

Alachua County Public Schools

# Myra Terwilliger Elementary School



## 2019-20 Schoolwide Improvement Plan

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# Myra Terwilliger Elementary School

301 NW 62ND ST, Gainesville, FL 32607

<https://www.sbac.edu/terwilliger>

## Demographics

**Principal: Ashlea Zeller**

Start Date for this Principal: 6/6/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: C (53%) 2017-18: D (34%) 2016-17: D (38%) 2015-16: D (36%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Dustin Sims</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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## School Demographics

**School Type and Grades Served**  
(per MSID File)

Elementary School  
PK-5

**2018-19 Title I School**

Yes

**2018-19 Economically Disadvantaged (FRL) Rate**  
(as reported on Survey 3)

100%

**Primary Service Type**  
(per MSID File)

K-12 General Education

**Charter School**

No

**2018-19 Minority Rate**  
(Reported as Non-white on Survey 2)

85%

## School Grades History

Year Grade	2018-19	2017-18	2016-17	2015-16
	C	D	D	D

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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. 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: School Information

### School Mission and Vision

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

The mission is to establish a safe, positive, and respectful environment at Terwilliger Elementary and to ensure that all learners acquire the skills, knowledge, and a positive attitude to become independent thinkers in order to be successful both now and in future endeavors.

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

Terwilliger is a community of lifelong learners that demonstrate the knowledge, skills, and values required for productive global citizenship.

### School Leadership Team

#### **Membership**

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



Name	Title	Job Duties and Responsibilities
Zeller, Ashlea	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.
Alvarez, Jesely	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. Monitors program usage of Achieve 3000, Smarty Antz, and IStation
Weeks, Lillian	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
Oldham, Katherine	Instructional Coach	Our instructional coach meets weekly with teachers to plan standards based lessons that are engaging and rigorous. Ms. Oldham also observes classroom instruction and provides feedback to teachers with specific look fors. Ms. Oldham will also model instruction for teachers to ensure the delivery model is meeting the needs for all students especially those identified in our SIP.
Harper-Barber, Lori	Instructional Coach	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.
Valero, Marie	Dean	Our BRT provides support to teachers and students in regards to their behavior and social emotional growth. She works with parents to implement strategies that consistent between the partnership of home and school. The BRT collaborates with the

Name	Title	Job Duties and Responsibilities
		guidance counselor and all teachers to meet the needs of all students. The BRT works with students to implement restorative practices and uses a positive discipline approach.

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	96	73	63	72	87	72	0	0	0	0	0	0	0	463
Attendance below 90 percent	4	15	11	12	15	15	0	0	0	0	0	0	0	72
One or more suspensions	2	0	1	0	0	2	0	0	0	0	0	0	0	5
Course failure in ELA or Math	1	2	13	10	7	8	0	0	0	0	0	0	0	41
Level 1 on statewide assessment	0	0	0	3	19	24	0	0	0	0	0	0	0	46

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	2	5	4	11	15	0	0	0	0	0	0	0	37

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	1	1	0	4	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	1	1	1	0	0	0	0	0	0	0	3

**FTE units allocated to school (total number of teacher units)**

35

**Date this data was collected or last updated**

Friday 9/27/2019

**Prior Year - As Reported**

**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 with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - Updated**

**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	5	6	10	4	4	0	0	0	0	0	0	0	29
One or more suspensions	2	2	8	9	4	8	0	0	0	0	0	0	0	33
Course failure in ELA or Math	4	9	11	21	19	4	0	0	0	0	0	0	0	68
Level 1 on statewide assessment	0	0	0	65	50	69	0	0	0	0	0	0	0	184

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	9	10	8	0	0	0	0	0	0	0	27

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	43%	59%	57%	43%	59%	55%
ELA Learning Gains	62%	57%	58%	47%	61%	57%
ELA Lowest 25th Percentile	70%	49%	53%	41%	48%	52%
Math Achievement	36%	60%	63%	36%	63%	61%
Math Learning Gains	55%	61%	62%	39%	65%	61%
Math Lowest 25th Percentile	68%	49%	51%	28%	50%	51%
Science Achievement	35%	57%	53%	32%	55%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	96 (0)	73 (0)	63 (0)	72 (0)	87 (0)	72 (0)	463 (0)
Attendance below 90 percent	4 ( )	15 ( )	11 ( )	12 ( )	15 ( )	15 ( )	72 (0)
One or more suspensions	2 ( )	0 (0)	1 (0)	0 (0)	0 (0)	2 (0)	5 (0)
Course failure in ELA or Math	1 ( )	2 (0)	13 (0)	10 (0)	7 (0)	8 (0)	41 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	3 (0)	19 (0)	24 (0)	46 (0)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	38%	57%	-19%	58%	-20%
	2018	27%	56%	-29%	57%	-30%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	37%	55%	-18%	58%	-21%
	2018	28%	54%	-26%	56%	-28%
Same Grade Comparison		9%				
Cohort Comparison		10%				
05	2019	53%	55%	-2%	56%	-3%
	2018	23%	55%	-32%	55%	-32%
Same Grade Comparison		30%				
Cohort Comparison		25%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	39%	58%	-19%	62%	-23%
	2018	39%	60%	-21%	62%	-23%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	38%	60%	-22%	64%	-26%
	2018	39%	60%	-21%	62%	-23%
Same Grade Comparison		-1%				
Cohort Comparison		-1%				
05	2019	35%	57%	-22%	60%	-25%
	2018	28%	61%	-33%	61%	-33%
Same Grade Comparison		7%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	33%	55%	-22%	53%	-20%
	2018	28%	55%	-27%	55%	-27%
Same Grade Comparison		5%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	65	67	11	71	67					
BLK	36	63	67	28	51	56	23				
HSP	37	62		33	58						
MUL	50	61		35	67						
WHT	67	50		67	53						
FRL	39	60	67	35	56	67	35				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	41	44	8	25	25	23				
BLK	21	26	47	34	42	26	26				
HSP	23	30		31	42		29				
MUL	31	32		33	32		30				
WHT	44	30		53	60		50				
FRL	27	28	44	36	43	34	27				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	5	19	27	11	31	21	7				
BLK	40	48	46	30	37	29	20				
HSP	41	44		41	44						
MUL	44	35		42	58						
WHT	49	54		42	29		59				
FRL	39	43	40	34	40	33	30				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	53

<b>ESSA Federal Index</b>	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	369
Total Components for the Federal Index	7
Percent Tested	100%

<b>Subgroup Data</b>	
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<b>Students With Disabilities</b>	
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Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

<b>English Language Learners</b>	
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Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

<b>Asian Students</b>	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

<b>Black/African American Students</b>	
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Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

<b>Hispanic Students</b>	
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Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

<b>Multiracial Students</b>	
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Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### **Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Our lowest performance was science achievement at 35%. While science was our lowest achievement we saw an upward trend in performance. We identified scheduling and ELA achievement as contributing factors towards improvement. We attribute the following trends, academic vocabulary and inconsistent instruction in the area of science from grades three and four, as the contributing factors to last year's low performance.

#### **Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Math achievement showed the greatest decline from the prior year by two percentage points. The following factors contributed to this decline: academic vocabulary, number sense, and prior math knowledge. In addition we recognize some of our students struggle solving problems from the concrete to the abstract.

#### **Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Math achievement had the greatest gap when compared to the state average. The following factors contributed to the gap and any trends: teachers' understanding of grade level mathematical standards, the gap in students' prerequisite math skills, the ability to effectively answer

**Which data component showed the most improvement? What new actions did your school take in this area?**

Math lowest quartile showed the most improvement with a 37% increase. Our school implemented the following new actions: small group instruction and intervention in the area of math, math collaborative planning, increased focus on intervention groups in math, parent involvement (e.g. an additional math night partnered by University of Florida to engage parents in new math standards).

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Reflecting on the Early Warning System (EWS), we identify attendance as an area of potential concern. We would like to see our intermediate attendance below 90% decrease by 20% by the end of the year. Our second area of concern is the number of students in 5th grade with a level 1 score on their FSA. We will target these students to receive specific academic interventions to increase the likelihood of them achieving learning gains in ELA and Math.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Math achievement
2. Science achievement
3. ELA achievement
4. Math learning gains
5. ELA learning gains

**Part III: Planning for Improvement**

**Areas of Focus:**



<b>#1</b>	
<b>Title</b>	Increasing Proficiency in the Area of Math
<b>Rationale</b>	The only area of decline in our school grade for 2018-19 was math achievement. Therefore, we will make this one of our highest priorities for the 2019-2020 academic school year.
<b>State the measurable outcome the school plans to achieve</b>	The measurable outcome we plan to achieve is to increase math achievement to 41% from 36%.
<b>Person responsible for monitoring outcome</b>	Lori Harper-Barber (harperll@gm.sbac.edu)
<b>Evidence-based Strategy</b>	<p>Collaborative planning and effective teaching of standards based mathematical lessons utilizing Big Ideas Math, new ACPS math curriculum.</p> <p>With the increase in teacher knowledge of the mathematical concepts, students will increase their math achievement. 100% of our teachers have only worked with the Florida Mathematical Standards for less than 2 years.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>- Number Sense PD</li> <li>- Flocabulary</li> <li>- Number Talks PD</li> <li>- 180 Days of Math</li> <li>- Measuring Up for Math 3rd, 4th and 5th</li> <li>- FSA Math Workbooks</li> <li>- Collaborative Planning for teachers with administrative and instructional coach support</li> <li>- IXL</li> <li>- Summer Collaborative Planning for Teachers</li> </ul>
<b>Rationale for Evidence-based Strategy</b>	
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers will participate in monthly PLC's in collaboration with the District math TSA.</li> <li>2. Teachers will continue to receive job embedded professional development in Big Ideas Math, new ACPS math curriculum.</li> <li>3. Teachers will participate in Project Numbers.</li> <li>4. Teachers will target instruction towards students not mastering grade level standards thru small group instruction and intervention.</li> <li>5. Classrooms will be equipped with instructional para professional support.</li> </ol>
<b>Person Responsible</b>	Ashlea Zeller (grahamae@gm.sbac.edu)

<b>#2</b>	
<b>Title</b>	Increasing Gains of the Lowest Quartile in ELA
<b>Rationale</b>	We want to maintain and/or increase our lowest quartile gains in ELA from 70% to 71% to not be identified as one of the lowest 300 schools.
<b>State the measureable outcome the school plans to achieve</b>	We want to increase our lowest quartile gains in ELA from 70% to 71%.
<b>Person responsible for monitoring outcome</b>	Jesely Alvarez (masencupja@gm.sbac.edu)
<b>Evidence-based Strategy</b>	<p>Students identified in our lowest quartile for ELA will receive specific small group instruction, using SIPPS and IRLA, to increase areas of deficit identified by school data reports.</p> <p>Small group intervention instruction will provide students the necessary skills needed to address the five components of reading. Last year, 10 out of 12 retained 3rd graders made a learning gain in the area of ELA.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>Top Score Writing</li> <li>IRLA</li> <li>iReady</li> <li>Ready Florida</li> <li>Collaborative Planning with Instructional Coaches</li> <li>Grade Level Text PD</li> <li>ACT Now</li> <li>Cracking the Code</li> <li>IXL</li> <li>LLI</li> </ul>
<b>Rationale for Evidence-based Strategy</b>	
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Professional development will be provided to teachers implementing SIPPS and IRLA.</li> <li>2. Students have been identified to receive these services based on school-wide data.</li> <li>3. Teachers will provide students opportunities to access grade level text through extra hour of instruction.</li> <li>4. The school leadership team will evaluate said program using school wide progress monitoring.</li> </ol>
<b>Person Responsible</b>	Katherine Oldham (oldhamke@gm.sbac.edu)

<b>#3</b>	
<b>Title</b>	Reducing the achievement gap in all curricular areas
<b>Rationale</b>	In accordance with our District Equity plan, we need to increase the achievement of our Black students while maintaining and increasing the achievement of our White students.
<b>State the measureable outcome the school plans to achieve</b>	We want to decrease our achievement gap by 10%.
<b>Person responsible for monitoring outcome</b>	Lori Harper-Barber (harperll@gm.sbac.edu)
<b>Evidence-based Strategy</b>	<p>The principal identified a staff member to participate in a District-wide initiative addressing African American achievement who will provide training on culturally responsive teaching (CRT) strategies to all staff.</p> <p>Over the last three years, Terwilliger has seen an increase in our achievement gap from 17% to 28%. By identifying a staff member to receive training to help teachers implement CRT strategies, we want to see our gap reduced by 10%.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>Resources:</p> <ul style="list-style-type: none"> <li>- District Level PD</li> <li>- Book Study with equity in mind</li> <li>- Equity Team to present at the school level</li> <li>-Thinking Maps</li> <li>- Technology</li> <li>- FETC</li> </ul>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Selected staff member will attend District training opportunities.</li> <li>2. Selected staff member will redeliver District training at monthly PLC's.</li> <li>3. Teachers will collaborate to write lesson plans using CRT strategies.</li> <li>4. A team of 5 will travel to become Trained Trainers to use thinking maps in all subject areas.</li> <li>5. Teachers will increase the level of access to evidence based, computer programs.</li> <li>6. A team of teachers will attend the Florida Educator Technology conference for updated integration of technology and programs.</li> </ol>
<b>Person Responsible</b>	Marie Valero (valeroma@gm.sbac.edu)

<b>#4</b>	
<b>Title</b>	Increasing Science Achievement
<b>Rationale</b>	Our science achievement has been static over the last four years. We would like to see our students increase their achievement by 5 percentage points.
<b>State the measureable outcome the school plans to achieve</b>	41% of our 5th grade students will be proficient on the Next Generation Sunshine State Standards Science assessment.
<b>Person responsible for monitoring outcome</b>	Jesely Alvarez (masencupja@gm.sbac.edu)
<b>Evidence-based Strategy</b>	<p>Collaborative planning and effective teaching of standards based science lessons utilizing Science curriculum and hands-on experiments, will raise the performance of our 5th grade students.</p> <p>By increasing our teacher knowledge of effective teaching practices in the area of science, we hope to see an increase in student proficiency achievement. We raised 5th grade ELA achievement to 53%, however, science still remains in the 36%.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>- Collaborative Planning with administrative and instructional coach support</li> <li>- Flocabulary</li> <li>- Acaletics Science</li> <li>- 180 days of Science</li> <li>- Take Home Science Kits</li> <li>- Standards-based Science Experiment sets</li> <li>- UF Science night for students and families</li> </ul>
<b>Rationale for Evidence-based Strategy</b>	
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identify times for planning</li> <li>2. Collaborate with team members for implementation of new materials</li> <li>3. PD for Acaletics</li> <li>4. Implementation of hands-on science experiments</li> <li>5. Math &amp; Science Parent Night with UF Support</li> <li>6. Implementation of Flocabulary for increasing of background knowledge</li> </ol>
<b>Person Responsible</b>	Lori Harper-Barber (harperll@gm.sbac.edu)

<b>#5</b>	
<b>Title</b>	Increasing Proficiency in the Area of ELA
<b>Rationale</b>	Our ELA achievement last year was 19% below the district average.
<b>State the measureable outcome the school plans to achieve</b>	For the 2019-2020 school year, we would like all of our student's ELA achievement to be 54% proficient.
<b>Person responsible for monitoring outcome</b>	Ashlea Zeller (grahamae@gm.sbac.edu)
<b>Evidence-based Strategy</b>	<p>Our strategy to achieve this goal will be to collaboratively plan and create effective ELA lessons utilizing our core curriculum and other evidence based programs to support all learners.</p> <p>Our overall ELA achievement is 19% points below our district average. We want to increase this % to 54% to close the gap between Terwilliger readers and the district readers. We will use the following evidence based resources:</p> <ul style="list-style-type: none"> <li>- Ready Floirda</li> <li>- Top Score Writing</li> <li>- CPALMS tutorials</li> <li>- Daily Language Journals</li> <li>- Readworks Reading Partners</li> <li>- Collaborative planning</li> <li>- IXL</li> <li>- ACT Now</li> <li>- Measuring Up</li> <li>- iReady</li> <li>- Language for Learning</li> <li>- Accelerated Reader</li> </ul>
<b>Rationale for Evidence-based Strategy</b>	
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers will participate in collaborative planning with administrative support specifically addressing ELA standards and cognitive complexities.</li> <li>2. Teachers will be trained using ACT Now by Benchmark</li> <li>3. Teachers will be trained using Top Score Writing</li> <li>4. Teachers will implement IXL and iReady during their 90 minute reading block and extra 60 minute intervention hour.</li> <li>5. We will use the data from IXL, iReady and AIMS through data chats to monitor progress and make instructional decisions.</li> <li>6. Teachers will attend UDL training to continue to help SWD and others to reach proficiency.</li> </ol>
<b>Person Responsible</b>	Jesely Alvarez (masencupja@gm.sbac.edu)

<b>#6</b>	
<b>Title</b>	Increasing Gains of the Lowest Quartile in Math
<b>Rationale</b>	We want to continue to focus on our lowest quartile of students in the area of math to increase their mathematical understanding towards proficiency.
<b>State the measureable outcome the school plans to achieve</b>	We want our lowest quartile to increase by 5% points from 55% making a learning gain to 60% in 2019-2020.
<b>Person responsible for monitoring outcome</b>	Ashlea Zeller (grahamae@gm.sbac.edu)
<b>Evidence-based Strategy</b>	<p>Small group, targeted instruction and data chats will help us make decisions for students to help increase their mathematical concept knowledge.</p> <p>In the 2018-2019 school year, we used small group interventions that helped 55% of our lowest quartile students make a learning gain in Math. Using iReady and AIMS data we will be able to evaluate how our instruction is impacting their effectiveness to understand the standard and make a learning gain on this years</p>
<b>Rationale for Evidence-based Strategy</b>	<p>Math FSA.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>- iReady</li> <li>- IXL</li> <li>- small group instruction</li> <li>- NUMBERS PD</li> <li>- Hand 2 Mind PD</li> <li>- Number Sense PD</li> <li>- intervention math</li> </ul>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers will participate in data chats to identify student need.</li> <li>2. Teachers will participate in collaborative planning with administration and district level support.</li> <li>3. Teachers will implement specific programs like iReady and IXL to help students close knowledge gaps.</li> <li>4. Teachers will use small group model teaching to explain and work through a math problem with math talks.</li> <li>5. Teachers will use thinking maps and tools to help students identify problem solving techniques to match the type of mathematical problem they are trying to solve.</li> </ol>
<b>Person Responsible</b>	Jesely Alvarez (masencupja@gm.sbac.edu)

<b>#7</b>	
<b>Title</b>	Reduce the number of out of school suspensions for African American students by at least 15%.
<b>Rationale</b>	In order to continue to lower our early warning signs and our out of school suspension rates, we will work with a scripted collaborative program to increase our students ability to improve their overall social well-being.
<b>State the measureable outcome the school plans to achieve</b>	Our school-wide discipline goal is to decrease our out of school suspensions by 15%.
<b>Person responsible for monitoring outcome</b>	Marie Valero (valeroma@gm.sbac.edu)
<b>Evidence-based Strategy</b>	By implementing a research and evidenced based program at the school-wide level with UF support, we hope to increase the positive feeling about being a contributing member to the learning environment, in turn lowering the desire to display behaviors that are offenses that warrant an out of school suspension.  Research shows that if you can lower the number of ACE's a student has entering school, their ability to cope with and be successful in that setting increases. Our students come to school with at least one ACE if not more. It is our hope that if we teach positive, interpersonal skills we will increase our ability to make learning a safe and successful place for our students.
<b>Rationale for Evidence-based Strategy</b>	Resources <ul style="list-style-type: none"> <li>- Book Study - Help for Billy</li> <li>- Caring School Community</li> <li>- Start with Hello</li> <li>- Board Maker for visual schedules</li> </ul>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers will participate in PD with Collaborative Classroom</li> <li>2. Teachers will implement the Caring School Community within their own classroom.</li> <li>3. Teachers will participate in a year long PLC with UF support to discuss our book study.</li> <li>4. Teachers will participate in peer observation of the Caring School community curriculum.</li> <li>5. Teachers and administration will implement the Start With Hello week pledges and activities to increase student awareness of social growth.</li> <li>6. Our BRT will attend monthly PLC's and focus on specific behavior interventions.</li> <li>7. Our guidance counselor will</li> </ol>
<b>Person Responsible</b>	Lillian Weeks (weekslt@gm.sbac.edu)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Terwilliger elementary plans to create a learning environment where families are informed and able to provide feedback for their child's continued success. This year we will send a weekly email highlighting information from the week related to attendance, academic and behavioral goals. We will once again host family nights that encourage parents and other members of the family to participate in gaining knowledge about 21st century learning. We will continue to host Family Picnics, FSA Parent events and back to school night. We will partner with the University of Florida to put on the 2nd annual Math and Science night. We will also partner with several community sponsors that promote literacy in the classroom and provide books to help recognize the need for grade level reading. In addition to the above, in May we will conduct a parent survey to continue to seek parent feedback about new and innovative ways to communicate and strengthen our parent partnerships.

#### PFEP Link

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

**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.**

One of the school's priority is to ensure a safe and well-rounded learning environment for all students. In order to meet this goal, we will implement a new SEL curriculum school wide. We will host a monthly pLC with UF to talk about how students are behaving and factors that can be contributing to the success or the decline of that success. Our guidance counselor will continue to work closely with community agencies to promote referrals for families and seek help for those who we have identified that need our assistance. We will look to hire a family liaison to help with school attendance and welcome a Social Worker who can also assist the bridging of school life to home life. We will incorporate lunch buddies for retained third graders and others who can benefit from the program. Our staff will also take on a personal mission of mentoring a number of students who have been identified as students who need additional people to believe in their success outside of their teacher and family.

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

To support the transition from Head Start to Kindergarten, our campus host a day of shadowing for students. The PreK ESE classes and Head Start classrooms tour the



Kindergarten classrooms. The students get to meet the Kindergarten teachers and explore their room and see what Kindergarten students do during the instructional day. In conjunction with Head Start our campus hosts family nights to talk about the transition from Pre K to Kindergarten and academic expectations for their children. For the transition from 5th grade to 6th grade, schools offer shadowing days. Middle school teams also meet with our elementary team to discuss IEPs, 504s and other student services for students who will be transitioning from the elementary level to the middle school.

**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.**

School leadership teams meet over the summer to discuss the outcome of the previous year's data. We compare results with specific programs and what we saw that worked. We then align our resources and personnel to meet the needs of any declining data and/or other unmet needs. For the 2019-2020 school year, we have allocated 3 personnel to provide intervention groups for students needing Tier 3 interventions in both ELA and Math. We design a budget that incorporates allocating resources to achieve proficiency in the areas of ELA, Math and Science. We also allocated resources to provide grade level appropriate text for our LQ students as well as mathematical practice to improve their fact fluency. Lori Barber, our FCIM, is responsible for keeping all records in conjunction with our Title 1 office. Ashlea Zeller, Principal, is responsible for creating schedules for intervention, collaboration among teachers for material need and the implementation of JEPD. Our FCIM meets with district personnel once a month. Our leadership team meets twice a month and the inventory of resources is kept through our FCIM and annually checked.

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

At Terwilliger Elementary, we are able to partner with many community members to support a career fair in the Spring. Multiple careers come and speak to our students to excite them about college and careers. We are also able to take our 5th graders to UF to explore the campus and attend a football game to once again excite them about college opportunities. We also are able to pair up our students with college athletes to promote attendance, work ethic and on and off the field behavior. At Terwilliger, we also have lunch mentors that meet with students to promote working hard and goal setting towards college and careers. As an elementary school in Alachua County, we will also participate in the Junior Achievement BizTown which will provide 5th grade students the opportunity to explore several careers within a site and explain the routes of employment.

**Part V: Budget**

1	III.A.	Areas of Focus: Increasing Proficiency in the Area of Math				\$50,880.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	520-Textbooks	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$2,000.00

			<i>Notes: 180 Days of Math</i>			
	6400	310-Professional and Technical Services	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$2,500.00
			<i>Notes: Number talks PD for Teachers</i>			
	5100	691-Computer Software Capitalized	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$3,000.00
			<i>Notes: IXL for Intermediate Math</i>			
	5100	691-Computer Software Capitalized	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$9,000.00
			<i>Notes: iReady for 2nd - 5th grade Math</i>			
	5100	120-Classroom Teachers	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$20,000.00
			<i>Notes: Collaborative Planning for Teachers</i>			
	5100	520-Textbooks	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$4,800.00
			<i>Notes: FSA Math Practice Books 3, 4, and 5th grade</i>			
	6300	120-Classroom Teachers	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$9,580.00
			<i>Notes: Summer Collaborative Planning</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Increasing Gains of the Lowest Quartile in ELA</b>				<b>\$87,960.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	520-Textbooks	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$1,000.00
			<i>Notes: IRLA</i>			
	5100	120-Classroom Teachers	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$82,960.00
			<i>Notes: Intervention Small Group Instructors</i>			
	6400	310-Professional and Technical Services	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$2,500.00
			<i>Notes: ACT Now PD for Teachers</i>			
	5100	510-Supplies	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$1,500.00
			<i>Notes: Materials for PD</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Reducing the achievement gap in all curricular areas</b>				<b>\$80,675.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$56,280.00
			<i>Notes: FCIM to monitor the data for</i>			

	6400	730-Dues and Fees	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$6,000.00
			<i>Notes: Train the Trainer for Thinking Maps</i>			
	6400	330-Travel	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$4,500.00
			<i>Notes: Train the Trainer for Thinking Maps travel cost</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$11,475.00
			<i>Notes: Laptops for Student Use</i>			
	6300	730-Dues and Fees	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$620.00
			<i>Notes: FETC</i>			
	6300	330-Travel	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$1,800.00
			<i>Notes: Travel for FETC</i>			
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Increasing Science Achievement</b>				<b>\$9,800.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$1,500.00
			<i>Notes: Acaletics Science</i>			
	5100	691-Computer Software Capitalized	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$2,000.00
			<i>Notes: Flocabulary</i>			
	5100	510-Supplies	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$2,000.00
			<i>Notes: 19- Days of Science</i>			
	5100	510-Supplies	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$1,000.00
			<i>Notes: Take Home Science Kits for Math &amp; Science Night</i>			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$1,300.00
			<i>Notes: Science Experiment Materials</i>			
	6400	310-Professional and Technical Services	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$2,000.00
			<i>Notes: Acaletics PD for Teachers</i>			
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Increasing Proficiency in the Area of ELA</b>				<b>\$66,825.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	691-Computer Software Capitalized	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$9,000.00

			<i>Notes: iReady for 2nd - 5th grade ELA</i>			
	5100	520-Textbooks	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$8,000.00
			<i>Notes: Language for Learning to support K - 1st grade</i>			
	5100	691-Computer Software Capitalized	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$3,875.00
			<i>Notes: Accelerated Reader for grades 2nd - 5th grade</i>			
	6400	310-Professional and Technical Services	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$2,500.00
			<i>Notes: Top Score Writing PD for Teachers</i>			
	5100	120-Classroom Teachers	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$25,000.00
			<i>Notes: Collaborative Planning for Teachers</i>			
	5100	520-Textbooks	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$4,800.00
			<i>Notes: FSA practice Books for 3, 4 and 5th grade</i>			
	5100	510-Supplies	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$1,650.00
			<i>Notes: Measuring Up for ELA</i>			
	6300	120-Classroom Teachers	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$12,000.00
			<i>Notes: Summer Collaborative Planning</i>			
<b>6</b>	<b>III.A.</b>	<b>Areas of Focus: Increasing Gains of the Lowest Quartile in Math</b>				<b>\$65,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$59,000.00
			<i>Notes: small group instruction paraprofessionals</i>			
	6400	310-Professional and Technical Services	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$2,500.00
			<i>Notes: Hand 2 Mind PD</i>			
	6400	310-Professional and Technical Services	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$2,500.00
			<i>Notes: Number Sense PD</i>			
	5100	510-Supplies	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$1,500.00
			<i>Notes: Materials</i>			
<b>7</b>	<b>III.A.</b>	<b>Areas of Focus: Reduce the number of out of school suspensions for African American students by at least 15%.</b>				<b>\$7,102.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	5100	520-Textbooks	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$702.00
			<i>Notes: Book Study PLC - Help for Billy</i>			
	5100	520-Textbooks	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$5,400.00
			<i>Notes: Caring School Community Classroom Materials</i>			
	5100	692-Computer Software Non-Capitalized	0311 - Myra Terwilliger Elem. School	Title, I Part A		\$1,000.00
			<i>Notes: Boardmaker</i>			
					<b>Total:</b>	<b>\$368,742.00</b>