



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Myra Terwilliger Elementary School

301 NW 62ND ST

Gainesville, FL 32607

352-955-6717

<http://www.sbac.edu/pages/acps>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 86%
Alternative/ESE Center No	Charter School No	Minority Rate 78%

School Grades History

2013-14 C	2012-13 B	2011-12 A	2010-11 A
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Myra Terwilliger Elem. School

Principal

Lynn Mcneill

School Advisory Council chair

Sherry Sakai

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Lynn McNeill	Principal
Angela Jones	Behavior Resource Teacher
Susan Butts	Curriculum Resource Teacher
Jennifer Breman	School Counselor
Tammy Shintock	FCIM Facilitator

District-Level Information

District

Alachua

Superintendent

Dr. W. Daniel Boyd, Jr.

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

25% Parents

25% Teachers

25% Career Service Personnel

25% Community Members

*Teacher - Sherry Sakai is current President

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

Review current student assessment data
Review and provide input for planning parent involvement activities and creating the parent involvement plan
Creating climate surveys for parents and teachers; reviewing results and making recommendations for SIP
Making decisions regarding the budgets and spending monies that must have SAC approval
Consistent updates regarding Title 1 activities

Projected use of school improvement funds, including the amount allocated to each project

Chess Club, Positive Behavior Support program

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Lynn Mcneill

Principal

Years as Administrator: 8

Years at Current School: 4

Credentials

Elementary Education 1-6
Principal Certification

Performance Record

2012-2013 School Grade: B
 2011-2012 School Grade: A
 2010-2011 School Grade: A
 AYP: 97% Criteria Met
 Below Criteria - SWD in the area of Math
 2009-2010 School Grade: C
 AYP: 77% Criteria Met
 Below Criteria- All categories in the area of Reading.
 Minority, Low SES, and SWD below criteria in the area of math.
 2008-2009 School Grade A
 AYP 90% below criteria in math and reading for low SES and SWD;
 2007-2008 School Grade A
 AYP 92% below criteria in math for low SES and below in math and reading for SWD;
 2006-2007 School Grade A

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Gennette Gailey		
Part-time / District-based	Years as Coach: 4	Years at Current School: 4
Areas	Other	
Credentials	Elementary Education K-6 Early Childhood, Media K-12, Reading K-12, and Supervision. BS in Elementary Education from Slippery Rock University and M'Ed in Early Childhood from University of Florida.	
Performance Record	Terwilliger A,B,C,or D depending on the school year	

Maria Wallis		
Part-time / District-based	Years as Coach: 2	Years at Current School: 2
Areas	Other	
Credentials	Texas Classroom Teacher Generalist (Grades EC-4) Texas Bilingual Ed. Supplemental – Spanish (Grades EC-4) Texas Gifted and Talented Institute Certification (Grades K-12) Florida Pre-kindergarten/Primary Education (Age 3 - Grade 3)/ Gifted Endorsement.	
Performance Record	11 years at Williams Elementary	

Classroom Teachers

# of classroom teachers	49
# receiving effective rating or higher	0%
# Highly Qualified Teachers	100%
# certified in-field	49, 100%
# ESOL endorsed	25, 51%

reading endorsed

12, 24%

with advanced degrees

21, 43%

National Board Certified

0, 0%

first-year teachers

4, 8%

with 1-5 years of experience

16, 33%

with 6-14 years of experience

11, 22%

with 15 or more years of experience

18, 37%

Education Paraprofessionals**# of paraprofessionals**

9

Highly Qualified

9, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

All teachers new to Terwilliger are paired with a Team

Leader to answer questions and assist as needed. Principal responsible.

Mentor Coaches are provided by the district for new teachers. Staff Development District Coordinator responsible.

The district hosts a job fair each Spring to recruit high

quality, highly qualified teachers. District Personnel Department

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal: Provides a common vision for data based instructional decision making, 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)

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work

with other school teams to organize/coordinate MTSS efforts?

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement

plan. Describe how the Rti Problem-solving process is used in developing and implementing the SIP? strategies.

General Education Teacher Representatives (Primary and Intermediate): Provides information about core instruction, collects

student data, delivers tier 1 instruction/intervention, collaborates with other staff to implement tier 2 interventions, and

integrates tier 1 instruction with tier 2/3 strategies.

Exceptional Student Education Teachers: Participates in student data collection, integrates core instructional materials and

instruction with tier 3 instruction/intervention, and collaborates with general education teachers.

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.

Curriculum Resource Teacher: 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.

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.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention fidelity and documentation; facilitates data-based decision making strategies.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The RTI team will meet bi-weekly and will be led by the Guidance Counselor and/or the FCIM Facilitator. The meetings will include the following activities: Review progress monitoring data to identify students who are exceeding, meeting, or are at moderate to high risk for not meeting grade level expectations; The team will identify needed professional development and resources; The team will evaluate what is working and what needs to be changed in order to ensure effective implementation.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: Progress Monitoring and Reporting Network (PMRN), and Florida Comprehensive Assessment Test.

Progress Monitoring: PMRN, FAIR, District Adopted Curriculum Assessments, Benchmark Assessments. Mid and End of Year: FAIR, Benchmark Assessments, and District Adopted Curriculum mid and end-of-year assessments.

Behavior data is managed by entering data into Infinite Campus district-wide data base program. Reports can be printed to summarize behavior information for all tiers.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

MTSS information is shared at faculty meetings and at FCIM meetings.

MTSS general information is shared with the School Advisory Council. More specific information is shared with parents during parent conferences, IEP, and EPT Meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year:

Title 1 Pull Out Intervention during the school day; Title 1 extended day tutoring

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

core curriculum assessments; on-going progress monitoring; FAIR; Discovery Ed.; On Track

Who is responsible for monitoring implementation of this strategy?

Title 1 Lead Teacher; FCIM Facilitator; Principal; CRT

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Lynn McNeill	Principal
Susan Butts	Curriculum Resource Teacher
Tammy Shintock	FCIM Facilitator
Jennifer Breman	School Counselor
Angela Jones	Behavior Resource Teacher
Mary Ann Myrand	Title 1 Lead Teacher
Wanda Gallmon	Kindergarten Team Leader
Evelyn Jackson	First Grade Team Leader
Sherry Sakai	Second Grade Team Leader
Kristen Vansickle	Third Grade Team Leader
Shannon Dean	Fourth Grade Team Leader
Callie Williams	Fifth Grade Team Leader

How the school-based LLT functions

The Literacy Leadership Team will meet monthly and will be led by the principal and/or FCIM Facilitator. The meetings will include the following activities: Review progress monitoring data to identify students who are exceeding, meeting, or are at moderate to high risk for not meeting grade level expectations; The team will identify needed professional development and resources; The team will evaluate what is working and what needs to be changed in order to ensure effective implementation.

Major initiatives of the LLT

Major initiatives include full implementation of Common Core Standards instruction, Guided Leveled Differentiated Reading instruction. FCIM data meetings by grade level at least once per month. The Terwilliger Response to Intervention Plan will be fully implemented.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Each April the district advertises "Kindergarten Round Up" throughout the community with posted advertisements, newspapers, radio, and television stations. Terwilliger advertises the event with the school marquis 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	54%	No	63%
American Indian				
Asian				
Black/African American	52%	45%	No	57%
Hispanic	55%	11%	No	60%
White	73%	47%	No	75%
English language learners				
Students with disabilities	36%	27%	No	42%
Economically disadvantaged	53%	51%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	30%	50%
Students scoring at or above Achievement Level 4	50	22%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		75%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	81	60%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	17	49%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	34	45%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	49%	No	63%
American Indian				
Asian				
Black/African American	48%	36%	No	54%
Hispanic	58%	50%	No	63%
White	78%	67%	No	81%
English language learners				
Students with disabilities	36%	20%	No	42%
Economically disadvantaged	51%	44%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	71	31%	50%
Students scoring at or above Achievement Level 4	39	17%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		75%
Students scoring at or above Level 7	[data excluded for privacy reasons]		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	74	54%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	20	56%	80%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	26%	31%
Students scoring at or above Achievement Level 4	22	29%	34%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	225	38%	58%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	50	9%	4%
Students retained, pursuant to s. 1008.25, F.S.	27	5%	2%
Students who are not proficient in reading by third grade	22	27%	13%
Students who receive two or more behavior referrals	9	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	9	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase to 760 parent contacts at PI Events	691		

Goals Summary

- G1.** The percentage of students making annual learning gains will increase by 10%.
- G2.** The percentage of students scoring at proficiency level or above will increase by 10%.
- G3.** Increase student achievement on FCAT Writes Assessment by 20%

Goals Detail

G1. The percentage of students making annual learning gains will increase by 10%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Title 1 Teacher Tutors
- District adopted curriculum
- District adopted intervention curriculum

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Achieve 3000 reports; Core Curriculum and District Assessment Data

Person or Persons Responsible

Teachers, Teacher Tutors, FCIM Facilitator; principal

Target Dates or Schedule:

monthly

Evidence of Completion:

Learning Gains on various assessments

G2. The percentage of students scoring at proficiency level or above will increase by 10%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Teachers Title 1 Teacher Tutors for Intensive Intervention FCIM Process District adopted curriculum Title 1 approved supplement curriculum

Targeted Barriers to Achieving the Goal

- Utilizing assessment data to drive instruction

Plan to Monitor Progress Toward the Goal

core curriculum assessments, ongoing progress monitoring, district assessments

Person or Persons Responsible

CRT; Principal; FCIM Facilitator

Target Dates or Schedule:

upon completion of assessments

Evidence of Completion:

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

G3. Increase student achievement on FCAT Writes Assessment by 20%

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing curriculum embedded in district adopted Language Arts program
- FCAT 2.0 Writing Training for 4th grade teachers
- small group differentiated instruction by the 4th grade teachers

Targeted Barriers to Achieving the Goal

- Lack of skills in the areas of expository and narrative writing

Plan to Monitor Progress Toward the Goal

Monthly writing prompts scored and reviewed at data meetings

Person or Persons Responsible

CRT, 4th Grade Teachers, Title 1 Lead Teacher, Principal

Target Dates or Schedule:

each 9 week period

Evidence of Completion:

scored writing prompts indicating continuous growth toward goal

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The percentage of students making annual learning gains will increase by 10%.

G1.B1 Students one year or more below grade level being provided enough rigorous instruction to make annual learning gains

G1.B1.S2 After school tutoring provided by Title 1

Action Step 1

Identify 3rd, 4th, and 5th grade students who are one year or more below grade level

Person or Persons Responsible

FCIM Facilitator; Regular Education Teachers

Target Dates or Schedule

Two days per week / one hour each day of tutoring for each student identified

Evidence of Completion

Assessment data provided by Title 1 Tutoring program/ Achieve 3000; District and core curriculum assessments

Facilitator:

Achieve 3000 Trainer

Participants:

After school teacher tutors and FCIM Facilitator

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Achieve 3000 reports; walk throughs

Person or Persons Responsible

FCIM Facilitator

Target Dates or Schedule

weekly

Evidence of Completion

Achieve 3000 data reports

Plan to Monitor Effectiveness of G1.B1.S2

walk throughs; feedback from teachers and tutors

Person or Persons Responsible

FCIM Facilitator; Teacher Tutors; Principal

Target Dates or Schedule

weekly

Evidence of Completion

Achieve 3000 reports; Core Curriculum and District Assessment data

G2. The percentage of students scoring at proficiency level or above will increase by 10%.

G2.B1 Utilizing assessment data to drive instruction

G2.B1.S1 Teachers and intervention teachers will use assessment data to plan supplemental instruction in addition to core curriculum instruction for students needing tier 2 and 3 intervention.

Action Step 1

Math Coach will meet with individual teachers and grade level teams to determine instructional plans based on assessment data.

Person or Persons Responsible

3rd, 4th, and 5th, grade regular education, ESE, and Title 1 Teacher Tutors

Target Dates or Schedule

September, January through end of April

Evidence of Completion

On Track, Benchmark assessments, and FCAT, core curriculum tests

Facilitator:

Nancy Galloway

Participants:

3rd, 4th, and 5th grade regular education teachers, ESE teachers, and Title 1 Teacher Tutors

Action Step 2

FCIM grade level meetings following each major assessment

Person or Persons Responsible

Regular Education Teachers and Title 1 Teacher Tutors

Target Dates or Schedule

At least once monthly

Evidence of Completion

assessments,ongoing progress monitoring, district and state assessments

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

Classroom Walk Throughs; Snapshot feedback to teachers; lesson plans; Review of individual and team assessment data in FCIM meetings; On going progress monitoring for all students

Person or Persons Responsible

Principal; CRT; FCIM Facilitator; Counselor

Target Dates or Schedule

daily, weekly, monthly

Evidence of Completion

On Track assessments, Core curriculum assessments, FCAT, FAIR, Discovery Ed.

Plan to Monitor Effectiveness of G2.B1.S1

Data analysis during monthly FCIM Meetings; Leadership Team Data Analysis sessions, walk throughs, lesson plans, observations

Person or Persons Responsible

Leadership Team; All teachers

Target Dates or Schedule

Leadership Team - weekly; FCIM meetings at least monthly;

Evidence of Completion

core curriculum assessments,ongoing progress monitoring, district assessments, FCAT, FAIR, Discovery Ed.

G3. Increase student achievement on FCAT Writes Assessment by 20%

G3.B1 Lack of skills in the areas of expository and narrative writing

G3.B1.S1 Elements of expository and narrative writing will be explicitly taught, practiced and observed in students' work

Action Step 1

4th grade teachers attend FCAT 2.0 Writing training; 4th grade teachers will meet regularly to score papers based on anchor papers and determine direction for instruction

Person or Persons Responsible

4th grade teachers; Title 1 Lead Teacher; FCIM Facilitator

Target Dates or Schedule

monthly

Evidence of Completion

scored writing prompts

Facilitator:

Trainer from Florida Department of Education

Participants:

4th grade teachers; Title 1 Lead Teacher; principal

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

lesson plans; classroom walk throughs; submitted scored papers

Person or Persons Responsible

principal, CRT

Target Dates or Schedule

daily; monthly

Evidence of Completion

scored writing prompts

Plan to Monitor Effectiveness of G3.B1.S1

Scored prompts will be reviewed

Person or Persons Responsible

CRT, 4th Grade Teachers, Title 1 Lead Teacher

Target Dates or Schedule

monthly

Evidence of Completion

scored writing prompts

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 before 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 a Math Consultant this year to work with teachers to determine areas of concern and plan for maximizing achievement in the area of math.

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. 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 every weekend of the school year and for extended holidays.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. The percentage of students making annual learning gains will increase by 10%.

G1.B1 Students one year or more below grade level being provided enough rigorous instruction to make annual learning gains

G1.B1.S2 After school tutoring provided by Title 1

PD Opportunity 1

Identify 3rd, 4th, and 5th grade students who are one year or more below grade level

Facilitator

Achieve 3000 Trainer

Participants

After school teacher tutors and FCIM Facilitator

Target Dates or Schedule

Two days per week / one hour each day of tutoring for each student identified

Evidence of Completion

Assessment data provided by Title 1 Tutoring program/ Achieve 3000; District and core curriculum assessments

G2. The percentage of students scoring at proficiency level or above will increase by 10%.

G2.B1 Utilizing assessment data to drive instruction

G2.B1.S1 Teachers and intervention teachers will use assessment data to plan supplemental instruction in addition to core curriculum instruction for students needing tier 2 and 3 intervention.

PD Opportunity 1

Math Coach will meet with individual teachers and grade level teams to determine instructional plans based on assessment data.

Facilitator

Nancy Galloway

Participants

3rd, 4th, and 5th grade regular education teachers, ESE teachers, and Title 1 Teacher Tutors

Target Dates or Schedule

September, January through end of April

Evidence of Completion

On Track, Benchmark assessments, and FCAT, core curriculum tests

G3. Increase student achievement on FCAT Writes Assessment by 20%

G3.B1 Lack of skills in the areas of expository and narrative writing

G3.B1.S1 Elements of expository and narrative writing will be explicitly taught, practiced and observed in students' work

PD Opportunity 1

4th grade teachers attend FCAT 2.0 Writing training; 4th grade teachers will meet regularly to score papers based on anchor papers and determine direction for instruction

Facilitator

Trainer from Florida Department of Education

Participants

4th grade teachers; Title 1 Lead Teacher; principal

Target Dates or Schedule

monthly

Evidence of Completion

scored writing prompts

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The percentage of students making annual learning gains will increase by 10%.	\$6,000
G2.	The percentage of students scoring at proficiency level or above will increase by 10%.	\$298,000
Total		\$304,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Personnel	Total
Title 1	\$8,000	\$296,000	\$304,000
Total	\$8,000	\$296,000	\$304,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. The percentage of students making annual learning gains will increase by 10%.

G1.B1 Students one year or more below grade level being provided enough rigorous instruction to make annual learning gains

G1.B1.S2 After school tutoring provided by Title 1

Action Step 1

Identify 3rd, 4th, and 5th grade students who are one year or more below grade level

Resource Type

Personnel

Resource

Teacher Tutors

Funding Source

Title 1

Amount Needed

\$6,000

G2. The percentage of students scoring at proficiency level or above will increase by 10%.

G2.B1 Utilizing assessment data to drive instruction

G2.B1.S1 Teachers and intervention teachers will use assessment data to plan supplemental instruction in addition to core curriculum instruction for students needing tier 2 and 3 intervention.

Action Step 1

Math Coach will meet with individual teachers and grade level teams to determine instructional plans based on assessment data.

Resource Type

Professional Development

Resource

Math Coach to train teachers in utilizing assessment data to drive instruction.

Funding Source

Title 1

Amount Needed

\$8,000

Action Step 2

FCIM grade level meetings following each major assessment

Resource Type

Personnel

Resource

Title 1 Teacher Tutors and FCIM Facilitator

Funding Source

Title 1

Amount Needed

\$290,000