

# 2014-15 School Improvement Plan

## Suwannee Primary School

1625 WALKER AVE SW, Live Oak, FL 32064

[www.suwannee.k12.fl.us/sps](http://www.suwannee.k12.fl.us/sps)

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

61%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

45%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

NOT GRADED

### School Board Approval

This plan is pending approval by the Suwannee County School Board.

### 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>15</b>
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	18
<b>Appendix 1: Implementation Timeline</b>	<b>20</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>21</b>
Professional Development Opportunities	22
Technical Assistance Items	0
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Suwannee Primary School will educate all students in a safe and supportive learning environment that will develop lifelong learners and productive citizens.

##### Provide the school's vision statement

The Suwannee Primary School works together striving for academic and social excellence. We are learning life skills to respect ourselves and each others differences in a safe and loving environment.

#### School Environment

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

All teachers are ESOL endorsed or are working towards this endorsement. Our ELL and Migrant students are grouped into MYSQL classes with ESOL endorsed teachers. Bilingual paraprofessionals work with this population. All information sent home is translated for teachers into Spanish.

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

We believe in creating a culture where students feel safe and want to come to learn. Our teachers participate in training and professional development and we model this behavior in the way we treat students and parents.

##### 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

Our school implements CHAMPS, a proactive behavior program. Students are taught the rules, procedures and expectations from day 1. They know the procedures for transitioning in the classroom as well as in the hallways. Staff members give out tickets to students showing exemplary behavior. Students earn tickets for their classroom. Once the class completes a ticket (sticker) chart, the entire class earns a reward. This program helps students feel safe and respected because all students know the rules and procedures and are recognized for this good behavior.

##### 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

We have one guidance counselor and a part time school psychologist. Our counselor meets with students/groups of students as needed. She also works with families and coordinates the weekend backpack snack program.

#### Early Warning Systems

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



**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Attendance below 90 percent.

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Student attendance is monitored weekly. Once students are absent 5 days, in addition to letters sent home, a phone call is made to the parent. An attendance meeting is scheduled with the parent, the guidance counselor and administration to develop strategies to assist parent and student with the issue of attendance. Once this pattern of nonattendance continues, the truancy officer is notified.

**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?**

Yes

**PIP Link**

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

**Description**

Parent Conference Night, Accelerated Reader Night, Science Fair, Parent Night for after-school students, Monthly PD for parents at SAC meetings

**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**

We partner with several local businesses. Our local businesses invite SPS to participate in various fundraising activities. Our school receives a percentage of the sales earned that night. We have Staff

Night's throughout the year. We have gathered at local restaurants to eat as a staff. Our local grocery store makes donations for our AR Night.

## 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
Boggus, Amy	Principal

#### Duties

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

The Principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, ensures implementation of intervention support and documentation ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

The Assistant Principal works with the Principal to accomplish the plans set forth above.

Select General Education Teacher: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

The Reading Coach evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches; assists in the design and implementation of progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

The Counselor provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students, and links child-serving community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities. Exceptional Student Education Teacher: Collaborates with general education teachers to integrates core instructional activities/materials into Tier 3 instruction.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

***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 Principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, ensures implementation of intervention support and documentation ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

The Assistant Principal works with the Principal to accomplish the plans set forth above.

Select General Education Teacher: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

The Reading Coach evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches; assists in the design and implementation of progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

The Counselor provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students, and links child-serving community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities. Exceptional Student Education Teacher: Collaborates with general education teachers to integrate core instructional activities/materials into Tier 3 instruction.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

#### Title I, Part A

Title 1, will be utilized to provide Reading Coaches at three Title 1 schools. Funds will also provide paraprofessional at the Title 1 school to given additional help to students a level 1 or 2 on FCAT. Title 1, Title 1 Part A is also used to provide a District Wide Parent Liaison, Math Coach, Curriculum Specialist and a teacher for the Opportunity School to serve all schools in the District.

#### Title I, Part C- Migrant

School based administrators will observe the use of "The Essential Six" reading strategies from the Florida Reading Initiative (FRI) in all classrooms. This initiative is funded by Title I Part C and district professional development funds. ALL activities funded by Title I Part C will be supplementary and will not supplant existing State- and District-funded and required services.

Reading First and FRI strategies will be monitored by administrators and reading coaches to ensure successful opportunities for Non-ELL and LEP (ELL) students. Title I Part C funds are used for a Migrant Coordinator, Migrant Tutors, Migrant paraprofessional and to purchase license for Accelerated Reading Enterprise-English in a Flash, additional computers and other supplies needed for migrant students.

#### Title I, Part D

Title I Part D (neglected and delinquent) funds will be used to provide a uniform curriculum throughout all the district's secondary schools, including the residential juvenile facility and the district's opportunity program. The funds will also provide two paraprofessionals.

#### Title II

School based administrators will observe the use of "The Essential Six" reading strategies from the Florida Reading Initiative (FRI) in all classrooms. This initiative is funded by Title II Part A funds are used to fund three Reading Coaches, travel, consultants and the district's professional development funds. ALL activities funded by Title III will be supplementary and will not supplant existing State- and District-funded and required services. Reading First and FRI strategies will be monitored by administrators and reading coaches to ensure successful opportunities for Non-ELL and LEP (ELL)

students.

#### Title III

Funds from Title III Part A are used to provide tutors for ELL students, purchased instructional materials and software for ELL students. All activities funded by Title III will be supplementary and will not supplant existing State and District funded and required services. Reading First and FRI strategies will be monitored by administrators and reading coaches to ensure successful opportunities for Non-ELL and LEP (ELL) students.

#### Title X- Homeless

Title X Homeless funds are used to provide supplies, dues, fieldtrip fund and other needs for Homeless students.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Jennifer Kuyrkendall	Business/Community
Diane Chavez	Parent
Jennifer Wooley	Education Support Employee

#### 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*

The SAC assists in the preparation and evaluation of the school improvement plan by providing input into the development of the school improvement plan.

*Development of this school improvement plan*

The SAC assists in the preparation and evaluation of the school improvement plan by providing input into the development of the school improvement plan.

*Preparation of the school's annual budget and plan*

The SAC assists in the preparation and evaluation of the school improvement plan by providing input into the development of the school improvement plan.

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

N/A - no school improvement funds allocated for K-1 grades.

***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
Boggus, Amy	Principal

### Duties

#### ***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team meets monthly to look at strengths and weaknesses in reading and to develop activities to increase students participation in reading. All classrooms will participate in STAR, STAR Early Literacy and Accelerated Reading.

### 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**

There are 3 wings at our school that was originally made up of PK/Kindergarten, Kindergarten and 1st grade classes divided into 3 separate wings. This year we have developed learning communities made up of Pk, Kindergarten and 1st grade classes within each wing. Students were placed in the same wing as their PK or Kindergarten teacher. This allows teachers to participate more easily in vertical articulation. Groups of teachers have been placed in common activity teams with allows for collaborative planning.

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

When screening applicants, we look at highly qualified status and certification status. We provide mentor teachers to assist new teachers.

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

New teachers are paired with a veteran teacher with clinical education experience. Teachers are placed in classrooms near their mentor teacher. Teachers meet during activity periods and after school to plan. New teachers are also given a day to observe in classrooms. Mentor teachers are given a day to observe in their mentee teachers classroom.

### 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***

Classroom teachers, Teacher Support Colleagues, Academic coaches and administrators worked together to develop curriculum pacing guides and curriculum maps using CPALMS.

##### **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***

All students are assessed at the beginning of the year to determine strengths and weaknesses. The student will then be placed in the appropriate intervention team in order to differentiate instruction to meet their needs, whether it is remediation or enrichment. Our special needs students are included in regular education classrooms. Paraprofessionals are scheduled in to provide additional support during various parts of the day. ESE students also meet in small groups with the support facilitator. She works with students on their IEP goals and objectives.

***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:** After School Program

**Minutes added to school year:**

***Strategy Rationale***

***Strategy Purpose(s)***

""

***Person(s) responsible for monitoring implementation of the strategy***

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

## **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***

At Suwannee Primary School, all incoming kindergarten students are assessed prior to or upon entering kindergarten in order to ascertain individual and group needs and to assist in instructional/intervention programs. All students are assessed in the area of letter knowledge, numbers to 10, counting objects, basic colors and shapes. Data is used to plan for instruction until Language for Learning, FLKRS, STAR Early Literacy, STAR and/or Performance Matters Assessments are completed. Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice, and independent practice.

### **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***

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

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

***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***



## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase student performance by improving student engagement, increasing rigor and differentiating instruction to meet the needs of all students.
- G2.** Decrease the number of students entering First Grade at lesson 1,11 and 21 in Language For Learning

## 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.** Increase student performance by improving student engagement, increasing rigor and differentiating instruction to meet the needs of all students. 1a

G045861

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	80.0
ELA/Reading Gains	80.0

**Resources Available to Support the Goal** 2

- All teachers will participate in monthly professional development that will address strategies for intervention.
- Reading Coach will work with teachers to model best practices in reading and provide professional development opportunities.
- Paraprofessionals assist in intervention classes, working with small skills groups.
- Language for Learning is a research based program that teachers and paraprofessionals use with small groups of students that are struggling with oral language.
- Accelerated Reader program is used in all 1st grade classrooms and some kindergarten classrooms. This program allows students to read books and take a comprehension test on their reading level.
- Teacher Support Colleagues work with teachers to provide training in best practices to implement in the classroom.
- Resource Teachers work with 1st grade students that have a deficit in oral language.

**Targeted Barriers to Achieving the Goal** 3

- With 21 Kindergarten classes and 21 First grade classes, there are many students that entered with a deficit in oral language skills, phonics, and phonemic awareness. In order to give students extra support, paraprofessionals and 3 Resource Teachers are scheduled into Kindergarten and First grade intervention classes. In addition to the Title I and IDEA para's, the MYSOL students (Migrant and ELL) also get extra support from bilingual paraprofessionals.

**Plan to Monitor Progress Toward G1.** 8

**Person Responsible**

**Schedule**

**Evidence of Completion**



**G2. Decrease the number of students entering First Grade at lesson 1,11 and 21 in Language For Learning**

1a

**Targets Supported**

1b

G045862

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0

**Resources Available to Support the Goal**

2

- Paraprofessional support
- Resource Teachers
- Academic Coach
- Targeted Intervention Groups

**Targeted Barriers to Achieving the Goal**

3

- Students entering school with no background knowledge of skills, rules or procedures.
- Lack of additional support for struggling students.

**Plan to Monitor Progress Toward G2.**

8

**Person Responsible**

**Schedule**

***Evidence of Completion***

## 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.** Increase student performance by improving student engagement, increasing rigor and differentiating instruction to meet the needs of all students. **1**

 **G045861**

**G1.B1** With 21 Kindergarten classes and 21 First grade classes, there are many students that entered with a deficit in oral language skills, phonics, and phonemic awareness. In order to give students extra support, paraprofessionals and 3 Resource Teachers are scheduled into Kindergarten and First grade intervention classes. In addition to the Title I and IDEA para's, the MYSOL students (Migrant and ELL) also get extra support from bilingual paraprofessionals. **2**

 **B113393**

**G1.B1.S1** Individual student needs have been targeted through specific skills groups in intervention. **4**

 **S134185**

### Strategy Rationale

A team of teachers are working together to differentiate instruction for their team of students.

### Action Step 1 **5**

Teachers will attend professional development to learn how to implement Language for Learning with fidelity,

#### Person Responsible

Amy Boggus

#### Schedule

On 10/1/2014

#### Evidence of Completion

Administration will collect The Suwannee County School District Professional Development Inservice roster and each individual will complete a follow up activity related to the professional development.

### Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom walk throughs during the scheduled intervention time to monitor for fidelity of implementation of Language for Learning and specific skills groups.

#### Person Responsible

Amy Boggus

#### Schedule

Weekly, from 8/19/2014 to 6/5/2015

#### Evidence of Completion

A spreadsheet will be used to document classroom walk throughs each week.

### Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

#### Person Responsible

#### Schedule

#### Evidence of Completion

**G2.** Decrease the number of students entering First Grade at lesson 1,11 and 21 in Language For Learning 1

 G045862

**G2.B1** Students entering school with no background knowledge of skills, rules or procedures. 2

 B113394

**G2.B1.S1** Work with local daycare facilities to make the transition to kindergarten seamless. 4

 S124794

#### Strategy Rationale

### Action Step 1 5

#### Person Responsible

#### Schedule

#### Evidence of Completion

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	[no content entered]			once	
G1.B1.S1.A1	Teachers will attend professional development to learn how to implement Language for Learning with fidelity,	Boggus, Amy	10/1/2014	Administration will collect The Suwannee County School District Professional Development Inservice roster and each individual will complete a follow up activity related to the professional development.	10/1/2014 one-time
G1.MA1	[no content entered]			once	
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	Classroom walk throughs during the scheduled intervention time to monitor for fidelity of implementation of Language for Learning and specific skills groups.	Boggus, Amy	8/19/2014	A spreadsheet will be used to document classroom walk throughs each week.	6/5/2015 weekly
G2.MA1	[no content entered]			once	
G2.B1.S1.MA1	[no content entered]			once	
G2.B1.S1.MA1	[no content entered]			once	

## 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.** Increase student performance by improving student engagement, increasing rigor and differentiating instruction to meet the needs of all students.

**G1.B1** With 21 Kindergarten classes and 21 First grade classes, there are many students that entered with a deficit in oral language skills, phonics, and phonemic awareness. In order to give students extra support, paraprofessionals and 3 Resource Teachers are scheduled into Kindergarten and First grade intervention classes. In addition to the Title I and IDEA para's, the MYSOL students (Migrant and ELL) also get extra support from bilingual paraprofessionals.

**G1.B1.S1** Individual student needs have been targeted through specific skills groups in intervention.

### PD Opportunity 1

Teachers will attend professional development to learn how to implement Language for Learning with fidelity,

#### Facilitator

Resource Teachers

#### Participants

All instructional staff, PreK lead teachers, all Paraprofessionals

#### Schedule

On 10/1/2014