

Myra Terwilliger Elementary School

301 NW 62ND ST, Gainesville, FL 32607

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>82%</p>

School Grades History

Year Grade	2016-17	2015-16	2014-15	2013-14
	D	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 10/17/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

Alachua - 0311 - Myra Terwilliger Elem. School - 2017-18 SIP
Myra Terwilliger Elementary School

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

Table of Contents

Purpose and Outline of the SIP	5
Differentiated Accountability	7
Current School Status	8
Supportive Environment	8
Family and Community Engagement	12
Effective Leadership	13
Public and Collaborative Teaching	16
Ambitious Instruction and Learning	17
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	50
Appendix 2: Professional Development and Technical Assistance Outlines	53
Professional Development Opportunities	53
Technical Assistance Items	57
Appendix 3: Budget to Support Goals	57

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Myra Terwilliger Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Dustin Sims	- N/A

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.

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

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 learn about our students' cultures through family involvement and interaction. With assistance from our Home School Liaison, we are able to provide resources and assist in breaking down the language barrier of our ELL families. 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 will also participate in a school wide book study about varying student cultures within our school. 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 outlines 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.

* 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 the first two weeks of school.

* 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 to all new 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 PBS newsletter is provided monthly to highlight positive behaviors 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, we have utilized the Positive Behavior Support program at the school. Terwilliger teachers are also using the Sanford Harmony program; a school-wide social and emotional learning curriculum. The kindergarten and first grade students will participate in a research study with UF to implement a social-emotional learning curriculum that will teach students to self regulate their behavior through children's literature and small group. If chosen as a treatment school, kindergarten, and first grade will participate. 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, Village Counseling, 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. We have a mentor program for at-risk third grade students to provide motivation and instructional support. 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

a. Attendance: Bi-weekly reports are generated from Skyward to identify students who are at risk for truancy. When a child has obtained more than two days absent in a 30 day calendar period, parents are contacted and reminded about the 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 observed and decisions are made to determine their needs for intervention. 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	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 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	9	10	8	0	0	0	0	0	0	27

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 Push in Tutoring for reading and math - Intervention teachers will join 3rd, 4th and 5th grade classes during their ELA block to provide small group instruction using Ready Florida curriculum aligned to the standard of the week.
- b. ESE services ranging from co-teach to self-contained classrooms will help our students interact in the least restrictive environment. Co-teachers will meet and plan with the regular education teachers to enhance the lessons for all students.
- c. Speech and Language Therapy - Speech and Language teachers will interact with grade level teams to establish schedules that work best with a students day. Students will be pulled during non-core instruction time to maximize the learning environment.
- d. Occupational Therapy and Physical Therapy for qualifying ESE students
- e. Small group behavior interventions: Small group counseling session will be established by our guidance counselor to meet the needs of targeted tier 3 behavior students. Data collected in RTI-B will be used to make small group decisions. It will also be shared on a monthly basis at faculty meetings alongside PBS updates.
- f. Individual behavior intervention: Students will be expected to follow our school wide expectations of being respectful, on time & on task, having a can-do attitude, being kind, and putting safety first. The BRT will help teachers create individual behavior plans as well as model lessons for teachers who may be struggling with behavior management. PBS will also be in place to maintain positive expectations and offer incentives to continue to support the efforts of students and teachers.
- g. Parent Resource Center is an available space that provides parents with right to know information. It has several books and resources for home learning.
- h. Kid Kare Health Care information will be provided to parents during evening meetings and during specified school days. We want to provide as many opportunities to preventative health care as possible to increase the overall daily attendance.
- i. SmartyAntz - This is the primary version of Achieve 3000. This program will be used by our K-2 students to improve their fundamental reading skills. This too is an adaptive system to meet the academic needs of all students.
- j. IStation - This grant funded program through USF will help our students interact with FSA type question and content. We will use this specifically during our TECH block in the

area of Math for all grade levels. Teachers will then use reports to help make small group instructional decisions.

k. Achieve 3000 - This program will offer daily differentiated instruction through non-fiction text. Each student will have a tailor made instructional plan that is aligned to a student's lexile level.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

Increase parent involvement utilizing 2013-3014 school and district parent involvement plan.

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 throughout the year that support student learning. Each year parent input is collected to determine the needs of our families. Consideration is given to location and time of event to increase the likelihood of parent participation. 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 that provide the student with an exciting project while the parent receives strategies to help their child succeed. Neighborhood spaces and contacts are sought out to host evening events to attract as many families as possible.

In conjunction with nightly events, we also reach out to parents who attend annual school day happenings. For example, Family Picnics and other fine arts performances will be combined with informative meetings to promote resources that will assist their child's learning at home. Resources such as books, websites, and learning games are able to be shared by Title 1 and other Terwilliger teachers.

Work nights will be agreed upon to extend school hours to invite parents to conference with their child's teacher to check on progress of mastering standards. Other events held at the school will include but are not limited to a Make It and Take It Math Night, FSA Information Night for 3 - 5th grade and a Science Night.

Another strong partnership we have established is with The Family Church. Members of this church periodically provide our school with school supplies and backpacks. They also donate food packs two to three times a year to our families who are in need. This year they have agreed to help volunteer during our after school tutoring time to expand the number of students who will have adult support to enhance their reading skill set.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Zeller, Ashlea	Principal
Johnson, Vamadria	Assistant Principal
Hofstetter, Melody	Instructional Coach
Williams, Sydney	Guidance Counselor

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.

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

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.

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

Behavior Resource Teacher - Provides staff with behavior management strategy information, monitors school-wide positive behavior and intervention system, supports teachers with classroom management plan, models behavioral lessons to new staff members.

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
Ashlea Zeller	Principal
Fran Tate	Education Support Employee
Melissa Heitzler	Education Support Employee
Lorraine Sills	Education Support Employee
Paul Knight	Business/Community
Billi Jo Hanna	Parent
Katrina Harding	Parent
Madeline Mills	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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 ideas for implementing new strategies.

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.

2016-17 Budget

Positive Behavior Support program - \$500.00

Substitutes for teachers to attend professional development training and to conduct one on one student assessments - 4,000.00

Instructional materials- \$2000.00

Curriculum scheduling and planning salaries - \$5000.00

2017-18 Budget

Science Kits- \$3,000

Planning Days - \$1,600

Social Worker -\$60,000

Ready Florida - \$5,000

School License- \$2,500

Online-PD - \$500
Parent Math Night Materials -\$1,000
Science math Night Materials- \$1,000
Attendance Incentives-\$800

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
Zeller, Ashlea	Principal
Johnson, Vamadria	Assistant Principal
Hofstetter, Melody	Instructional Coach
Williams, Sydney	Guidance Counselor
Shockley, Amy	Instructional Coach
Teele, Brooke	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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Grade level team members are provided common planning time. During that planning time, decisions are made about curriculum usage and instructional implementation. Once a week, grade level teams meet to discuss planning of effective lessons and student progress. Bi-monthly teams meet with administration to discuss standards based assessments and monitor student progress. These meetings also include resources that can provide teachers with instructional solutions to targeted standards.

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

Teachers are sought out at Educational Fairs and through local University Programs. All new teachers who join the Terwilliger family, are provided with grade level team leaders who can assist in answering questions and support effective use of time. Professional Learning Partners will be assigned to teachers brand new to teaching, to help foster best practices, encourage self-awareness of job responsibilities and provide specific feedback for improving student learning.

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

A mentor coach is 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, modeling of instructional strategies, and also has the ability to provide feedback based on current teaching. The district also hosts semi-annual instructional fairs for all beginning teachers where attendees can participate in professional development within specific content areas.

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 IStation. By-monthly, each grade level team and administration will meet to unpack upcoming standards and review student progress according to each standard. Resources are provided to teachers to help students master targeted standards.

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: After School Program

Minutes added to school year: 4,320

Students will have intensive reading instruction for 60 minutes two days a week.

Strategy Rationale

Students will be identified and given the opportunity to receive instruction in the area of English Language Arts. IStation, Achieve 3000 Ready Florida materials will help provide opportunities for students to work with grade level standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Johnson, Vamadria, johnsonvm@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

Strategy: Before School Program

Minutes added to school year: 3,240

Multiple computer lab spaces will be open and available for students to extend their math fact fluency and word problem comprehension through IXL and IStation

Strategy Rationale

Students need repetitive practice to increase their math fluency. Students also need multiple opportunities with mathematical word problems to develop a language for problem solving accuracy.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Warren, Lance, warrenld@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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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.

Each spring, all fifth grade students will attend an assembly to preview middle school. At this assembly, students will learn about course offerings, receive organizational tips and training, and meet representatives from feeder pattern middle schools.

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.** 50% of the students will score at proficiency level or above on the English Language Arts standardized assessment.
- G2.** Using the 5E model of instruction, we will increase the proficiency of students in the area of science to 41% or higher.
- G3.** 50% of the students will score at proficiency level or above and the learning gains 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.

G1. 50% of the students will score at proficiency level or above on the English Language Arts standardized assessment. 1a

G095729

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Students ability think critically with grade level content.
- Teachers have limited understanding of the Florida Standards
- Students with more than one EWS indicator

Resources Available to Help Reduce or Eliminate the Barriers 2

- Ready Florida
- Collaborative Planning
- Data Chats
- IStation
- Achieve 3000
- Thinking Maps
- Reading Street
- Balanced Assessments

Plan to Monitor Progress Toward G1. 8

Students overall ELA performance will increase

Person Responsible

Ashlea Zeller

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Review Balanced Literacy Tests, AIMS

G2. Using the 5E model of instruction, we will increase the proficiency of students in the area of science to 41% or higher. 1a

G095730

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	41.0

Targeted Barriers to Achieving the Goal 3

- Students with more than one early warning system indicator
- Teachers have limited understanding of the science NGSSS

Resources Available to Help Reduce or Eliminate the Barriers 2

- Hands-on Activities
- Title-1 Science night
- 5E Model of science instruction

Plan to Monitor Progress Toward G2. 8

Review Science AIMS scores

Person Responsible

Vamadria Johnson

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Reports in Schoolspire

G3. 50% of the students will score at proficiency level or above and the learning gains in math will increase by 10%. 1a

G095731

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	50.0
Math Gains	41.0

Targeted Barriers to Achieving the Goal 3

- Students with more than 2 EWS indicators
- Parent understanding of math content
- Teachers have limited understanding of the Mathematics Florida Standards
- Limited instructional time

Resources Available to Help Reduce or Eliminate the Barriers 2

- District adopted curriculum IStation MobyMax Ready Florida Title 1 approved intervention curriculum Calendar Math Teachers Title 1 Teacher Tutors for Intensive Intervention FCIM Process Extended Day Intervention

Plan to Monitor Progress Toward G3. 8

Review the curriculum assessments and ongoing progress monitoring

Person Responsible

Vamadria Johnson

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

core curriculum assessments entered in Schoolspire 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. 50% of the students will score at proficiency level or above on the English Language Arts standardized assessment. **1**

 G095729

G1.B1 Students ability think critically with grade level content. **2**

 B257733

G1.B1.S1 Use Ready Florida as a supplemental curriculum to teach students how to read and understand grade level text. **4**

 S272730

Strategy Rationale

Data shows that growth is needed in student proficiency.

Action Step 1 **5**

Teachers will continue using thinking maps to assist students with clearly explaining their thought process in writing in Language Arts.

Person Responsible

Ashlea Zeller

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Display of student work

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

Teachers using Thinking Maps in Language Arts instruction

Person Responsible

Ashlea Zeller

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Thinking maps included in lesson plans

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

Admin team will walkthrough to observe and check on Thinking Maps Implementations

Person Responsible

Ashlea Zeller

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student maps posted in classroom, lesson plans, weekly emails for tips related to implementation of each map.

G1.B2 Teachers have limited understanding of the Florida Standards **2**

 B257734

G1.B2.S1 We will meet bi-weekly to discuss standards and the resources that are available that best supports the standard. We will also review student data and make appropriate decisions to guide instruction. **4**

 S272731

Strategy Rationale

Data indicates a need for an increase the number of proficient students in ELA.

Action Step 1 **5**

We will meet every other week to review ELA standards and student data

Person Responsible

Melody Hofstetter

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Meeting notes, observation notes from walkthroughs

Action Step 2 **5**

Teachers will have planning days that will focus on unpacking standards and generating engaging lessons that include the use of Thinking Maps

Person Responsible

Melody Hofstetter

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Review lesson plans, notes from classroom observations

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitor changes of instructional strategies based on the discussion during the data meeting

Person Responsible

Melody Hofstetter

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teachers and leadership team will develop a 50 data plan to monitor the mastery of ELA standards

Person Responsible

Melody Hofstetter

Schedule

On 6/1/2018

Evidence of Completion

Student data from the mini assessments

G1.B3 Students with more than one EWS indicator **2**

 B257735

G1.B3.S1 Identify early warning indicators and set up EPT plans **4**

 S272732

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 one or more EWS indicators

Person Responsible

Sydney Williams

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Monitor EWS data and AIMS assessments or progress monitoring data

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Ensure quarterly meetings are occurring

Person Responsible

Sydney Williams

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Review meeting note, scheduling logs, observation notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

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

Person Responsible

Sydney Williams

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Report cards; behavior data; attendance data, Skyward Reports.

G1.B3.S2 Employ a social worker to act as a home liaison to ensure students overall success. 4

 S272733

Strategy Rationale

Data shows a high percentile of students with 16 percent or more absences.

Action Step 1 5

Social worker will work with guidance counselor to identify students in risk of poor attendance or any need of home assistance.

Person Responsible

Sydney Williams

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Review Communication Logs, EPT meeting notes

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Admin team will meet with social worker to review students in need of assistance.

Person Responsible

Sydney Williams

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Review Meeting notes, communication logs with parents

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Students who are at risk are regularly coming to school. Social worker will meet with at risk students and provide incentives.

Person Responsible

Sydney Williams

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Review Attendance reports from Skyward

G2. Using the 5E model of instruction, we will increase the proficiency of students in the area of science to 41% or higher. 1

G095730

G2.B1 Students with more than one early warning system indicator 2

B257736

G2.B1.S1 Identify early warning indicators and set up EPT plans 4

S272734

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 one or more EWS indicators

Person Responsible

Sydney Williams

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Monitor EWS data and AIMS assessments or progress monitoring data

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

Ensure quarterly meetings are occurring

Person Responsible

Sydney Williams

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Review meeting note, scheduling logs, observation notes

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

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

Person Responsible

Sydney Williams

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Report cards; behavior data; attendance data, Skyward Reports.

G2.B1.S2 Employ a social worker to act as a home liaison to ensure students overall success. 4

 S272735

Strategy Rationale

Data shows a high percentile of students with 16 percent or more absences.

Action Step 1 5

Social worker will work with guidance counselor to identify students in risk of poor attendance or any need of home assistance.

Person Responsible

Sydney Williams

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Review Communication Logs, EPT meeting notes

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

Admin team will meet with social worker to review students in need of assistance.

Person Responsible

Sydney Williams

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Review Meeting notes, communication logs with parents

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

Students who are at risk are regularly coming to school. Social worker will meet with at risk students and provide incentives.

Person Responsible

Sydney Williams

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Review Attendance reports from Skyward

G2.B2 Teachers have limited understanding of the science NGSSS 2

B257737

G2.B2.S1 Teachers will use 5E model of instruction in science. 4

S272736

Strategy Rationale

Data indicated a need for additional support in science. Teachers will use the 5E model to incorporate engaging lessons to increase the proficiency of students in the area of science.

Action Step 1 5

Provide Professional Development opportunities in using the 5E model to deliver science content.

Person Responsible

Vamadria Johnson

Schedule

On 6/1/2018

Evidence of Completion

Use of the 5E model in science classrooms

Action Step 2 5

Teachers will have planning days that will focus on unpacking standards and generating 5E lesson plans

Person Responsible

Melody Hofstetter

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Review lesson plans, notes from classroom observations

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitor the implementation of the 5E model in lesson plans

Person Responsible

Vamadria Johnson

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Sign in Sheets from the training, Observations from the walkthroughs, evidence in lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Reviewing the Science AIMS assessments

Person Responsible

Vamadria Johnson

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Increase in number of proficient students on the Science AIMS

G2.B2.S2 We will meet bi-weekly to discuss standards and the resources that are available that best supports the standard. We will also review student data and make appropriate decisions to guide instruction. 4

S272737

Strategy Rationale

Data indicates a decrease in science proficiency. We will focus on Nature of Science and Life Science as they were our areas of growth.

Action Step 1 5

We will meet every other week to review science standards and student data

Person Responsible

Melody Hofstetter

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Meeting notes, observation notes from walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Monitor changes of instructional strategies based on the discussion during the data meeting

Person Responsible

Melody Hofstetter

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

meeting notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Teachers and leadership team will develop a 50 data plan to monitor the mastery of science standards

Person Responsible

Melody Hofstetter

Schedule

On 6/1/2018

Evidence of Completion

Student data from the mini assessments

G3. 50% of the students will score at proficiency level or above and the learning gains in math will increase by 10%. 1

G095731

G3.B1 Students with more than 2 EWS indicators 2

B257738

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

S272738

Strategy Rationale

Interventions needed in order to reduce behavior issues that could lead to suspension; improve attendance; increase time in class for instruction
With the support of the social worker, we will be able to help monitor the and provide assist students with EWS.

Action Step 1 5

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

Person Responsible

Sydney Williams

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Skyward reports for EWS indicators

Action Step 2 5

Social worker will work with guidance counselor to identify students in risk of poor attendance or any need of home assistance.

Person Responsible

Sydney Williams

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Review Communication Logs, EPT meeting notes,

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

Monitor the attendance patterns; behavior; quarterly assessments

Person Responsible

Sydney Williams

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Review EWS referrals; review data from AIMS; review behavior data

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

Review of Google Graphs; Google Docs; and monitor the progress of the data prior to AIMS

Person Responsible

Sydney Williams

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Review EWS referrals; review data from AIMS; review behavior data

G3.B1.S2 Employ a social worker to act as a home liaison to ensure students overall success. 4

 S272739

Strategy Rationale

Data shows a high percentile of students with 16 percent or more absences.

Action Step 1 5

Social worker will work with guidance counselor to identify students in risk of poor attendance or any need of home assistance.

Person Responsible

Sydney Williams

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Review Communication Logs, EPT meeting notes

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Admin team will meet with social worker to review students in need of assistance.

Person Responsible

Sydney Williams

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Review Meeting notes, communication logs with parents

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Students who are at risk are regularly coming to school. Social worker will meet with at risk students and provide incentives.

Person Responsible

Sydney Williams

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Review Attendance reports from Skyward

G3.B2 Parent understanding of math content **2**

 B257739

G3.B2.S1 With the new Florida Standards in math, parents are finding it difficult to assist students with home learning. **4**

 S272740

Strategy Rationale

School-wide math parent nights are needed to help parents with engaging strategies that assist their children with learning at home.

Action Step 1 **5**

With the support of Title 1, we will host a parent night to provide resources to support learning at home.

Person Responsible

Vamadria Johnson

Schedule

On 6/1/2018

Evidence of Completion

Title 1 Math parent night attendance, AIMS data, Concept assessments, FSA

Action Step 2 **5**

Teachers will have planning days that will focus on unpacking standards and generating engaging lessons.

Person Responsible

Melody Hofstetter

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Review lesson plans, notes from classroom observations

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Teachers and the leadership team, along with Title 1, will plan grade specific resources to share with parents.

Person Responsible

Vamadria Johnson

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Attendance will be collected at the Title 1 Math night and extra resource packets will be available for parents who could not attend. We will monitor student progress in math via AIMS

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

We will check with homeroom teachers to monitor turn-in rates of home learning.

Person Responsible

Vamadria Johnson

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

We will notice an increase in the homework turn-in rates.

G3.B3 Teachers have limited understanding of the Mathematics Florida Standards **2**

 B257740

G3.B3.S1 Teachers will use the C-R-A model in mathematics instructions to ensure that the students conceptually understand the content. **4**

 S272741

Strategy Rationale

Data indicated a need for additional support in math. Teachers will use the concrete-representational-abstract model to incorporate engaging lessons and increase the proficiency of students in the area of math.

Action Step 1 **5**

Provide Professional Development opportunities in using the C-R-A model to deliver math content.

Person Responsible

Vamadria Johnson

Schedule

On 6/1/2018

Evidence of Completion

Use of CRA model in math classes

Action Step 2 **5**

Teachers will have planning days that will focus on unpacking standards and generating lesson plans that include C-R-A

Person Responsible

Melody Hofstetter

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Review lesson plans, notes from classroom observations

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Monitor the implementation of the C-R-A model in lesson plans

Person Responsible

Vamadria Johnson

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Sign in Sheets from the training, Observations from the walkthroughs, evidence in lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Reviewing the Math AIMS assessments

Person Responsible

Vamadria Johnson

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Increase in number of proficient students on the Math AIMS

G3.B3.S2 We will meet bi-weekly to discuss standards and the resources that are available that best supports the standard. We will also review student data and make appropriate decisions to guide instruction. 4

S272742

Strategy Rationale

Data indicated a decrease in science proficiency. Data also indicated a need for additional support in math.

Action Step 1 5

We will meet every other week to review math standards and student data

Person Responsible

Melody Hofstetter

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Meeting notes, observation notes from walkthroughs

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

Monitor changes of instructional strategies based on the discussion during the data meeting

Person Responsible

Melody Hofstetter

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

meeting notes

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Teachers and leadership team will develop a 50 data plan to monitor the mastery of math standards

Person Responsible

Melody Hofstetter

Schedule

On 6/1/2018

Evidence of Completion

Student data from the mini assessments

G3.B4 Limited instructional time 2

 B257741

G3.B4.S1 Provide students with extended learning time, after school hours, for Math instruction. 4

 S272743

Strategy Rationale

School data indicated student proficiency in math standards did not meet expectations.

Action Step 1 5

Offer additional mathematics instruction after school hours.

Person Responsible

Vamadria Johnson

Schedule

Weekly, from 10/30/2017 to 6/5/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Review student sign in sheets and lesson plans.

Person Responsible

Vamadria Johnson

Schedule

Weekly, from 10/30/2017 to 6/1/2018

Evidence of Completion

Student sign in sheets, lesson plans, student artifacts

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Review student ongoing progress monitoring data.

Person Responsible

Vamadria Johnson

Schedule

Weekly, from 10/30/2017 to 6/1/2018

Evidence of Completion

Progress monitoring data reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M392089	Students overall ELA performance will increase	Zeller, Ashlea	8/14/2017	Review Balanced Literacy Tests, AIMS	6/1/2018 quarterly
G2.MA1 M392098	Review Science AIMS scores	Johnson, Vamadria	8/14/2017	Reports in Schoolspire	6/1/2018 quarterly
G3.MA1 M392111	Review the curriculum assessments and ongoing progress monitoring	Johnson, Vamadria	8/14/2017	core curriculum assessments entered in Schoolspire 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	6/1/2018 monthly
G1.B1.S1.MA1 M392081	Admin team will walkthrough to observe and check on Thinking Maps Implementations	Zeller, Ashlea	8/14/2017	Student maps posted in classroom, lesson plans, weekly emails for tips related to implementation of each map.	6/1/2018 weekly
G1.B1.S1.MA1 M392082	Teachers using Thinking Maps in Language Arts instruction	Zeller, Ashlea	8/14/2017	Thinking maps included in lesson plans	6/1/2018 daily
G1.B1.S1.A1 A366039	Teachers will continue using thinking maps to assist students with clearly explaining their thought...	Zeller, Ashlea	8/14/2017	Display of student work	6/1/2018 daily
G1.B2.S1.MA1 M392083	Teachers and leadership team will develop a 50 data plan to monitor the mastery of ELA standards	Hofstetter, Melody	8/14/2017	Student data from the mini assessments	6/1/2018 one-time
G1.B2.S1.MA1 M392084	Monitor changes of instructional strategies based on the discussion during the data meeting	Hofstetter, Melody	8/14/2017	meeting notes	6/1/2018 biweekly
G1.B2.S1.A1 A366040	We will meet every other week to review ELA standards and student data	Hofstetter, Melody	8/14/2017	Meeting notes, observation notes from walkthroughs	6/1/2018 biweekly
G1.B2.S1.A2 A366041	Teachers will have planning days that will focus on unpacking standards and generating engaging...	Hofstetter, Melody	8/14/2017	Review lesson plans, notes from classroom observations	6/1/2018 semiannually
G1.B3.S1.MA1 M392085	Student data will be monitored to see if EWS indicators have decreased	Williams, Sydney	8/14/2017	Report cards; behavior data; attendance data, Skyward Reports.	6/1/2018 quarterly
G1.B3.S1.MA1 M392086	Ensure quarterly meetings are occurring	Williams, Sydney	8/14/2017	Review meeting note, scheduling logs, observation notes	6/1/2018 quarterly
G1.B3.S1.A1 A366042	The educational planning team will conduct EPT meetings for all students with one or more EWS...	Williams, Sydney	8/14/2017	Monitor EWS data and AIMS assessments or progress monitoring data	6/1/2018 weekly
G2.B1.S1.MA1 M392090	Student data will be monitored to see if EWS indicators have decreased	Williams, Sydney	8/14/2017	Report cards; behavior data; attendance data, Skyward Reports.	6/1/2018 quarterly
G2.B1.S1.MA1 M392091	Ensure quarterly meetings are occurring	Williams, Sydney	8/14/2017	Review meeting note, scheduling logs, observation notes	6/1/2018 quarterly

Alachua - 0311 - Myra Terwilliger Elem. School - 2017-18 SIP
Myra Terwilliger Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1 A366044	The educational planning team will conduct EPT meetings for all students with one or more EWS...	Williams, Sydney	8/14/2017	Monitor EWS data and AIMS assessments or progress monitoring data	6/1/2018 weekly
G2.B2.S1.MA1 M392094	Reviewing the Science AIMS assessments	Johnson, Vamadria	8/14/2017	Increase in number of proficient students on the Science AIMS	6/1/2018 quarterly
G2.B2.S1.MA1 M392095	Monitor the implementation of the 5E model in lesson plans	Johnson, Vamadria	8/14/2017	Sign in Sheets from the training, Observations from the walkthroughs, evidence in lesson plans	6/1/2018 weekly
G2.B2.S1.A1 A366046	Provide Professional Development opportunities in using the 5E model to deliver science content.	Johnson, Vamadria	8/14/2017	Use of the 5E model in science classrooms	6/1/2018 one-time
G2.B2.S1.A2 A366047	Teachers will have planning days that will focus on unpacking standards and generating 5E lesson...	Hofstetter, Melody	8/14/2017	Review lesson plans, notes from classroom observations	6/1/2018 semiannually
G3.B1.S1.MA1 M392099	Review of Google Graphs; Google Docs; and monitor the progress of the data prior to AIMS	Williams, Sydney	8/14/2017	Review EWS referrals; review data from AIMS; review behavior data	6/1/2018 weekly
G3.B1.S1.MA1 M392100	Monitor the attendance patterns; behavior; quarterly assessments	Williams, Sydney	8/14/2017	Review EWS referrals; review data from AIMS; review behavior data	6/1/2018 monthly
G3.B1.S1.A1 A366049	The educational planning team will meet with parents and set up interventions to decrease EWS...	Williams, Sydney	8/14/2017	Skyward reports for EWS indicators	6/1/2018 quarterly
G3.B1.S1.A2 A366050	Social worker will work with guidance counselor to identify students in risk of poor attendance or...	Williams, Sydney	8/14/2017	Review Communication Logs, EPT meeting notes,	6/1/2018 weekly
G3.B2.S1.MA1 M392103	We will check with homeroom teachers to monitor turn-in rates of home learning.	Johnson, Vamadria	8/14/2017	We will notice an increase in the homework turn-in rates.	6/1/2018 semiannually
G3.B2.S1.MA1 M392104	Teachers and the leadership team, along with Title 1, will plan grade specific resources to share...	Johnson, Vamadria	8/14/2017	Attendance will be collected at the Title 1 Math night and extra resource packets will be available for parents who could not attend. We will monitor student progress in math via AIMS	6/1/2018 semiannually
G3.B2.S1.A1 A366052	With the support of Title 1, we will host a parent night to provide resources to support learning...	Johnson, Vamadria	8/14/2017	Title 1 Math parent night attendance, AIMS data, Concept assessments, FSA	6/1/2018 one-time
G3.B2.S1.A2 A366053	Teachers will have planning days that will focus on unpacking standards and generating engaging...	Hofstetter, Melody	8/14/2017	Review lesson plans, notes from classroom observations	6/1/2018 semiannually
G3.B3.S1.MA1 M392105	Reviewing the Math AIMS assessments	Johnson, Vamadria	8/14/2017	Increase in number of proficient students on the Math AIMS	6/1/2018 quarterly
G3.B3.S1.MA1 M392106	Monitor the implementation of the C-R-A model in lesson plans	Johnson, Vamadria	8/14/2017	Sign in Sheets from the training, Observations from the walkthroughs, evidence in lesson plans	6/1/2018 weekly
G3.B3.S1.A1 A366054	Provide Professional Development opportunities in using the C-R-A model to deliver math content.	Johnson, Vamadria	8/14/2017	Use of CRA model in math classes	6/1/2018 one-time
G3.B3.S1.A2 A366055	Teachers will have planning days that will focus on unpacking standards and generating lesson plans...	Hofstetter, Melody	8/14/2017	Review lesson plans, notes from classroom observations	6/1/2018 semiannually

Achua - 0311 - Myra Terwilliger Elem. School - 2017-18 SIP
Myra Terwilliger Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B4.S1.MA1 M392109	Review student ongoing progress monitoring data.	Johnson, Vamadria	10/30/2017	Progress monitoring data reports	6/1/2018 weekly
G3.B4.S1.MA1 M392110	Review student sign in sheets and lesson plans.	Johnson, Vamadria	10/30/2017	Student sign in sheets, lesson plans, student artifacts	6/1/2018 weekly
G1.B3.S2.MA1 M392087	Students who are at risk are regularly coming to school. Social worker will meet with at risk...	Williams, Sydney	8/14/2017	Review Attendance reports from Skyward	6/1/2018 weekly
G1.B3.S2.MA1 M392088	Admin team will meet with social worker to review students in need of assistance.	Williams, Sydney	8/14/2017	Review Meeting notes, communication logs with parents	6/1/2018 weekly
G1.B3.S2.A1 A366043	Social worker will work with guidance counselor to identify students in risk of poor attendance or...	Williams, Sydney	8/14/2017	Review Communication Logs, EPT meeting notes	6/1/2018 weekly
G2.B1.S2.MA1 M392092	Students who are at risk are regularly coming to school. Social worker will meet with at risk...	Williams, Sydney	8/14/2017	Review Attendance reports from Skyward	6/1/2018 weekly
G2.B1.S2.MA1 M392093	Admin team will meet with social worker to review students in need of assistance.	Williams, Sydney	8/14/2017	Review Meeting notes, communication logs with parents	6/1/2018 weekly
G2.B1.S2.A1 A366045	Social worker will work with guidance counselor to identify students in risk of poor attendance or...	Williams, Sydney	8/14/2017	Review Communication Logs, EPT meeting notes	6/1/2018 weekly
G2.B2.S2.MA1 M392096	Teachers and leadership team will develop a 50 data plan to monitor the mastery of science standards	Hofstetter, Melody	8/14/2017	Student data from the mini assessments	6/1/2018 one-time
G2.B2.S2.MA1 M392097	Monitor changes of instructional strategies based on the discussion during the data meeting	Hofstetter, Melody	8/14/2017	meeting notes	6/1/2018 biweekly
G2.B2.S2.A1 A366048	We will meet every other week to review science standards and student data	Hofstetter, Melody	8/14/2017	Meeting notes, observation notes from walkthroughs	6/1/2018 biweekly
G3.B1.S2.MA1 M392101	Students who are at risk are regularly coming to school. Social worker will meet with at risk...	Williams, Sydney	8/14/2017	Review Attendance reports from Skyward	6/1/2018 weekly
G3.B1.S2.MA1 M392102	Admin team will meet with social worker to review students in need of assistance.	Williams, Sydney	8/14/2017	Review Meeting notes, communication logs with parents	6/1/2018 weekly
G3.B1.S2.A1 A366051	Social worker will work with guidance counselor to identify students in risk of poor attendance or...	Williams, Sydney	8/14/2017	Review Communication Logs, EPT meeting notes	6/1/2018 weekly
G3.B3.S2.MA1 M392107	Teachers and leadership team will develop a 50 data plan to monitor the mastery of math standards	Hofstetter, Melody	8/14/2017	Student data from the mini assessments	6/1/2018 one-time
G3.B3.S2.MA1 M392108	Monitor changes of instructional strategies based on the discussion during the data meeting	Hofstetter, Melody	8/14/2017	meeting notes	6/1/2018 biweekly
G3.B3.S2.A1 A366056	We will meet every other week to review math standards and student data	Hofstetter, Melody	8/14/2017	Meeting notes, observation notes from walkthroughs	6/1/2018 biweekly
G3.B4.S1.A1 A366057	Offer additional mathematics instruction after school hours.	Johnson, Vamadria	10/30/2017		6/5/2018 weekly

V. Professional Development Opportunities

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

G1. 50% of the students will score at proficiency level or above on the English Language Arts standardized assessment.

G1.B1 Students ability think critically with grade level content.

G1.B1.S1 Use Ready Florida as a supplemental curriculum to teach students how to read and understand grade level text.

PD Opportunity 1

Teachers will continue using thinking maps to assist students with clearly explaining their thought process in writing in Language Arts.

Facilitator

Ashlea Zeller and Thinking Map Trainers

Participants

ELA Teachers

Schedule

Daily, from 8/14/2017 to 6/1/2018

G1.B2 Teachers have limited understanding of the Florida Standards

G1.B2.S1 We will meet bi-weekly to discuss standards and the resources that are available that best supports the standard. We will also review student data and make appropriate decisions to guide instruction.

PD Opportunity 1

Teachers will have planning days that will focus on unpacking standards and generating engaging lessons that include the use of Thinking Maps

Facilitator

Ashlea Zeller

Participants

ELA Teachers

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

G2. Using the 5E model of instruction, we will increase the proficiency of students in the area of science to 41% or higher.

G2.B2 Teachers have limited understanding of the science NGSSS

G2.B2.S1 Teachers will use 5E model of instruction in science.

PD Opportunity 1

Provide Professional Development opportunities in using the 5E model to deliver science content.

Facilitator

TSA for Science and PDS

Participants

Science Teachers

Schedule

On 6/1/2018

PD Opportunity 2

Teachers will have planning days that will focus on unpacking standards and generating 5E lesson plans

Facilitator

Vamadria Johnson

Participants

Science Teachers

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

G3. 50% of the students will score at proficiency level or above and the learning gains in math will increase by 10%.

G3.B2 Parent understanding of math content

G3.B2.S1 With the new Florida Standards in math, parents are finding it difficult to assist students with home learning.

PD Opportunity 1

Teachers will have planning days that will focus on unpacking standards and generating engaging lessons.

Facilitator

Vamadria Johnson

Participants

Math Teachers

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

G3.B3 Teachers have limited understanding of the Mathematics Florida Standards

G3.B3.S1 Teachers will use the C-R-A model in mathematics instructions to ensure that the students conceptually understand the content.

PD Opportunity 1

Provide Professional Development opportunities in using the C-R-A model to deliver math content.

Facilitator

Vamadria Johnson

Participants

Math Teachers

Schedule

On 6/1/2018

PD Opportunity 2

Teachers will have planning days that will focus on unpacking standards and generating lesson plans that include C-R-A

Facilitator

Vamadria Johnson

Participants

Math Teachers

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

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	Teachers will continue using thinking maps to assist students with clearly explaining their thought process in writing in Language Arts.				\$7,125.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0311 - Myra Terwilliger Elem. School	Title, I Part D		\$7,125.00
2	G1.B2.S1.A1	We will meet every other week to review ELA standards and student data				\$0.00
3	G1.B2.S1.A2	Teachers will have planning days that will focus on unpacking standards and generating engaging lessons that include the use of Thinking Maps				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0311 - Myra Terwilliger Elem. School	School Improvement Funds		\$3,000.00
4	G1.B3.S1.A1	The educational planning team will conduct EPT meetings for all students with one or more EWS indicators				\$0.00
5	G1.B3.S2.A1	Social worker will work with guidance counselor to identify students in risk of poor attendance or any need of home assistance.				\$69,991.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6120	130-Other Certified Instructional Personnel	0311 - Myra Terwilliger Elem. School	UniSIG		\$55,000.00
			<i>Notes: Social Worker</i>			
	6120	210-Retirement	0311 - Myra Terwilliger Elem. School	UniSIG		\$4,351.00
			<i>Notes: Retirement @ 7.91%</i>			
	6120	220-Social Security	0311 - Myra Terwilliger Elem. School	UniSIG		\$4,207.00
			<i>Notes: Social Security @ 7.65%</i>			
	6120	290-Other Employee Benefits	0311 - Myra Terwilliger Elem. School	UniSIG		\$281.00
			<i>Notes: Early Retirement @ 0.51%</i>			
	6120	230-Group Insurance	0311 - Myra Terwilliger Elem. School	UniSIG		\$6,152.00

Alachua - 0311 - Myra Terwilliger Elem. School - 2017-18 SIP
Myra Terwilliger Elementary School

Notes: Insurance						
6	G2.B1.S1.A1	The educational planning team will conduct EPT meetings for all students with one or more EWS indicators				\$0.00
7	G2.B1.S2.A1	Social worker will work with guidance counselor to identify students in risk of poor attendance or any need of home assistance.				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0311 - Myra Terwilliger Elem. School	UniSIG		\$60,000.00
8	G2.B2.S1.A1	Provide Professional Development opportunities in using the 5E model to deliver science content.				\$0.00
9	G2.B2.S1.A2	Teachers will have planning days that will focus on unpacking standards and generating 5E lesson plans				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0311 - Myra Terwilliger Elem. School	School Improvement Funds		\$4,500.00
10	G2.B2.S2.A1	We will meet every other week to review science standards and student data				\$0.00
11	G3.B1.S1.A1	The educational planning team will meet with parents and set up interventions to decrease EWS indicators.				\$0.00
12	G3.B1.S1.A2	Social worker will work with guidance counselor to identify students in risk of poor attendance or any need of home assistance.				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0311 - Myra Terwilliger Elem. School	UniSIG		\$60,000.00
13	G3.B1.S2.A1	Social worker will work with guidance counselor to identify students in risk of poor attendance or any need of home assistance.				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0311 - Myra Terwilliger Elem. School	UniSIG		\$60,000.00
14	G3.B2.S1.A1	With the support of Title 1, we will host a parent night to provide resources to support learning at home.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0311 - Myra Terwilliger Elem. School	Title, I Part D		\$1,000.00

Alachua - 0311 - Myra Terwilliger Elem. School - 2017-18 SIP
Myra Terwilliger Elementary School

15	G3.B2.S1.A2	Teachers will have planning days that will focus on unpacking standards and generating engaging lessons.				\$50,234.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0311 - Myra Terwilliger Elem. School	School Improvement Funds		\$3,000.00
	5100	510-Supplies	0311 - Myra Terwilliger Elem. School	UniSIG		\$5,100.00
<i>Notes: Supplemental Instructional Supplies (paper, pencils, pens, markers, notebooks, folders, highlighters, post-it notes, journals)</i>						
	6300	120-Classroom Teachers	0311 - Myra Terwilliger Elem. School	UniSIG		\$18,150.00
<i>Notes: 27.5 hours x 44 teachers @ hourly stipend rate</i>						
	6300	210-Retirement	0311 - Myra Terwilliger Elem. School	UniSIG		\$1,436.00
<i>Notes: Retirement @ 7.91%</i>						
	6300	220-Social Security	0311 - Myra Terwilliger Elem. School	UniSIG		\$1,388.00
<i>Notes: Social Security at 7.65%</i>						
	6300	290-Other Employee Benefits	0311 - Myra Terwilliger Elem. School	UniSIG		\$93.00
	6300	120-Classroom Teachers	0311 - Myra Terwilliger Elem. School	UniSIG		\$18,150.00
<i>Notes: 27.5 hours x 44 teachers @ hourly stipend rate</i>						
	6300	210-Retirement	0311 - Myra Terwilliger Elem. School	UniSIG		\$1,436.00
<i>Notes: Retirement @ 7.91%</i>						
	6300	220-Social Security	0311 - Myra Terwilliger Elem. School	UniSIG		\$1,388.00
<i>Notes: Social Security at 7.65%</i>						
	6300	290-Other Employee Benefits	0311 - Myra Terwilliger Elem. School	UniSIG		\$93.00
16	G3.B3.S1.A1	Provide Professional Development opportunities in using the C-R-A model to deliver math content.				\$20,957.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	0311 - Myra Terwilliger Elem. School	UniSIG		\$18,040.00
<i>Notes: 44 teachers x 27.5 hours @hourly stipend rate</i>						
	6300	210-Retirement	0311 - Myra Terwilliger Elem. School	UniSIG		\$1,436.00
<i>Notes: Retirement @ 7.91%</i>						

Alachua - 0311 - Myra Terwilliger Elem. School - 2017-18 SIP
Myra Terwilliger Elementary School

	6300	220-Social Security	0311 - Myra Terwilliger Elem. School	UniSIG		\$1,388.00
			<i>Notes: Social Security @ 7.65%</i>			
	6300	290-Other Employee Benefits	0311 - Myra Terwilliger Elem. School	UniSIG		\$93.00
			<i>Notes: Early Retirement @ 0.51%</i>			
17	G3.B3.S1.A2	Teachers will have planning days that will focus on unpacking standards and generating lesson plans that include C-R-A				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0311 - Myra Terwilliger Elem. School	Title, I Part D		\$5,000.00
18	G3.B3.S2.A1	We will meet every other week to review math standards and student data				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	690-Computer Software	0311 - Myra Terwilliger Elem. School	UniSIG		\$15,000.00
			<i>Notes: Purchase of school license of IXL Math Standards-based assessment and curriculum software</i>			
19	G3.B4.S1.A1	Offer additional mathematics instruction after school hours.				\$24,439.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	0311 - Myra Terwilliger Elem. School	UniSIG		\$18,040.00
			<i>Notes: 44 teachers x 27.5 hours at hourly stipend rate</i>			
	6300	210-Retirement	0311 - Myra Terwilliger Elem. School	UniSIG		\$1,427.00
			<i>Notes: Retirement @ 7.91%</i>			
	6300	220-Social Security	0311 - Myra Terwilliger Elem. School	UniSIG		\$1,380.00
			<i>Notes: Social Security @ 7.65%</i>			
	6300	290-Other Employee Benefits	0311 - Myra Terwilliger Elem. School	UniSIG		\$92.00
			<i>Notes: Early Retirement 0.51%</i>			
	5900	510-Supplies	0311 - Myra Terwilliger Elem. School	UniSIG		\$3,500.00
			<i>Notes: Selected supplemental instructional materials and supplies for Extended Learning Opportunities (paper, pencils, pens, markers, folders, notebooks, highlighters, Post-It notes).</i>			
					Total:	\$381,246.00