

Geneva Elementary School



2014-15 School Improvement Plan

Geneva Elementary School

275 1ST ST, Geneva, FL 32732

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0051>

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	48%

Alternative/ESE Center	Charter School	Minority
No	No	19%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	A	A

School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Seminole County Public Schools is to ensure that all Early Childhood Program and PreK-Grade 12 students acquire the knowledge, skills, and attitudes to be productive citizens in our great country and in the global economy.

Provide the school's vision statement

Geneva Elementary will provide an enriched environment to all students so they could acquire the necessary skills and knowledge to achieve their personal best and become life-long learners in this global economy.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

- * Classroom students' interest inventories, surveys, and questionnaires.
- * Parent/teacher conferences.
- * Parent Involvement Nights (make and takes, chat and chew, etc.).
- * Building relationships and connections with students and teachers.
- * 3rd grade: family culture project: Students study parent cultures, family origins, and food. Interview family.
- * Curriculum Night - family academic games, Square 1 art activity for siblings, Geneva Homemakers Society, Geneva Rural Heritage Partnership with community members, and food trucks.
- *PTA sponsored Fall Festival.

Describe how the school creates an environment where students feel safe and respected before, during and after school

- * Positive Behavior Support.
- * Geneva C.A.R.E.S. (Cooperative, Attitude, Respectful, Effort, Safe).
- * Student of the Month.
- * Extracurricular activities.
- * Saddlebag Program.
- * Second Harvest.
- * PTA.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

- * Guidance referrals, intervention meetings with guidance counselor, school psychologist, and administration. * * Behavioral alerts, Discipline Referrals.
- * School-wide discipline plan and flowchart which outlines the steps that teachers and staff must follow.
- * Parent communication on all matters is key focus from top to bottom (teachers, administrators).
- * I.S.S. (In-School Suspension) - lunch detentions - Saturday School - after school detention.

* Our school-wide Positive Behavior Support (PBS) model detects and prevents disruptive behaviors which may be caused academic struggles and frustrations.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Referrals to the guidance counselor for individual sessions are always welcome. The counselor often works with students to help correct behavior issues that are interfering with their educational progress. The counselor works with Aspire Health to establish small group counseling sessions, addressing issues such as: changing families and divorce, grief, and social skills. The counselor and school psychologist also work together to lead a small group of kindergarten students who are learning to comply with classroom and school-wide expectations. The counselor and social worker also coordinate referrals for outside counseling services with agencies whose social workers and/or therapists travel to Geneva Elementary to provide those services to students.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Parent Information Network, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

Parent/teacher/administrator conferences

Remind 101, Skyward e-mail blasts, Synvoice informational blasts from the Principal regarding curriculum updates, upcoming events, and involvement opportunities.

Invitation to parents to attend PTA/SAC Town Hall meeting at Lyman High School on September 30, 2014 regarding new updates on Florida Standards Assessment.

Oviedo/Hagerty Cluster group will be hosting a joint Parent Involvement Seminar at Oviedo High School on October 16, 2014 to discuss the FSA Portal, discuss test item specifications, blueprints, and take practice assessments in the computer lab.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

School has renewed business partner agreements with the following businesses: Chilis, Geneva General Store, Blue Sky Stables, Einstein Bagels, McDonalds Corporation, Oviedo Bowling Center, Victory Martial Arts, Winter Park Elks Lodge, and Subway. These businesses are currently providing students and staff with reward incentives, breakfast/lunch receptions, and donations.

Administration and reading coach have also partnered up with Target Corporation and were approved for a substantial teacher grant to receive 16 Kindle Fire technology mobile devices to be utilized by kindergartners for the F.I.R.E. pilot program. F.I.R.E. stands for For Individuals Reading Everywhere. School administrators often attend Geneva city town hall meetings, Geneva Homemaker Society sessions, and work frequently with the neighboring Geneva Rural Heritage Center to collaborate on student field trips, presentations, and projects. We also lease the facility out to local boy scout and girl scout groups for pack/den meetings, several Homeowner Association groups for monthly HOA meetings, and also the Good News Club.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Dunaye, Rod	Principal
Torres, Omayra	Assistant Principal
Gustafson, Tracey	Instructional Coach
Burke, Alison	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The members of our team are Alison Burke, Guidance Counselor; Rod Dunaye, Principal; Omayra Torres, Assistant Principal; Tracey Gustafson, Reading. This group may invite other professionals with specific or expert knowledge in areas of concern for a student such as the School Psychologist, Social Worker, and Nurse. Parent participation on the MTSS Team is required. The MTSS Leadership Team is a Problem Solving Team formed to address academic and/or behavioral problems of general education students. The team is the primary vehicle by which interventions are planned, implemented, progress monitored, and evaluated for Tier 2 or Tier 3 services for general education students who are struggling learners in accordance with State Board Rule 6A-6.0331. The Guidance secretary arranges the schedule. MTSS Meetings occur every Wednesday. Members of the team receive the schedule in advance. All members give input pertaining to the student and share data with the team. If there are any interventions required, the team creates those interventions and, with the teacher, creates a plan of action for the child. The Counselor is the liaison to transfer schools and middle school teams.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Geneva Elementary School will coordinate Supplemental Academic Instruction for all students, including our Exceptional Student Education population to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Rod Dunaye	Principal
Paula Callahan	Teacher
Lisa Davidson	Teacher
Gwen Farris	Teacher
Debbie Stephens	Teacher
Kris Tipton	Teacher
Patti Johnson	Education Support Employee
Tera Alcalá	Parent
Courtney Cogburn	Parent
Shannon Frederick	Parent
Carrie Price	Parent
Samantha Russell	Parent
Catrina Southall	Parent
Debbi Taylor	Parent
Jerry Speer	Parent
Robin Griffith	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

We schedule monthly meetings on the 4th Tuesday of the month through May 2015. SAC members are responsible for discussing school matters, identifying problems, proposing solutions to these problems & suggesting possible changes to these problems. The SAC members are an instrumental part of the final approval of the school's SIP plan. The previous SIP plan (2013-2014) was reviewed by SAC Members, as presented by Mr. Dunaye. Each section was discussed & final approval was given for the submission of the plan.

Development of this school improvement plan

At the first SAC meeting of the 2014-2015 school year, the administration relayed the SCPS Priority action steps that will be implemented district wide. The 4 initiative steps are: (1) Monitor Student-owned data with evidence of parent involvement, (2) Closing the achievement gap, (3) Ramping up Professional Learning Communities, and (4) Unpacking the Florida Standards. At the meeting, there was discussion regarding these initiatives, school data, and feedback on how to formulate our school goals for the new year.

Preparation of the school's annual budget and plan

The previous SIP plan was presented to the SAC of 2014-2015 at the first SAC Meeting on August 19, 2014. The current SAC Budget of \$3,700.00 was approved by the committee. Members were charged with brainstorming ideas to increase student achievement by appropriately spending the funds. In addition, we have instructional representation from each grade level; all of whom will be an important part of assisting administration in the goal setting process of the new SIP.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

At the first meeting, the SAC discussed the key areas in which resources may be utilized. Discussion included renewal licensing for the Accelerated Reader program for our students, possible purchase of "Reading Eggs" Software and MobyMax.com math on-line resource program. Members shared using funds to possibly support our growing Lego-Robotics off-campus competitions.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Dunaye, Rod	Principal
Torres, Omayra	Assistant Principal
Gustafson, Tracey	Instructional Coach
Burke, Alison	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

- 1) A primary strength of Geneva's instructional program is our "Walk to Intervention", now in our 9th year of implementation. These 30-minute fast-paced interactive sessions provide daily targeted instruction on the learning-to-read continuum for all students.
- 2) A second area of instructional strength over the past several years is our school-wide approach to teaching students to become effective writers. Grade level articulation, Writers workshop, following new Instructional Plans, 40 minutes of required writing instruction through all subjects and across the curriculum K-5. Also, 6+1 Traits training and writing resource notebooks have improved common language and approaches to writing proficiency. Breakfast Meetings for Writing assistance is a popular program in place at Geneva.
- 3) Third, an area of improvement focus is Geneva's Math instruction. Teachers use pre-tests to guide instruction utilizing Go Math! textbooks, resources and online support. 1.5 SLD teachers provide reading and math support to our Specific Learning Disability and lowest quartile students. Discovery Education will be a helpful assessment/progress monitoring system this year.
- 4) Fourth, Professional Learning Community (PLC) team members collaborate to reach agreement on common assessments (that measure state standards) and implement common instruction and strategies across the grade level.
- 5) Finally, our School Improvement Plan (SIP) sets forth Geneva's instructional goals and SCPS target expectations, increasing the percentage of students meeting high standards in Reading, Math, Writing, and Science. Additionally, we aim to increase the percentage of students making Learning Gains in Reading, Writing, and Math, as well as improving the percentage of students in our lowest quartile making Learning Gains in Reading and Math. Continuing to meet 100% of Adequate Yearly Progress (AYP) criteria including our two subgroups, Economically Disadvantaged (ED) and Students with Disabilities (SWD) remains a high priority.
- 6) In addition, Geneva will be implementing an individualized school action plan for writing. This plan will encompass an action plan concern, measurable goals, current data, and an action timeline.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

- * Professional development opportunities.
- * Vertical alignment discussions between grade levels.
- * Data analysis meetings after Progress Monitoring Assessments (PMAs): writing, ORF, SRI, and Discovery Education.
- * School social events (hospitality committee hosts every 2 months).
- * Differentiating PD session for both primary (K-2) and intermediate (3-5).
- * Involving Instructional coaches, ETF, Media specialist, and district Teachers On Assignment (TOAs) in to PLC sessions both during the day and after school Wednesdays.
- * Teams collaborating on D.P.P. target elements, goals, and action steps.
- * Scheduled weekly Professional Learning Communities (PLCs): set days for Geneva Elementary are Mondays (ELA/Reading/Writing) and Thursdays (Math/Science).
- * Recruiting Dividends, who then qualify to become district approved substitute teachers.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and

minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

At Geneva Elementary, we strive to recruit highly qualified, certified-in-field, effective teachers to the school. These teachers also exemplify a positive attitude, display ethical attributes and have a team player mindset.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year.

Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation.

Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Geneva Elementary has a current fifth grade classroom teacher who serves in this role. She is currently mentoring two teachers who are brand new to the district. This teacher orients the new teachers, introduces them to their teams, and provides on going guidance throughout the year regarding best practices, communication with parents, assist with parent/teacher conferences.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

Geneva Elementary has provided all teachers with red binders containing their grade level LAFS and MAFS standards. We will continue to break down the standards, study the new terminology, learn how to define this new vocabulary to our students and parents, and be aware of the cluster breakdowns.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The Leadership Team reviews student data and plans interventions for students performing below grade level expectations. Administration monitors student progress and shares information with SAC regarding school improvement goals and objectives.

The Leadership Team and administration reviews data from PMRN, FAIR (Kindergarten), Scholastic Reading Inventory (SRI), and Discovery Education. The resource team reviews data from PASI and PSI screening inventories, as well as Oral Reading Fluency and Reading Comprehension. Guidance provides the Positive Behavior Support (PBS) needed for particular students, and assesses Tier 3 students when necessary.

This school year we are looking to employ a part-time math interventionist and tutorial teacher to assist both classroom teachers and students by working with small groups to differentiate instruction for math during daily lessons. The goal is to target our low quartile students, chunk the information, break down the standards, allow for more practice time, and provide daily feedback. The model to be used for this will be a push-in concept and will allow for the classroom teacher to flip-flop the teacher role with the facilitator role when needed. We hope this initiative will produce higher learning gains from this student population as well as all students as a whole.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 2,160

Geneva Elementary will continue to target our lowest quartile (or lowest 30%) students in grades 3, 4, and 5 for reading and writing. We have formally invited these students to attend weekly "Breakfast club" sessions. In these tutorial-type sessions, students will receive additional instruction and practice in areas of deficiencies. We will then expand the program to include students who are at-risk and also show low scores on PMAs and D.E. assessments. We will also contact parents and provide parent resources to use at home which in turn will hopefully produce an increased performance at school. The focus for the Fall semester 2014 will be working with fifth grades students, followed by fourth grade students with Six Plus One Traits strategies. Regarding the Spring of 2015, the focus will shift to Reading instruction with our third grade students (FSA and DE probes).

Strategy Rationale

To provide the additional intervention, small group interaction, and student collaboration in a smaller classroom setting on set mornings, prior to instruction in the general classroom later on in the same school day.

We will focus on using Tier II activities which may include: tiered assignments, tiered products, tiered centers, independent study, advanced texts, group investigations, and simulations. The most common Tier II acceleration would be single subject acceleration.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gustafson, Tracey, tracey_gustafson@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Instructional coach will utilize resources from Discovery Education website (including printable resources, probes, and interactive videos). In addition, we will use Six Plus One writing traits materials and grade 4 and grade 5 Instructional Plans (I.P.s). The data collected from these assessments will then be shared with classroom teachers as an added tracking tool along with the students' Discovery Education scores. From there the classroom teacher can differentiate student instruction back in the classroom due to individual student needs. The program will begin in October 2014 and culminate in Spring 2015 prior to FSA testing. Students will meet 3 days a week for 30 minute each session.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Ready Set Learn to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences. The VPK Assessment Grant was used to provide private and

faith based kindergartens transition in elementary catchment areas.

Geneva Elementary School: During the final four weeks of the school year, our Pre-Kindergarten students visit the Kindergarten classrooms and spend mornings participating in center activities, pre-reading skills, and group interaction. Also, VPK students showing the need for further acceleration will be included in our second session of Walk to Success/Intervention program.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** All instructional staff will implement writing across the content areas and differentiate instruction to increase student achievement in English language arts, mathematics, and science.

- G2.** Geneva Elementary will increase their proficiency level in learning performance gains (LPGs) for lowest quartile students in mathematics from 47% to 55%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All instructional staff will implement writing across the content areas and differentiate instruction to increase student achievement in English language arts, mathematics, and science. 1a

G053289

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0

Resources Available to Support the Goal 2

- Required Writing initiative (School-wide); minimum of 40 minutes of writing instruction daily. Set in master schedule.
- Writing Progress Monitoring Assessments (PMAs) from the District (provided from SCPS Department of Teaching and Learning).
- Calibration papers (formerly referred to as Anchor papers) - hopefully available to teachers in late Fall 2014.
- Writing Teacher On Assignment - Shannon Cadden working in PLCs with intermediate grades (Fall: 4 day session scheduled, including FSA and rubric updates, modeled lessons, and then debriefing/feedback).
- FSA Portal (writing rubrics grades 4 and 5); ELA blueprints and test specification items
- Writing across the curriculum in all subject areas (including Physical Education, Art, and Music).
- Writers Workshop, Six Plus One Traits, and Writing Weebly website (SCPS)
- District provided DVD "Doing What Works" (from SCPS Elementary writing plan) - Teaching Elementary Students to B Effective Writers.

Targeted Barriers to Achieving the Goal 3

- Lack of time, preparation, training, professional development for teachers and administrators. Also, new instructional plans, new rubrics, lack of calibration papers in a timely manner, and inclusion of set time daily for writing practice in master schedule.

Plan to Monitor Progress Toward G1. 8

Throughout the school year, teachers, administrators, and instructional coach will meet after each Discovery Education assessment to review all ELA components of this PMA (including both Reading and Writing components). Also, to continue to professional development and further review of Module 2 of "Doing What Works" writing DVD resources to further integrate writing into math, science, and social studies lessons.

Person Responsible

Tracey Gustafson

Schedule

Every 2 Months, from 9/29/2014 to 5/11/2015

Evidence of Completion

Individual grade level PLC feedback, root cause analysis of areas of challenge for grade as a whole. Areas to target include grade K (language, speaking, and listening), grades 1-2 (writing, speaking, listening, and language), and grades 3-5 (language and writing) in Discovery Education.

G2. Geneva Elementary will increase their proficiency level in learning performance gains (LPGs) for lowest quartile students in mathematics from 47% to 55%. 1a

G053290

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	55.0

Resources Available to Support the Goal 2

- SuccessMaker (K-5) monitoring system, Think Central (iTools and Soaring To Success), Mobymax.com, Think Through Math: on-line tools and support.
- Pre test and Post test assessments using GoMath! Curriculum
- Problem solving reading strategies (Q-BECK: Questions first, Bottom to Top...reading the answers, Eliminate and answer, Context Clues, Key Words)
- 8 Standards for Mathematical Practice
- Utilizing a 75 minute math block time K-5
- Differentiating instruction in grades 3,4, and 5 by leveling students in groups based on prior year's FCAT and D.E. data.
- Math manipulatives (GEO boards) and center rotations
- 50% Math interventionist (2nd through 4th grade) and Tutorial teacher (5th grade low quartile students) - push in model

Targeted Barriers to Achieving the Goal 3

- Need to increase student comprehension in word problem-solving, writing out their responses, and defending their answers ("prove it - show your work" concept). Need for a more intensive intervention program for Math (i.e. Double Dip push-in sessions) for low quartile, Tier 3, and even ESE students. Difficulty incorporating differentiated instruction.

Plan to Monitor Progress Toward G2. 8

Formal teacher observations (April/May 2015) - feedback given during conferences. State Florida Standard Assessment (FSA) results for grades 3,4, and 5.

Person Responsible

Rod Dunaye

Schedule

Weekly, from 1/11/2015 to 6/5/2015

Evidence of Completion

Math Progress Monitor Assessments (Discovery Education) and FSA Math Testing Results.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. All instructional staff will implement writing across the content areas and differentiate instruction to increase student achievement in English language arts, mathematics, and science. **1**

 G053289

G1.B7 Lack of time, preparation, training, professional development for teachers and administrators. Also, new instructional plans, new rubrics, lack of calibration papers in a timely manner, and inclusion of set time daily for writing practice in master schedule. **2**

 B134377

G1.B7.S1 Provide professional development to all teachers K-5 on how to properly integrate writing across all content areas. **4**

 S146226

Strategy Rationale

To support, train, and educate our staff as a whole of the new state level expectations and school wide goals for increasing student achievement in the area of writing.

Action Step 1 **5**

August 20, 2014. School-wide Professional Development with teachers and staff (all subject areas) – “Parents as Writing Partners”. Reviewed article written by Mary Ehrenworth and worked with teacher groups to answer 3 priority questions.

1. How can you ensure that students have 30 minutes per day of writing workshop?
2. How can you ensure that writing occurs in every subject area every day?
3. How can you ensure that teachers confer with students weekly?

Person Responsible

Rod Dunaye

Schedule

On 9/20/2014

Evidence of Completion

Teacher feedback posters, Learning Logs, Attendance sheets, Feedback in PLC sessions, Reflections in PLC teacher notes, Classroom walkthrough monitoring> Student tracking folders (portfolios, writing journals). Writing TASKS (formerly prompts), PMA results, and FSA writing results in 4th and 5th grade at end of school year.

Action Step 2 5

September 17, 2014. School-wide Professional Development with teachers and staff (all subject areas) - "Doing What Works" DVD - Teaching Elementary School students to be effective writers. We provided teachers with real-classroom strategies that could be used immediately and taken to classrooms for daily lessons. Teachers navigated through Module 1 media clips and completed Kagan strategy "snowballing" throughout P.D.

Person Responsible

Tracey Gustafson

Schedule

Every 6 Weeks, from 9/17/2014 to 5/18/2015

Evidence of Completion

Learning Logs, Attendance sheets, Feedback in PLC sessions, Reflections in PLC teacher notes, Classroom walkthrough monitoring, Student tracking folders (portfolios, writing journals). Writing TASKS (formerly prompts), PMA results, and FSA writing results in 4th and 5th grade at end of school year.

Action Step 3 5

Conduct school-wide book study, utilizing the book *Becoming a Reflective Teacher*, by Dr. Robert Marzano. We will study the research-based instructional strategies and focus on how to teach students to use reflective practice in their writing in all content areas.

Person Responsible

Rod Dunaye

Schedule

Monthly, from 11/7/2014 to 5/15/2015

Evidence of Completion

PLC notes, teacher presentations from Wednesday professional development sessions, classroom walkthrough evidence - observed in writing block and other creative strategies used in math, science, and social studies.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Consistent monitoring of strategies in lesson plans and execution in daily instruction in English language arts, mathematics, and science.

Person Responsible

Rod Dunaye

Schedule

Monthly, from 9/29/2014 to 5/18/2015

Evidence of Completion

Administrative classroom walkthrough visits during daily/weekly writing block times for grades K-5. Review of student writing samples, PMA results, and innovative strategies for implementing writing components into all subject areas.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Review of Baseline PMA data from the first Discovery Education assessments (ELA, math, and science for 5th grade) and compare to second and third administrations (grades K-5). In addition, we will monitor the writing Tasks administrations for 4th and 5th grade in both semesters to look for student improvements in text-based writing, definitions, descriptions, examples, and observations.

Person Responsible

Omayra Torres

Schedule

On 5/20/2015

Evidence of Completion

Test score results and hopeful increase in student proficiency.

G2. Geneva Elementary will increase their proficiency level in learning performance gains (LPGs) for lowest quartile students in mathematics from 47% to 55%. 1

G053290

G2.B1 Need to increase student comprehension in word problem-solving, writing out their responses, and defending their answers ("prove it - show your work" concept). Need for a more intensive intervention program for Math (i.e. Double Dip push-in sessions) for low quartile, Tier 3, and even ESE students. Difficulty incorporating differentiated instruction. 2

B134378

G2.B1.S1 Teachers will utilize Go Math! (Common Core) and ThinkCentral guides to design lessons, conduct progress monitoring, identify/remediate non-proficient students, and increase math fluency and achievement. 4

S146227

Strategy Rationale

To support, train, and educate our staff as a whole of the new Math Florida Standards (MAFS) and school-wide goals for increasing student achievement in the area of mathematics.

Action Step 1 5

During the 75 minute math block in the master schedule, the part-time math interventionist and tutorial teacher will push-in to the intermediate grade levels. They will facilitate with the classroom teachers to work with the low quartile population by providing differentiated instructional strategies. These two employees will meet weekly with Administration and grade level PLCs to discuss the effectiveness of those strategies and student progress..

Person Responsible

Rod Dunaye

Schedule

Weekly, from 9/29/2014 to 5/25/2015

Evidence of Completion

Pre and Post test assessments through Go Math! Curriculum series. Discovery Education PMA data for math portion through the three different assessments this school year.

Action Step 2 5

Provide professional development with District Mathematics Specialist, Joe Roicki and intermediate classroom teachers. Focus will be on the instructional plan, the GoMath! curriculum, and effective ways to differentiate math instruction for all students (low quartile as well as those needing acceleration). PLC sessions will be coordinated through Assistant Principal during the Fall semester.

Person Responsible

Omayra Torres

Schedule

Quarterly, from 10/16/2014 to 11/20/2014

Evidence of Completion

Teacher feedback both during and after PLC sessions with Math Specialist; observation of modeled lessons by both parties, Learning logs, reflective practice.

Action Step 3 5

SuccessMaker - web based progress monitoring tool for grades K-5. Brenda Robinson from IS department will initiate program this year at Geneva site and train Media specialist and K-5 teachers.

Person Responsible

Omayra Torres

Schedule

Daily, from 10/13/2014 to 5/18/2015

Evidence of Completion

Learning Logs, PLC feedback, student data reports from SuccessMaker math Probes (teacher-made), and provides Black-line masters for individualized deficiencies of skills.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom walk throughs will be conducted by Administration during Math block time; all grade levels including 4th and 5th grade PRIMES sections.

Person Responsible

Rod Dunaye

Schedule

Weekly, from 9/22/2014 to 5/18/2015

Evidence of Completion

Feedback and suggestions that are inputted into the iObservation system after walkthroughs; formal conversations with teachers during pre and post observation conferences. Looking for teacher evidence of following the district instructional plans. Student evidence of explaining and telling why (Prove It!) while solving problems, constructing viable arguments, and reasoning.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Engaging students in problem-solving; building on experiences in which students must explain to themselves and peers the meaning of problems and the strategies needed to solve the problems. Inquiry-based instruction. Teachers should use lesson components of Engage, Teach & Talk, Practice, and Summarize.

Person Responsible

Omayra Torres

Schedule

Biweekly, from 9/29/2014 to 5/18/2015

Evidence of Completion

Prerequisite tests, "Show what you know", intervention quick checks" Mid Chapter check points, and Chapter Reviews. Math Progress Monitor Assessments (Go Math!). Grade level PLCs conducted with Administration and Resource teachers to analyze student grades, performance, PMA results (Discovery Education math 3 times per year), and find root cause for areas of deficiency. Thus, in turn collaboration to further drive future lesson planning and instruction.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Seminole - 0051 - Geneva Elementary School - 2014-15 SIP
Geneva Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B7.S1.A1	August 20, 2014. School-wide Professional Development with teachers and staff (all subject areas) – “Parents as Writing Partners”. Reviewed article written by Mary Ehrenworth and worked with teacher groups to answer 3 priority questions. 1. How can you ensure that students have 30 minutes per day of writing workshop? 2. How can you ensure that writing occurs in every subject area every day? 3. How can you ensure that teachers confer with students weekly?	Dunaye, Rod	8/20/2014	Teacher feedback posters, Learning Logs, Attendance sheets, Feedback in PLC sessions, Reflections in PLC teacher notes, Classroom walkthrough monitoring> Student tracking folders (portfolios, writing journals). Writing TASKS (formerly prompts), PMA results, and FSA writing results in 4th and 5th grade at end of school year.	9/20/2014 one-time
G2.B1.S1.A1	During the 75 minute math block in the master schedule, the part-time math interventionist and tutorial teacher will push-in to the intermediate grade levels. They will facilitate with the classroom teachers to work with the low quartile population by providing differentiated instructional strategies. These two employees will meet weekly with Administration and grade level PLCs to discuss the effectiveness of those strategies and student progress..	Dunaye, Rod	9/29/2014	Pre and Post test assessments through Go Math! Curriculum series. Discovery Education PMA data for math portion through the three different assessments this school year.	5/25/2015 weekly
G1.B7.S1.A2	September 17, 2014. School-wide Professional Development with teachers and staff (all subject areas) - "Doing What Works" DVD - Teaching Elementary School students to be effective writers. We provided teachers will real-classroom strategies that could be used immediately and taken to classrooms for daily lessons. Teachers navigated through Module 1 media clips and completed Kagan strategy "snowballing" throughout P.D.	Gustafson, Tracey	9/17/2014	Learning Logs, Attendance sheets, Feedback in PLC sessions, Reflections in PLC teacher notes, Classroom walkthrough monitoring, Student tracking folders (portfolios, writing journals). Writing TASKS (formerly prompts), PMA results, and FSA writing results in 4th and 5th grade at end of school year.	5/18/2015 every-6-weeks
G2.B1.S1.A2	Provide professional development with District Mathematics Specialist, Joe Roicki and intermediate classroom teachers. Focus will be on the instructional plan, the GoMath! curriculum, and effective ways to differentiate math instruction for all students (low quartile as well as those needing acceleration). PLC sessions will be coordinated through Assistant Principal during the Fall semester.	Torres, Omayra	10/16/2014	Teacher feedback both during and after PLC sessions with Math Specialist; observation of modeled lessons by both parties, Learning logs, reflective practice.	11/20/2014 quarterly
G1.B7.S1.A3	Conduct school-wide book study, utilizing the book <i>Becoming a Reflective Teacher</i> , by Dr. Robert Marzano. We will study the research-based instructional strategies and focus on how to teach students to use reflective practice in their writing in all content areas.	Dunaye, Rod	11/7/2014	PLC notes, teacher presentations from Wednesday professional development sessions, classroom walkthrough evidence - observed in writing block and other creative strategies used in math, science, and social studies.	5/15/2015 monthly
G2.B1.S1.A3	SuccessMaker - web based progress monitoring tool for grades K-5. Brenda Robinson from IS department will initiate program this year at Geneva site and train Media specialist and K-5 teachers.	Torres, Omayra	10/13/2014	Learning Logs, PLC feedback, student data reports from SuccessMaker math Probes (teacher-made), and provides Black-line masters for individualized deficiencies of skills.	5/18/2015 daily
G1.MA1	Throughout the school year, teachers, administrators, and instructional coach	Gustafson, Tracey	9/29/2014	Individual grade level PLC feedback, root cause analysis of areas of	5/11/2015 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	will meet after each Discovery Education assessment to review all ELA components of this PMA (including both Reading and Writing components). Also, to continue to professional development and further review of Module 2 of "Doing What Works" writing DVD resources to further integrate writing into math, science, and social studies lessons.			challenge for grade as a whole. Areas to target include grade K (language, speaking, and listening), grades 1-2 (writing, speaking, listening, and language), and grades 3-5 (language and writing) in Discovery Education.	
G1.B7.S1.MA1	Review of Baseline PMA data from the first Discovery Education assessments (ELA, math, and science for 5th grade) and compare to second and third administrations (grades K-5). In addition, we will monitor the writing Tasks administrations for 4th and 5th grade in both semesters to look for student improvements in text-based writing, definitions, descriptions, examples, and observations.	Torres, Omayra	9/29/2014	Test score results and hopeful increase in student proficiency.	5/20/2015 one-time
G1.B7.S1.MA1	Consistent monitoring of strategies in lesson plans and execution in daily instruction in English language arts, mathematics, and science.	Dunaye, Rod	9/29/2014	Administrative classroom walkthrough visits during daily/weekly writing block times for grades K-5. Review of student writing samples, PMA results, and innovative strategies for implementing writing components into all subject areas.	5/18/2015 monthly
G2.MA1	Formal teacher observations (April/ May 2015) - feedback given during conferences. State Florida Standard Assessment (FSA) results for grades 3,4, and 5.	Dunaye, Rod	1/11/2015	Math Progress Monitor Assessments (Discovery Education) and FSA Math Testing Results.	6/5/2015 weekly
G2.B1.S1.MA1	Engaging students in problem-solving; building on experiences in which students must explain to themselves and peers the meaning of problems and the strategies needed to solve the problems. Inquiry-based instruction. Teachers should use lesson components of Engage, Teach & Talk, Practice, and Summarize.	Torres, Omayra	9/29/2014	Prerequisite tests, "Show what you know", intervention quick checks" Mid Chapter check points, and Chapter Reviews. Math Progress Monitor Assessments (Go Math!). Grade level PLCs conducted with Administration and Resource teachers to analyze student grades, performance, PMA results (Discovery Education math 3 times per year), and find root cause for areas of deficiency. Thus, in turn collaboration to further drive future lesson planning and instruction.	5/18/2015 biweekly
G2.B1.S1.MA1	Classroom walk throughs will be conducted by Administration during Math block time; all grade levels including 4th and 5th grade PRIMES sections.	Dunaye, Rod	9/22/2014	Feedback and suggestions that are inputted into the iObservation system after walkthroughs; formal conversations with teachers during pre and post observation conferences. Looking for teacher evidence of following the district instructional plans. Student evidence of explaining and telling why (Prove It!) while solving problems, constructing viable arguments, and reasoning.	5/18/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All instructional staff will implement writing across the content areas and differentiate instruction to increase student achievement in English language arts, mathematics, and science.

G1.B7 Lack of time, preparation, training, professional development for teachers and administrators. Also, new instructional plans, new rubrics, lack of calibration papers in a timely manner, and inclusion of set time daily for writing practice in master schedule.

G1.B7.S1 Provide professional development to all teachers K-5 on how to properly integrate writing across all content areas.

PD Opportunity 1

August 20, 2014. School-wide Professional Development with teachers and staff (all subject areas) – “Parents as Writing Partners”. Reviewed article written by Mary Ehrenworth and worked with teacher groups to answer 3 priority questions. 1. How can you ensure that students have 30 minutes per day of writing workshop? 2. How can you ensure that writing occurs in every subject area every day? 3. How can you ensure that teachers confer with students weekly?

Facilitator

Executive Directors, Administration, Instructional Coach

Participants

All instructional personnel

Schedule

On 9/20/2014

PD Opportunity 2

September 17, 2014. School-wide Professional Development with teachers and staff (all subject areas) - "Doing What Works" DVD - Teaching Elementary School students to be effective writers. We provided teachers will real-classroom strategies that could be used immediately and taken to classrooms for daily lessons. Teachers navigated through Module 1 media clips and completed Kagan strategy "snowballing" throughout P.D.

Facilitator

Executive Directors, Administration, Instructional Coach

Participants

All instructional personnel

Schedule

Every 6 Weeks, from 9/17/2014 to 5/18/2015

PD Opportunity 3

Conduct school-wide book study, utilizing the book *Becoming a Reflective Teacher*, by Dr. Robert Marzano. We will study the research-based instructional strategies and focus on how to teach students to use reflective practice in their writing in all content areas.

Facilitator

Administration, Instructional Coach

Participants

Teachers

Schedule

Monthly, from 11/7/2014 to 5/15/2015

G2. Geneva Elementary will increase their proficiency level in learning performance gains (LPGs) for lowest quartile students in mathematics from 47% to 55%.

G2.B1 Need to increase student comprehension in word problem-solving, writing out their responses, and defending their answers ("prove it - show your work" concept). Need for a more intensive intervention program for Math (i.e. Double Dip push-in sessions) for low quartile, Tier 3, and even ESE students. Difficulty incorporating differentiated instruction.

G2.B1.S1 Teachers will utilize Go Math! (Common Core) and ThinkCentral guides to design lessons, conduct progress monitoring, identify/remediate non-proficient students, and increase math fluency and achievement.

PD Opportunity 1

Provide professional development with District Mathematics Specialist, Joe Roicki and intermediate classroom teachers. Focus will be on the instructional plan, the GoMath! curriculum, and effective ways to differentiate math instruction for all students (low quartile as well as those needing acceleration). PLC sessions will be coordinated through Assistant Principal during the Fall semester.

Facilitator

Administration, Department of Teaching and Learning

Participants

Administration, ESE teachers, classroom teachers (4th and 5th grade)

Schedule

Quarterly, from 10/16/2014 to 11/20/2014

PD Opportunity 2

SuccessMaker - web based progress monitoring tool for grades K-5. Brenda Robinson from IS department will initiate program this year at Geneva site and train Media specialist and K-5 teachers.

Facilitator

Administration, Media Specialist, District IS personnel

Participants

All Teachers

Schedule

Daily, from 10/13/2014 to 5/18/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: All instructional staff will implement writing across the content areas and differentiate instruction to increase student achievement in English language arts, mathematics, and science.	1,080
Grand Total	1,080

Goal 1: All instructional staff will implement writing across the content areas and differentiate instruction to increase student achievement in English language arts, mathematics, and science.

Description	Source	Total
B7.S1.A3 - Will utilize school granted professional development funds to purchase these textbooks and will complete a 286 form through PD Place to conduct a school-wide book study through K-5 PLCs.	School Improvement Funds	1,080
Total Goal 1		1,080