be maintained of the progress of the students as they move from Tier 3 to Tier 2 to Tier 1.	
	Target Date:	05/22/2015	
	Tasks:		
	3. Teachers will work together vertically and horizontally to develop comprehensive multi-tiered lesson plans that will use standard based lessons as well as formative and summative assessments.		
	Assigned to:	Teachers	
	Added date:	10/19/2014	
	Target Completion Date:	05/22/2015	
	Comments:	<p>On October 8th Mary Rogers presented information on how to create formative and summative assessments and the teachers were given the opportunity to work together to create formative and/or summative assessments. Also shared were samples of types of formative assessments so that the teachers would have a guide to follow.</p> <p>The Data (which has representatives from every grade level, the gifted resource teacher and special education) has met on 10/22 and 11/12 . At these meetings the teachers review the data from every grade level and determine any common threads that are found in areas of weakness or strength. The teachers then collaborate to create strategies that can be used across all grade levels. One example includes the use of common vocabulary/terminology when teaching various skills. This allows the students to already be familiar with these terms when the enter another grade level.</p> <p>The Leadership Team (which has representative from every grade level, a teacher assistant, a parent, a special education and resource teacher) has met on October 15th, November 5th and December 3rd. Members of the data team presented the information/data discussed at their meetings along with strategies that resulted from the meeting. The Leadership Team then determined what staff development that felt would be appropriate to support the areas of weakness/concern. Examples of staff development that have resulted from the meeting include: a STEM presentation that provided the teachers with ideas to</p>	

		<p>support enrichment for the students. The teachers were given samples and provided the opportunity to collaborate and determine how they could incorporate this in their classroom. Also suggested was a review of the writing expectations so that the teachers would be able to appropriate prepare their writings for the writing checks. This was also provided as a staff development. Both occurred on November 19th.</p> <p>Grade level teachers meet weekly to plan. Formative and summative assessments are the same for all students, but the nature in which the instruction is delivered is tiered based on the students' needs. In addition, lesson plans, assessments as well as activities are developed to support the needs of the students.</p>
	4. Teachers will use data from assessments to assist with planning for remediation and acceleration.	
	Assigned to:	Teachers
	Added date:	10/19/2014
	Target Completion Date:	05/22/2015
	Comments:	<p>Early Start: Formative and Summative assessments are utilized to determine the students who are remediated/accelerated during work time in a small group setting based upon areas of noted weaknesses and strengths. Skill areas may include: Letter recognition, letter sounds, print awareness, rhyming skills, handwriting, number identification, shape recognition, and counting groups of objects.</p> <p>Kindergarten: Numbers 1-30 Same, Fewer, More Concept of Word Foundations~ Spelling Handwriting Letter Identification Letter Sound Rhyming Sight Words</p> <p>First Grade: Formative and Summative assessments are utilized to determine the students who are remediated/accelerated during the school day (30 min. Remediation Block) based upon areas of noted weaknesses and strengths. Skill areas may include: Blending Words, High Frequency Words, Reading Comprehensions, Fractions, Addition and Subtraction, Sorting and Classifying.</p>
Implement	Percent Task Complete:	Tasks completed: 2 of 4 (50%)
Indicator	IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 10/20/2014
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires

		changes in current policy and budget conditions)
	Describe current level of development:	Currently, the grade level teachers review pre and post test to determine the tiered remediation and acceleration groups. A remediation and acceleration block of time is in the master schedule. Resource Teachers, paraprofessionals, and general education teachers collaborate to determine the activities that will be implemented to support student achievement.
Plan	Assigned to:	Holly Pentecost
	How it will look when fully met:	Documentation to document the activities and instructional strategies that are employed to increase student achievement.
	Target Date:	05/22/2015
	Tasks:	
	1. The instructional team will use results from assessments to provide both remediation and acceleration as evidenced in lesson plans and or remediation/acceleration notebook.	
	Assigned to:	Teachers
	Added date:	10/20/2014
	Target Completion Date:	05/22/2015
	Comments:	<p>Early Start: Formative and Summative assessments are utilized to determine the students who are remediated/accelerated during work time in a small group setting based upon areas of noted weaknesses and strengths. Skill areas may include: Letter recognition, letter sounds, print awareness, rhyming skills, handwriting, number identification, shape recognition, and counting groups of objects.</p> <p>Kindergarten: Numbers 1-30 Same, Fewer, More Concept of Word Foundations~ Spelling Handwriting Letter Identification Letter Sound Rhyming Sight Words</p> <p>First Grade: Formative and Summative assessments are utilized to determine the students who are remediated/accelerated during the school day (30 min. Remediation Block) based upon areas of noted weaknesses and strengths. Skill areas may include: Blending Words, High Frequency Words, Reading Comprehensions, Fractions, Addition and Subtraction, Sorting and Classifying.</p>
	2. The instructional team will work collaboratively to develop activities that can be utilized for both remediation and acceleration. Examples will be submitted monthly by grade levels.	
	Assigned to:	Grade Level
	Added date:	10/20/2014
	Target Completion Date:	05/22/2015
	Comments:	October 8th The teachers were provided the opportunity to create formative and summative assessments as well as activities to support students enrichment and remediation. Mrs. Rogers is available to meet with the grade levels to provide support for enrichment and/or

		remediation for students.
		First Nine Weeks 10/24/14... the teachers met as a grade level to plan instruction and activities for the 2nd 9 weeks. Planning notes were submitted to the administrator.
		Second Nine Weeks 1/23/2014... the teachers met as a grade level to plan instruction and activities for the 3rd 9 weeks. Planning notes were submitted to the administrator.
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
Stakeholder Engagement		
Family and Community Engagement		
Indicator	VD01 - Programs that engage and support family members are provided.(2799)	
Status	Tasks completed: 5 of 7 (71%)	
Assessment	Level of Development:	Initial: Limited Development 12/12/2012
		Objective Met - 06/24/2013
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Some programs offered but there is a need to evaluate, plan, and organize events for optimum success for our students and support by staff and families.
Plan	Assigned to:	Jennifer Worrell
	How it will look when fully met:	All stakeholders will feel and be welcomed to the school to discuss strengths/concerns of our school, to volunteer services or goods, or to meet with staff about students' progress. Communication with stakeholders will be ongoing and customer service will be positive and customer oriented. (2013)Families and community partners will be given the opportunity to actively participate with school events.
	Target Date:	05/22/2015
	Tasks:	
	6. Staff, parents, and students will participate in orientation, open house, Parent-Teacher Conferences to develop strategies to support the parent's role in student learning.	
	Assigned to:	Teachers
	Added date:	10/19/2014
	Target Completion Date:	05/22/2015
	Comments:	8/28/2014 Parent Orientation was held (9:00 a.m. - 12:00 p.m.) to give the parents and students an opportunity to come in and meet the teacher. 10/7/2014 Open House was held (6:00 p.m.)to give the parents an opportunity to visit the classrooms and get an opportunity to hear the teachers explain their expectations for the year and answer any questions they may have had. They also had an opportunity to see samples of work that the students had completed up to this point. 11/14/2014 Parent Teacher Conference Day (10:00 a.m. - 6:00 p.m.)Teachers held 15 minute conferences with parents to discuss the

		students' progress thus far. Parents had an opportunity to meet individually with the teachers and discuss their student.
	7. Parent programs (i.e. SOL Night, Family Reading Night, etc...) will include multi-session group experiences with specific agendas.	
	Assigned to:	Teachers
	Added date:	10/19/2014
	Target Completion Date:	05/22/2015
	Comments:	<p>10/7/2014 Open House - Parents were provided the opportunity to visit the classrooms and meet with the teachers to see what their student(s) had learned up to this point in the school year and review classroom expectations for the remainder of the year. Mrs. Rogers held a session for parents of the gifted students.</p> <p>10/16/2014 SOL Night was held by kindergarten and first grade teachers. The kindergarten teachers demonstrated the use of personal devices and apps to support student achievement. First grade teachers emphasized the importance of literacy. Early Start and Resource teachers monitored students watching a movie and eating snacks while parents participated in various activities.</p> <p>10/30/2014 Joint Harvest Festival for Driver and Florence Bowser - Parents and students had the opportunity to participate in games/activities to celebrate the fall.</p> <p>11/2014 Joint Wellness Night was scheduled but had to be rescheduled due to the weather</p> <p>12/18/2014 First Grade Performance.</p> <p>1/15/2015 Rescheduled joint Wellness/SOL night (The teachers K-5 held movement sessions that reinforced the SOLS.)</p>
Implement	Percent Task Complete:	
	Objective Met:	6/24/2013
	Experience:	<p>6/24/2013</p> <p>Our staff has made conscientious efforts to keep our parents and others involved all year. Email and paper notices were sent for all events. Weekly memos informed staff of activities, which they passed along to parents and students. Regular memos and monthly newsletters were sent home to parents. The school website was kept up-to-date and has much information for parents and visitors. Our media contact made regular contributions to the school system's contact, so that we were often in the media. Parents attended student performance programs, often to overflow capacity.</p>
	Sustain:	<p>6/24/2013</p> <p>Our SOL Parent Academy was a great idea but had low attendance. Next year it needs to be advertised more and we can find ways to entice the parents. It is very helpful to them. Communication with parents has been great and they have expressed their appreciation. It must continue next year. Perhaps more parent involvement in planning would be helpful.</p>
	Evidence:	<p>6/24/2013</p> <p>Communications used-Monthly newsletters, weekly memos sent home as needed, calendar of school events sent to parents periodically, emails sent to parents weekly by teachers, daily communication notebooks by early childhood classes, media used to advertise and share with community.</p> <p>Parents have expressed appreciation for the open communication at our school.</p> <p>Many events were planned for students and parents- Students performances, Field Day, Family Fitness Night, Family Reading Night,</p>

Technology and Data Night, PTA meetings, March Madness with our Partners, Fall Festival, Santa's Workshop, Teacher Appreciation Activities, Kindergarten Kick-off with a private provider that services our school, Visit by Tuskegee Airman, Cultural presentations, and SOL Parent Academy.