Myra Terwilliger Elementary School

2016-17 Schoolwide Improvement Plan

Myra Terwilliger Elementary School

301 NW 62ND ST, Gainesville, FL 32607

https://www.sbac.edu/terwilliger

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	C	

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Alachua County School Board on 10/18/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Myra Terwilliger Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Dustin Sims	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

Alachua - 0311 - Myra Terwilliger Elem. School - 2016-17 SIP

Myra Terwilliger Elementary School

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of the Terwilliger community is to establish a safe, positive, and respectful environment to ensure that all learners acquire the skills, knowledge, and attitudes to become independent thinkers in order to succeed now and in the future.

b. Provide the school's vision statement.

District Vision: We will graduate students who have the knowledge, skills, and personal characteristics to be lifelong learners and independent thinkers. Our graduates will excel in their chosen careers and be productive and contributing members of the global community.

2. School Environment

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

At Terwilliger, we do many things to learn about the cultures of our students and their families. We participate in many activities in the neighborhoods of our students. At these events we provide activities for the children while we work with parents to facilitate their participation in their child's education. As a faculty we work with Title 1 to bridge the gap between the family and school by having parent workshops and parent meetings. We provide a Parent Resource Center for the families to check out materials and activities for their children. We have also participated in a school wide book study of the book Understanding the Framework of Poverty. In a school with 87% of the students on free and reduced lunch, we as educators need to have a better understanding of the framework that many of our families are coming from. Teachers also reach out through conferences and meeting nights. Many of our teachers will even make home visits to get in touch with families who are unable to transport themselves to the school.

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

As students arrive to school they are greeted as they get off the bus or out of their cars by staff members who are there to ensure their safety. Throughout the school campus teachers are posted and visible to ensure safe and respectful behavior. They are there to support students in their transition to class. In addition to the staff we also have student patrols that are there to escort and facilitate student needs in the car circle, cafeteria, and some classrooms. From the first days of school students are taught the School Wide Expectations for the Positive Behavior Support Program. One of the expectations is to "Be Respectful" and another is "Remember Safety Counts". Throughout the year these expectations are taught in class rooms and school wide assemblies. Students that need more support with those concepts participate in Tier 2 and Tier 3 interventions with the Behavior Resource Teacher and the Counselor. Any time students feel unsafe there is an open door policy where students can report to office staff (in particular the Behavior Resource Teacher and Counselor) in order to investigate and ensure safety on campus. The Behavior Resource Teacher and Counselor also teach in classes about bullying awareness, bystander behaviors, and personal safety. On the morning news and

assemblies videos outlining non-example and example behaviors are shown as an entertaining way of sparking discussion about these expectations in the classroom. In addition to those school wide supports we also have a Resource Officer who is in place to support the staff in more dangerous situations involving law enforcement. The Resource Officer helps ensure a closed campus during lock down procedures as well as enforcing visitor protocols which require parents to check in and undergo background checks. At the end of the day, teachers are escort students to their assigned departure areas. Our school policy is that change of way home must be done a half hour prior to dismissal so that there is no confusion as to how a child goes home. This prevents disorganized dismissals. In the car circle students stay in the Kindergarten hallway until a parent or guardian arrives with a school provided identification card which identifies the students they have permission to pick up. This prevents students from leaving without teachers knowing that they have left and it prevents students from leaving with unauthorized adults.

The faculty will participate in the second year book study utilizing "The Leader In Me". Students have also been issued 7 Habits Student Planners and teachers, students and parents have been trained to use the planners.

* Terwilliger has a school-wide emergency plan. All faculty members are provided copies of the plan and are trained in each area of the plan during pre-planning.

* Terwilliger has a Raptor system to check identification of any visitors and volunteers prior to entering the campus.

c. 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.

Terwilliger implements a Positive Behavior Support program with fidelity. The Terwilliger school-wide expectations for behavior are displayed in every room on campus. Each year the school's expectations are re-introduced to all students by way of a PBS pep rally.

A PBS overview is provided during pre-planning to all new to Terwilliger teachers during pre-planning. A brief overview is done with both faculty and staff during pre-planning and monthly updates are conducted at each faculty meeting. A monthly newsletter with PBS highlights and reminders is provided to all staff, students, and families.

d. 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.

In order to ensure the social-emotional success of all students at Terwilliger Elementary School we have utilized the Positive Behavior Support program at the school. Terwilliger teachers are also using the Sanford Harmony program for the first time this year. This is a school wide method of teaching expectations for behavior. A school where students are able to positively interact with their peers and learn academic perseverance is a school where children can feel socially and emotionally secure. Students who need extra support in these areas are identified by teachers and staff through referrals to the Behavior Resource Teacher and Counselor. Often times the result is a problem solving conference with the student where expectations for behavior are taught. Students in need of additional support might be referred for participation in social skills counseling groups or one-on-one visits. The school also collaborates with the University of Florida, Meridian Behavioral Health Care, the Corner Drug Store, and other community agencies in order to refer students for extra support in the social and emotional areas of need. The school has a number of mentoring programs set up in order to facilitate social emotional

well-being. Twister Ambassadors utilizes leaders in the 3rd-5th grades to partner with younger students and students who are new to the school. Ambassadors help students who are new to the school acclimate to their new surroundings. The Ambassadors mentor younger students through a reading buddy relationship. This provides them the opportunity to encourage their academic achievement and positive behaviors. We also have a number of college volunteers who mentor students in the older grades. They are a positive influence in their school experience who teach the students accountability for their academic and social development.

3. 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).

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

a. Attendance: Every calendar month we print up a report from Infinite Campus to examine students who might be at risk for truancy. When a child has obtained 5 days absent in a 30 day calendar period (including absences accrued from 6 tardies or early check out) we conference with the teacher to make sure that they have made contact with the parent regarding attendance policies. In addition to mandatory teacher contact with family, we will also set up an Educational Planning Team meeting with the student's family. At the EPT meeting we brainstorm solutions for the attendance concerns and also make sure that the parents are aware of the Florida Statutes regarding attendance. Once in the EPT process we monitor attendance and have a follow up meeting with the parents. If the attendance improves we continue monitoring until the end of the year at which point we can close out the EPT folder. If their attendance continues to decline we will schedule a visit with the truancy officer and schedule a meeting with the School Attendance Review Board (SARB) in order to garner community support for attendance. We will also make a referral to the Corner Drug Store in order to help the family with any counseling needs.
b. One-or-more Suspensions: Once a student has three or more behavior tracking forms on file we look at them as a student who is at risk for possible In School or Out of School Suspension. These students are examined for their behavioral needs and will be placed into Tier 2 or Tier 3 behavior interventions. Parental contact is made after each behavior tracking form. After the third behavior tracking form is filled out a letter is sent home to parents specifically stating the behaviors and the interventions that we are using to support their student. The school will also initiate a behavior Educational Planning Team meeting with the family to discuss different options for school support and the team will brainstorm with the family a variety of supports they can engage in at home. If the behaviors continue the counselor and behavior resource teacher will observe students and support the teachers with individualized point sheets for students in order to work on very specific interventions and behavior supports. If the problems continue we contact the district Behavior Support Specialist for more suggestions.
c. A failure in Language Arts or Mathematics: One semester failure in either course places the student on the student concern list for FCIM meetings.
d. A Level 1 score on statewide, standardized assessments: Students who score a Level 1 on standardized state assessments are considered for Title 1 support and small group intervention in their classrooms. Teachers meet with the CIMS facilitator to examine all of the student's data (including , Baseline tests, Chapter tests, and AIMS). Based on need, students are placed into Title 1 tutoring to obtain support for their academics based on a placement test which is given prior to tutoring starting. Their progress is monitored through their classroom teachers and tutors and an Educational Planning Team meeting is scheduled with families of students who do not show rapid improvement on their

monitoring. The EPT team will meet and tailor instruction to the child's areas of academic weakness and after an appropriate amount of intervention time the child may be referred to the school psychologist to make additional recommendations for their education.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	2	1	4	0	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	9	15	35	0	0	0	0	0	0	0	59

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	2	1	4	0	0	0	0	0	0	0	7

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

a. Title 1 Pullout and Push in Tutoring in reading and math for students in K-5
b Resource Room support for students with an IEP ranging from consult to self-contained in grades K-5
c Speech and Language Therapy
d Occupational Therapy and Physical Therapy for qualifying ESE students
e Small group behavior interventions using a variety of curriculum through:
i. Second Step
ii. Skill Streaming
iii. Why Try?
iv. Steps to Respect
f. Individual behavior intervention:
i. In School Suspension (with counseling)
ii. One-on-one cognitive behavior counseling
iii. Point sheets and check and connect strategies
iv. Teacher consultation for support strategies and classroom management
v. Positive Behavior Supports in school which increases time in school and on task which should increase academic achievement
f Parent Resource Center available to parents in media center
g Kid Kare Health Care information being provided to parents during evening meetings and during specified
school days
h.Fast ForWord Intervention Program and Reading Assistant
i.Reflex Math
o. Achieve 3000

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/305693.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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.

The Parent Involvement Committee plans parent involvement activities that include a variety in time of day and location. Each year parent input is collected to determine desired information to be shared with parents along with most desirable venue. Business partners are contacted for assistance with providing resources to support the school's parent involvement program.

The committee along with other faculty members will plan PI events to take place in some of the school's larger neighborhoods during the evening hours when most parents are able to attend. The PI committee will plan activities that include exciting projects for the children while parents are provided information regarding how they can help their children academically at home.

Because numerous parents attend school functions such as the annual Thanksgiving Luncheon, the PI committee will plan to provide grade level appropriate material and information in the media center following the luncheons. Parents will be invited to bring their child to select a book to take home, then parents will remain for information and materials intended to support learning at home.

Parents also attend in large numbers, the grade level musical programs throughout the school year. Prior to the start of these musicals, PI committee members share quick information with parents and provide grade level appropriate information and materials to parents.

The PI committee also plans to conduct evening events at school that include but are not limited to:

Increasing parent awareness of district web-sites available for additional practice at home
Increasing reading fluency for grades K-2
FSA information grades 3-5

C. 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).

1. School Leadership Team

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

Name	Title
Phillips, Pat	Principal
Zeller, Ashlea	Assistant Principal

b. Duties

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

Principal: Provides a common vision for data based instructional decision making, serves as a leader of learners to monitor student data, ensures the school-based team is implementing RTI, ensures implementation of intervention support and documentation, provides for adequate staff development to support RTI implementation, and communicates with parents regarding school-based RTI plans and Literacy Leadership Team (LLT) plans.

FCIM Facilitator: Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning. Works with Title 1 Teacher Tutors and grade level teams to review data and form intervention groups. Coordinates Achieve 3000.

Assistant Principal: Leads and evaluates school core content standards/programs; Identifies patterns of student need while working with the team to identify appropriate, effective intervention strategies; assists with whole school assessment programs that help to identify "at risk" students; assists in the design and implementation of progress monitoring, data collection, and data analysis. Provides staff with behavior management strategy information. Coordinates FastForWord and Reading Assistant

Guidance Counselor: Provides staff development on Google doc and other methods for charting progress; Conducts observations; Organizes Educational Planning Team meetings that include members of the RTI team and parents. Conducts classroom guidance lessons and conducts small group intervention to strengthen social skills. Attends IEP meetings and conducts 504 and Gifted meetings. Works closely with the school psychologist to ensure students in need of further academic evaluation are evaluated and results are shared with parents and teachers. Conducts mini lessons on social skills in classrooms; conducts bully prevention lessons in classrooms; counsels individual students regarding behavior; works with teachers to create individual behavior plans for students

2. 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.

MTSS and RTI implementation and monitoring of data are reviewed at Leadership Team meetings.

We hire certified, highly qualified Title 1 intervention teachers in the areas of math and reading. Services are provided to ensure students requiring additional remediation are assisted through double-dose instruction in reading,math,and/or writing during the regular school day and/or after school tutoring sessions. We have a highly qualified FCIM Coach to work with teachers on disaggregation of data and differentiation within the classroom. Terwilliger will have one Literacy Coach five days a week this year to work with teachers to determine areas of concern and plan for maximizing achievement in the area of Language Arts. This coach will also model instruction for teachers. There is also one mentor coach two days a week for beginning teachers.

The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with district drop-out prevention programs.

Title II
Staff development provided by district level literacy coaches and technology coaches. Support for beginning teachers by district level Mentor Coaches.

Title III
The school works with the district to coordinate supplementary materials and instructional services to improve education for English Language Learners as needed.

Title X- Homeless
The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)
SAI funds are coordinated with district funds to provide third grade teachers.

Violence Prevention Programs
The school offers a non-violence and anti-drug program to students that includes classroom instruction, guest speakers, and counseling. Some of the materials utilized are Steps to Respect, Too Good for Drugs & Violence, LEAPS, and Bully Prevention. The school will also be implementing the Positive Behavior Support program school-wide.

Nutrition Programs
The school follows the district's nutrition program for summer meals at selected sites. Free breakfast and lunch is provided to 100% of the Terwilliger student population. In addition, the school has a "Backpack 4 Kids" program sending a weekend's worth of food home for each child in the household where hunger characteristics have been exhibited by the children while in school. This is done for weekends of the school year and for extended holidays.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Patricia Phillips	Principal
Fran Tate	Education Support Employee
Melissa Heitzler	Education Support Employee
Lorraine Sills	Education Support Employee
Paul Knight	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

Assessment data is shared with SAC throughout the school year. SAC provides feedback regarding the SIP including improvement plan strategies currently in place.

b. Development of this school improvement plan

The SAC creates a climate survey that is provided to parents and teachers. Utilizing the results of this survey, recommendations are made for SIP.

c. Preparation of the school's annual budget and plan

Use of advanced placement funds and lottery funds are voted on by the SAC. Principal may use discretion to utilize these funds when the amount is less than $500.00.

Annual budget is shared with SAC at first meeting for the school year.

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

Positive Behavior Support program - $500.00
Substitutes for teachers to attend professional development training and to conduct one on one student assessments - $3,469.13
Supplies and printing - $114.00
Instructional materials- $300.00
Curriculum scheduling and planning salaries - $1666.29

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Phillips, Pat	Principal
Zeller, Ashlea	Assistant Principal
Barber, Lori	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team meets monthly to discuss and monitor major school initiatives including full implementation of Florida Standards instruction, Guided Leveled Differentiated Reading instruction, Building Leadership Skills in Students, and District/School Assessment.
The LLT provides leadership to individual teams ensuring implementation of school initiatives, provides support for new teachers on team, and supports full implementation of the school's Response To Intervention model.

D. 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).

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

Grade level team members are provided like planning time where ever possible. Many curriculum decisions are made by grade level teams where input specific to their grade level is valuable. Teams are encouraged to plan together or share lesson planning ideas at team meetings.
Professional Learning Communities take place throughout the school year.

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

All teachers new to Terwilliger are paired with a Team Leader to answer questions and assist as needed. Principal responsible.
Mentor Coaches are provided by the district for new teachers. Staff Development District Coordinator responsible.
The district hosts a job fair each Spring to recruit high quality, highly qualified teachers. District Personnel Department

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

Mentor Coaches are provided by the district for new teachers. The Mentor Coach hosts monthly meetings for beginning teachers. The Mentor Coach also visits classrooms frequently and is available to assist with lesson planning, demonstrate instructional strategies, observe and provide feedback, as well as being available to answer or find resources to answer all questions a beginning teacher may have.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Core curriculum materials are provided by the school district. Materials are first approved by the state ensuring they are aligned with the standards. Materials are then presented to representatives from each school. These representatives share the materials with their school faculties and ultimately provide a school vote to the district.

b. Instructional Strategies

1. 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.

Student assessment data is reviewed to determine which students will be served in additional reading and math tutorial sessions during the school day by Title 1 Teacher Tutors. Student assessment data is also reviewed to determine instruction during small group differentiated instruction sessions within the regular Language Arts block by the regular education teacher. Student assessment data is utilized in various grade levels to differentiate literacy work stations for individuals within the regular education Language Arts class. Student assessment data is reviewed to determine students to be included in Achieve 3000 and FastForWord.

2. 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: Extended School Day
Minutes added to school year: 10,800

Students will have intensive reading instruction for 60 minutes each day

Strategy Rationale

Ready Florida materials will be used. The materials are standards based.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Phillips, Pat, phillipt@gm.sbac.edu
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Core curriculum assessments; on-going progress monitoring; AIMS
Data will be analyzed to determine if re-grouping is necessary; if rigor needs to be re-assessed.

2. Student Transition and Readiness

a. 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).

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

Each May the district advertises "Kindergarten Round Up" throughout the community with posted advertisements, newspapers, radio, and television stations. Terwilliger advertises the event with the school marquee and through the school newsletter. Pre-kindergarten students are given the opportunity to meet the kindergarten teachers, participate in kindergarten activities, and see the kindergarten classrooms before the first day of school. Their parents are provided with transition materials and suggestions for preparing their children for kindergarten. The Kindergarten Team Leader also meets with the parents of Head Start students on campus beginning kindergarten the following year. This meeting is informational and takes place in May. Head Start students participate in specials-Music, Art, P.E., and Media throughout the school year. Four year olds go to the computer lab at the start of second semester.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.   The gradual release model of instruction will be used to increase proficiency in science.

G2.   The percentage of students making annual learning gains in reading and the percentage of students scoring at proficiency level or above in reading will increase by 10%.

G3.   The percentage of students making learning gains in math and the percentage of students scoring at proficiency level or above in math will increase by 10%.

Strategic Goals Detail

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

Alachua - 0311 - Myra Terwilliger Elem. School - 2016-17 SIP

Myra Terwilliger Elementary School

G1. The gradual release model of instruction will be used to increase proficiency in science.

1a

🔑 G085255

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal 3

- Students with more than one early warning system indicator

Resources Available to Help Reduce or Eliminate the Barriers 2

- Integration of Robotics
- GEMS

Plan to Monitor Progress Toward G1. 8

EWS data will be reviewed

Person Responsible
Pat Phillips

Schedule
Quarterly, from 8/22/2016 to 5/31/2017

Evidence of Completion
Reports in Infinite Campus; district database

Alachua - 0311 - Myra Terwilliger Elem. School - 2016-17 SIP

Myra Terwilliger Elementary School

G2. The percentage of students making annual learning gains in reading and the percentage of students scoring at proficiency level or above in reading will increase by 10%. 1a

🔍 G085256

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0
AMO Reading - ED	72.0

Targeted Barriers to Achieving the Goal 3

- Students one year or more below grade level being provided enough rigorous instruction to make annual learning gains

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title 1 Teacher Tutors, Regular Education Teachers, Exceptional Student Education Teachers, Special Area Teachers

- District adopted curriculum

- District adopted intervention curriculum

- District Web-based programs

- District Literacy Coach

- Extended school day for reading instruction

Plan to Monitor Progress Toward G2. 8

Core Curriculum and District Assessment Data; state assessments

Person Responsible
Pat Phillips

Schedule
Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion
Learning Gains on various assessments

G3. The percentage of students making learning gains in math and the percentage of students scoring at proficiency level or above in math will increase by 10%. 1a

G085257

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	75.0
AMO Math - ED	71.0

Targeted Barriers to Achieving the Goal 3

- Students with more than 2 EWS indicators

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers Title 1 Teacher Tutors for Intensive Intervention FCIM Process District adopted curriculum Title 1 approved intervention curriculum Calendar Math

Plan to Monitor Progress Toward G3. 8

core curriculum assessments,ongoing progress monitoring, FSA

Person Responsible
Pat Phillips

Schedule
Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion
core curriculum assessments entered in district PCG system along with ongoing progress monitoring; district assessment results made available to leadership team and teachers; district assessments provide opportunities to review numerous reports to determine progress toward goal; attendance and behavior data

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. The gradual release model of instruction will be used to increase proficiency in science. 1

🔍 G085255

G1.B1 Students with more than one early warning system indicator 2

🔍 B226707

G1.B1.S1 Identify early warning indicators and set up EPT plans 4

🔍 S239194

Strategy Rationale

Educational Planning Team will be able to identify positive behavior support; extra instructional interventions needed; parental support; counseling support

Action Step 1 5

The educational planning team will conduct EPT meetings for all students with two or more EWS indicators

Person Responsible

Pat Phillips

Schedule

Quarterly, from 8/29/2016 to 5/31/2017

Evidence of Completion

EWS data and AIMS assessments or progress monitoring data

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

The data will be monitored by using Google Graphs and quarterly meetings with parent

Person Responsible

Pat Phillips

Schedule

Quarterly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Google graphs or documents and EPT data stored in Infinite Campus

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

Student data will be monitored to see if EWS indicators have decreased

Person Responsible

Pat Phillips

Schedule

Quarterly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Report cards; behavior data; attendance data

G2. The percentage of students making annual learning gains in reading and the percentage of students scoring at proficiency level or above in reading will increase by 10%. 1

🔧 G085256

G2.B1 Students one year or more below grade level being provided enough rigorous instruction to make annual learning gains 2

🔧 B226708

G2.B1.S1 Title 1 intensive intervention during the school day 4

🔧 S239195

Strategy Rationale

Students in the lowest quartile need additional instruction to close the achievement gap.

Action Step 1 5

Identify lowest quartile students and provide additional instruction during the school day

Person Responsible

Lori Barber

Schedule

Daily, from 8/29/2016 to 5/31/2017

Evidence of Completion

Title 1 Teacher Tutor weekly assessments, core curriculum assessments, Fast ForWord program and Reading Assistant

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

Walk Throughs; FCIM Process; Ongoing Progress Monitoring

Person Responsible

Pat Phillips

Schedule

Daily, from 8/22/2016 to 5/31/2017

Evidence of Completion

classroom walk-throughs, formal observations, lesson plans

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

weekly assessments in Title 1 Tutoring classes; core curriculum bi-monthly assessments; Unit Tests

Person Responsible

Lori Barber

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

assessment data for Title 1 students recorded on Google Docs and monitored for increased achievement; Unit Test data entered in PCG and monitored for increased achievement

G2.B1.S2 Extended school day for reading instruction `4`

🔧 S239196

Strategy Rationale

Students identified for the Achieve 3000 after school tutoring program are currently working below grade level and are in need of additional instruction to close the achievement gap. Implementation of Reading A-Z will be added in place of after school tutoring.

Action Step 1 `5`

Identify 3rd, 4th, and 5th grade students who are one year or more below grade level and provide intensive instruction in reading extended day.

Person Responsible

Ashlea Zeller

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

core curriculum assessment data; state assessment data

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Myra Terwilliger Elementary School

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Achieve 3000 reports; walk throughs

Person Responsible

Lori Barber

Schedule

Daily, from 8/25/2016 to 5/31/2017

Evidence of Completion

Achieve 3000 data reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

walk throughs; feedback from teachers and tutors

Person Responsible

Lori Barber

Schedule

Weekly, from 8/25/2016 to 5/31/2017

Evidence of Completion

Achieve 3000 reports; Core Curriculum and District Assessment data

G2.B1.S3 Differentiated instruction provided by regular education and teachers of students with an IEP 4

🔑 S239197

Strategy Rationale

Assessment data provides specific information regarding student strengths and weaknesses. Within each classroom reading levels and mastery of skills varies greatly. Differentiated guided leveled reading instruction is necessary to meet the varying students needs. Differentiated literacy work stations with rigor are necessary to meet the varying levels of learners in the classroom.

Action Step 1 5

Teachers will review both formal and informal assessment data to determine individual student skill strengths and weaknesses. Teachers will determine most appropriate instructional materials for meeting small group student needs.

Person Responsible

Pat Phillips

Schedule

Daily, from 8/22/2016 to 5/31/2017

Evidence of Completion

core curriculum assessments, Discovery Education, FAIR

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

classroom walk-throughs; lesson plans; formal observations

Person Responsible

Pat Phillips

Schedule

Daily, from 8/25/2016 to 5/31/2017

Evidence of Completion

small group instruction during Language Arts blocks; small group differentiated lessons planned based on assessment data

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

observe for standards based instruction in small differentiated groups

Person Responsible

Ashlea Zeller

Schedule

Biweekly, from 8/25/2016 to 5/31/2017

Evidence of Completion

a minimum of adequate learning gains on assessments

G2.B1.S4 "The Leader In Me" by Stephen Covey faculty-wide book study-year two `4`
🔑 S239198

Strategy Rationale

This book study will provide the ground work for teachers to help students assume more responsibility for their learning. Students will maintain data notebooks and conduct student led teacher-parent conferences (5th grade). Students will better understand their own strengths and therefore utilize their strengths to strengthen academic achievement.

Action Step 1 `5`

Faculty-wide book study on "The Leader In Me" by Stephen Covey

Person Responsible

Pat Phillips

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Participants will have reading assignments and homework to do prior to each monthly session. Homework will be collected.

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Planning sessions for implementing leadership opportunities for students during the school day

Person Responsible

Pat Phillips

Schedule

Biweekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Meeting notes; Activities and lessons planned and implemented;

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Leadership Team meeting discussions; Team Leader meeting discussions; surveys

Person Responsible

Pat Phillips

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

survey results; feedback from grade level and special area teams

G2.B1.S5 Staff development for K-5 teachers on the Florida Standards and the FSA Assessment tool. 4

🔑 S239199

Strategy Rationale

To deepen understanding of the Florida standards and how best to plan for instruction focused on student mastery of standards. To prepare students for the various response types required by the FSA.

Action Step 1 5

Professional Development throughout the school year on the Language Arts Florida Standards.

Person Responsible

Ashlea Zeller

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

Attendance at Professional Development sessions

Person Responsible

Ashlea Zeller

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

classroom walk-throughs; lesson plans; formal observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 `7`

core curriculum assessments including College and Career Readiness assessments data review

Person Responsible

Ashlea Zeller

Schedule

Biweekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

core curriculum assessments including College and Career Readiness assessments

G3. The percentage of students making learning gains in math and the percentage of students scoring at proficiency level or above in math will increase by 10%. `1`

🔑 G085257

G3.B1 Students with more than 2 EWS indicators `2`

🔑 B226709

G3.B1.S1 EPT process for all students with 2 or more EWS indicators. `4`

🔑 S239201

Strategy Rationale

Interventions needed in order to reduce behavior issues that could lead to suspension; improve attendance; increase time in class for instruction

Action Step 1 `5`

The educational planning team will meet with parents and set up interventions to decrease EWS indicators.

Person Responsible

Ashlea Zeller

Schedule

Quarterly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Infinite Campus reports for EWS indicators

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Attendance; behavior; quarterly assessments

Person Responsible

Ashlea Zeller

Schedule

Quarterly, from 8/15/2016 to 5/31/2017

Evidence of Completion

EWS; AIMS;Behavior data

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Google Graphs; Google Docs; progress monitoring data prior to AIMS

Person Responsible

Ashlea Zeller

Schedule

Biweekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

EWS data; behavior data; AIMS data; attendance data

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IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 🔑 M317005	EWS data will be reviewed	Phillips, Pat	8/22/2016	Reports in Infinite Campus; district database	5/31/2017 quarterly
G2.MA1 🔑 M317016	Core Curriculum and District Assessment Data; state assessments	Phillips, Pat	8/22/2016	Learning Gains on various assessments	5/31/2017 weekly
G3.MA1 🔑 M317019	core curriculum assessments,ongoing progress monitoring, FSA	Phillips, Pat	8/22/2016	core curriculum assessments entered in district PCG system along with ongoing progress monitoring; district assessment results made available to leadership team and teachers; district assessments provide opportunities to review numerous reports to determine progress toward goal; attendance and behavior data	5/31/2017 monthly
G1.B1.S1.MA1 🔑 M317003	Student data will be monitored to see if EWS indicators have decreased	Phillips, Pat	8/22/2016	Report cards; behavior data; attendance data	5/31/2017 quarterly
G1.B1.S1.MA1 🔑 M317004	The data will be monitored by using Google Graphs and quarterly meetings with parent	Phillips, Pat	8/22/2016	Google graphs or documents and EPT data stored in Infinite Campus	5/31/2017 quarterly
G1.B1.S1.A1 🔑 A309765	The educational planning team will conduct EPT meetings for all students with two or more EWS...	Phillips, Pat	8/29/2016	EWS data and AIMS assessments or progress monitoring data	5/31/2017 quarterly
G2.B1.S1.MA1 🔑 M317006	weekly assessments in Title 1 Tutoring classes; core curriculum bi-monthly assessments; Unit Tests	Barber, Lori	8/22/2016	assessment data for Title 1 students recorded on Google Docs and monitored for increased achievement; Unit Test data entered in PCG and monitored for increased achievement	5/31/2017 weekly
G2.B1.S1.MA1 🔑 M317007	Walk Throughs; FCIM Process; Ongoing Progress Monitoring	Phillips, Pat	8/22/2016	classroom walk-throughs, formal observations, lesson plans	5/31/2017 daily
G2.B1.S1.A1 🔑 A309766	Identify lowest quartile students and provide additional instruction during the school day	Barber, Lori	8/29/2016	Title 1 Teacher Tutor weekly assessments, core curriculum assessments, Fast ForWord program and Reading Assistant	5/31/2017 daily
G3.B1.S1.MA1 🔑 M317017	Google Graphs; Google Docs; progress monitoring data prior to AIMS	Zeller, Ashlea	8/22/2016	EWS data; behavior data; AIMS data; attendance data	5/31/2017 biweekly
G3.B1.S1.MA1 🔑 M317018	Attendance; behavior; quarterly assessments	Zeller, Ashlea	8/15/2016	EWS; AIMS;Behavior data	5/31/2017 quarterly
G3.B1.S1.A1 🔑 A309771	The educational planning team will meet with parents and set up interventions to decrease EWS...	Zeller, Ashlea	8/22/2016	Infinite Campus reports for EWS indicators	5/31/2017 quarterly
G2.B1.S2.MA1 🔑 M317008	walk throughs; feedback from teachers and tutors	Barber, Lori	8/25/2016	Achieve 3000 reports; Core Curriculum and District Assessment data	5/31/2017 weekly
G2.B1.S2.MA1 🔑 M317009	Achieve 3000 reports; walk throughs	Barber, Lori	8/25/2016	Achieve 3000 data reports	5/31/2017 daily
G2.B1.S2.A1 🔑 A309767	Identify 3rd, 4th, and 5th grade students who are one year or more below grade level and provide...	Zeller, Ashlea	8/15/2016	core curriculum assessment data; state assessment data	5/31/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S3.MA1 🔑 M317010	observe for standards based instruction in small differentiated groups	Zeller, Ashlea	8/25/2016	a minimum of adequate learning gains on assessments	5/31/2017 biweekly
G2.B1.S3.MA1 🔑 M317011	classroom walk-throughs; lesson plans; formal observations	Phillips, Pat	8/25/2016	small group instruction during Language Arts blocks; small group differentiated lessons planned based on assessment data	5/31/2017 daily
G2.B1.S3.A1 🔑 A309768	Teachers will review both formal and informal assessment data to determine individual student skill...	Phillips, Pat	8/22/2016	core curriculum assessments, Discovery Education, FAIR	5/31/2017 daily
G2.B1.S4.MA1 🔑 M317012	Leadership Team meeting discussions; Team Leader meeting discussions; surveys	Phillips, Pat	8/22/2016	survey results; feedback from grade level and special area teams	5/31/2017 monthly
G2.B1.S4.MA1 🔑 M317013	Planning sessions for implementing leadership opportunities for students during the school day	Phillips, Pat	8/22/2016	Meeting notes; Activities and lessons planned and implemented;	5/31/2017 biweekly
G2.B1.S4.A1 🔑 A309769	Faculty-wide book study on "The Leader In Me" by Stephen Covey	Phillips, Pat	8/22/2016	Participants will have reading assignments and homework to do prior to each monthly session. Homework will be collected.	5/31/2017 monthly
G2.B1.S5.MA1 🔑 M317014	core curriculum assessments including College and Career Readiness assessments data review	Zeller, Ashlea	8/22/2016	core curriculum assessments including College and Career Readiness assessments	5/31/2017 biweekly
G2.B1.S5.MA1 🔑 M317015	Attendance at Professional Development sessions	Zeller, Ashlea	8/15/2016	classroom walk-throughs; lesson plans; formal observations	5/31/2017 monthly
G2.B1.S5.A1 🔑 A309770	Professional Development throughout the school year on the Language Arts Florida Standards.	Zeller, Ashlea	8/22/2016		5/31/2017 monthly

V. Professional Development Opportunities

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

G2. The percentage of students making annual learning gains in reading and the percentage of students scoring at proficiency level or above in reading will increase by 10%.

G2.B1 Students one year or more below grade level being provided enough rigorous instruction to make annual learning gains

G2.B1.S1 Title 1 intensive intervention during the school day

PD Opportunity 1

Identify lowest quartile students and provide additional instruction during the school day

Facilitator

Jeff Charbonnet

Participants

Title 1 Teacher Tutors; FCIM Faciliatator

Schedule

Daily, from 8/29/2016 to 5/31/2017

G2.B1.S2 Extended school day for reading instruction

PD Opportunity 1

Identify 3rd, 4th, and 5th grade students who are one year or more below grade level and provide intensive instruction in reading extended day.

Facilitator

Achieve 3000 Trainer

Participants

After school teacher tutors and FCIM Facilitator

Schedule

Weekly, from 8/15/2016 to 5/31/2017

G2.B1.S3 Differentiated instruction provided by regular education and teachers of students with an IEP

PD Opportunity 1

Teachers will review both formal and informal assessment data to determine individual student skill strengths and weaknesses. Teachers will determine most appropriate instructional materials for meeting small group student needs.

Facilitator

Principal

Participants

New to Terwilliger Teachers

Schedule

Daily, from 8/22/2016 to 5/31/2017

G2.B1.S4 "The Leader In Me" by Stephen Covey faculty-wide book study-year two

PD Opportunity 1

Faculty-wide book study on "The Leader In Me" by Stephen Covey

Facilitator

Lori Barber

Participants

Faculty Members

Schedule

Monthly, from 8/22/2016 to 5/31/2017

G2.B1.S5 Staff development for K-5 teachers on the Florida Standards and the FSA Assessment tool.

PD Opportunity 1

Professional Development throughout the school year on the Language Arts Florida Standards.

Facilitator

Ashlea Zeller

Participants

All teachers

Schedule

Monthly, from 8/22/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The educational planning team will conduct EPT meetings for all students with two or more EWS indicators				$0.00
2	**G2.B1.S1.A1**	**Identify lowest quartile students and provide additional instruction during the school day**				**$325,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		$325,000.00
			Notes: Title 1 Teacher Tutors; FCIM Facilitator; My Sidewalks Training; My Sidewalks materials			
3	**G2.B1.S2.A1**	**Identify 3rd, 4th, and 5th grade students who are one year or more below grade level and provide intensive instruction in reading extended day.**				**$10,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0311 - Myra Terwilliger Elem. School	Title I, Part A		$10,000.00
			Notes: Achieve 3000 Training; Achieve 3000 Facilitator and Tutors;Ready Florida Materials			
4	**G2.B1.S3.A1**	**Teachers will review both formal and informal assessment data to determine individual student skill strengths and weaknesses. Teachers will determine most appropriate instructional materials for meeting small group student needs.**				**$200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		$200.00
			Notes: Small Group Differentiated Instruction books for new teachers.			
5	**G2.B1.S4.A1**	**Faculty-wide book study on "The Leader In Me" by Stephen Covey**				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		$2,000.00
			Notes: books for all teachers; materials for full implementation			
6	**G2.B1.S5.A1**	**Professional Development throughout the school year on the Language Arts Florida Standards.**				**$10,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0311 - Myra Terwilliger Elem. School	Title I, Part A		$10,000.00

		Notes: Literacy Coach materials including copying	
7	**G3.B1.S1.A1**	**The educational planning team will meet with parents and set up interventions to decrease EWS indicators.**	**$0.00**
		Total:	**$347,200.00**