

Myra Terwilliger Elementary School



2014-15 School Improvement Plan

Myra Terwilliger Elementary School

301 NW 62ND ST, Gainesville, FL 32607

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
86%

Alternative/ESE Center
No

Charter School
No

Minority
78%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

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.

Provide the school's vision statement

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

School Environment

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

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

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

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

campus during lock down procedures as well as enforcing visitor protocols which require parents to check in and undergo background checks. At the end of the day, teachers are escort students to their assigned departure areas. Our school policy is that change of way home must be done a half hour prior to dismissal so that there is no confusion as to how a child goes home. This prevents disorganized dismissals. In the car circle students stay in the Kindergarten hallway until a parent or guardian arrives with a school provided identification card which identifies the students they have permission to pick up. This prevents students from leaving without teachers knowing that they have left and it prevents students from leaving with unauthorized adults.

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

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

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

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

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

. In order to ensure the social-emotional success of all students at Terwilliger Elementary School we have utilized the Positive Behavior Support program at the school. This is a school wide method of teaching expectations for behavior. A school where students are able to positively interact with their peers and learn academic perseverance is a school where children can feel socially and emotionally secure. Students who need extra support in these areas are identified by teachers and staff through referrals to the Behavior Resource Teacher and Counselor. Often times the result is a problem solving conference with the student where expectations for behavior are taught. Students in need of additional support might be referred for participation in social skills counseling groups or one-on-one visits. The school also collaborates with the University of Florida, Meridian Behavioral Health Care, the Corner Drug Store, and other community agencies in order to refer students for extra support in the social and emotional areas of need. The school has a number of mentoring programs set up in order to facilitate social emotional well-being. Twister Ambassadors utilizes leaders in the 3rd-5th grades to partner with younger students and students who are new to the school. Ambassadors help students who are new to the school acclimate to their new surroundings. The Ambassadors mentor younger students through a reading buddy relationship. This provides them the opportunity to encourage their academic achievement and positive behaviors. We also have a number of college volunteers who mentor students in the older grades. They are a positive influence in their school experience who teach the students accountability for their academic and social development.

Early Warning Systems

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

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

- a. Attendance: Every calendar month we print up a report from Infinite Campus to examine students who might be at risk for truancy. When a child has obtained 5 days absent in a 30 day calendar period (including absences accrued from 6 tardies or early check out) we conference with the teacher to make sure that they have made contact with the parent regarding attendance policies. In addition to mandatory teacher contact with family, we will also set up an Educational Planning Team meeting with the student's family. At the EPT meeting we brainstorm solutions for the attendance concerns and also make sure that the parents are aware of the Florida Statutes regarding attendance. Once in the EPT process we monitor attendance and have a follow up meeting with the parents. If the attendance improves we continue monitoring until the end of the year at which point we can close out the EPT folder. If their attendance continues to decline we will schedule a visit with the truancy officer and schedule a meeting with the School Attendance Review Board (SARB) in order to garner community support for attendance. We will also make a referral to the Corner Drug Store in order to help the family with any counseling needs.
- b. One-or-more Suspensions: Once a student has three or more behavior tracking forms on file we look at them as a student who is at risk for possible In School or Out of School Suspension. These students are examined for their behavioral needs and will be placed into Tier 2 or Tier 3 behavior interventions. Parental contact is made after each behavior tracking form. After the third behavior tracking form is filled out a letter is sent home to parents specifically stating the behaviors and the interventions that we are using to support their student. The school will also initiate a behavior Educational Planning Team meeting with the family to discuss different options for school support and the team will brainstorm with the family a variety of supports they can engage in at home. If the behaviors continue the counselor and behavior resource teacher will observe students and support the teachers with individualized point sheets for students in order to work on very specific interventions and behavior supports. If the problems continue we contact the district Behavior Support Specialist for more suggestions.
- c. A failure in Language Arts or Mathematics: One semester failure in either course places the student on the student concern list for FCIM meetings.
- d. A Level 1 score on statewide, standardized assessments: Students who score a Level 1 on standardized state assessments are considered for Title 1 support and small group intervention in their classrooms. Teachers meet with the CIMS facilitator to examine all of the student's data (including FAIR, Baseline tests, Benchmark and Unit tests, Discovery Education tests, and OnTrack Assessments). 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.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	33	19	9	13	12	12	98
One or more suspensions	5	1	5	7	4	2	24
Course failure in ELA or Math	0	0	0	9	11	3	23
Level 1 on statewide assessment	0	0	0	41	17	22	80

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	
Students exhibiting two or more indicators	8	2	3	6	7	5	31

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

- a. EDI Tutoring 2 hours a week after school for students in grades 3-5
- b. Waterford Computer Instruction for students in K-2
- c. Title 1 Pullout and Push in Tutoring in reading and math for students in K-5
- d. ESE resource room supports ranging from consult to self-contained in grades K-5
- e. Speech and Language Therapy
- f. Occupational Therapy and Physical Therapy for qualifying ESE students
- g. Small group behavior interventions using a variety of curriculum through:
 - i. Second Step
 - ii. Skill Streaming
 - iii. Why Try?
 - iv. Steps to Respect
- h. Individual behavior intervention:
 - i. In School Suspension (with counseling)
 - ii. One-on-one cognitive behavior counseling
 - iii. Point sheets and check and connect strategies
- i. Teacher consultation for support strategies and classroom management
- j. Positive Behavior Supports in school which increases time in school and on task which should increase academic achievement
- k. Parent Resource Center available to parents in media center
- l. Kid Kare Health Care information being provided to parents during evening meetings and during specified school days
- m. 9-week ceremonies to acknowledge perfect attendance, A-Honor Roll, and A/B Honor Roll

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/162301>.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

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

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

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

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

The PI committee also plans to conduct evening events at school that include but are not limited to:
Increasing parent awareness of district web-sites available for additional practice at home
Increasing reading fluency for grades K-2
FSA information grades 3-5

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
McNeill, Lynn	Principal
Breman, Jennifer	Guidance Counselor
Jones, Angela	Dean
Mosley, Eliscia	Teacher, K-12
Shintock, Tammy	Teacher, K-12

Duties

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 an instructional coach, ensures the school-based team is implementing RTI, ensures implementation of intervention support and documentation, provides for adequate staff development to support RTI implementation, and communicates with parents regarding school-based RTI plans and Literacy Leadership Team (LLT) plans.

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

intervention groups. Coordinates the Achieve 3000 after school tutoring.

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. 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.

Behavior Resource Teacher: Provides staff with behavior management strategy information; 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

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 a Literacy Coach this year to work with teachers to determine areas of concern and plan for maximizing achievement in the area of Language Arts.

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 every weekend of the school year and for extended holidays.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Sherry Sakai	Teacher
Theresa Steen	Teacher
Fran Tate	Education Support Employee
Melissa Heitzler	Education Support Employee
Lynn McNeill	Principal
Aimee West	Parent
Darlene Stephens	Business/Community
John Cowart	Business/Community

Duties

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

Evaluation of last year's school improvement plan

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

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.

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.

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

- Chess Club - \$500.00
- Positive Behavior Support program - \$500.00
- substitutes for teachers to attend professional development training and to conduct one on one student assessments - \$3,469.13
- supplies and printing - \$114.00
- Einstruction Mobi-View - \$244.64
- curriculum scheduling and planning salaries - \$1666.29

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
McNeill, Lynn	Principal
Mosley, Eliscia	Teacher, K-12
Breman, Jennifer	Guidance Counselor
Jones, Angela	Dean
Shintock, Tammy	Teacher, K-12
Gallmon, Wanda	Teacher, K-12
Jackson, Evelyn	Teacher, K-12
Sakai, Sherry	Teacher, K-12
Stefanelli, Morgan	Teacher, K-12
Dean, Shannon	Teacher, K-12
Dodyk, Christopher	Teacher, K-12
Glaser, Elizabeth	Teacher, ESE
Fisher, Karen	Teacher, K-12
Myrand, Mary Ann	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

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

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

All teachers new to Terwilliger are paired with a Team Leader to answer questions and assist as needed. Principal responsible.

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

The district hosts a job fair each Spring to recruit high quality, highly qualified teachers. District Personnel Department

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

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 the after school Achieve 3000 tutoring.

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:

Title 1 extended day tutoring utilizing the Achieve 3000 program.

Strategy Rationale

Achieve 3000 is a research-based program for increasing reading achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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.

College and Career Readiness

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

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The percentage of students making annual learning gains in reading and the percentage of students scoring at proficiency level or above in reading will increase by 10%.
- G2.** The percentage of students making learning gains in math and the percentage of students scoring at proficiency level or above in math will increase by 10%.
- G3.** The percentage of students scoring at proficiency level or above in the writing portion of the state Language Arts assessment will be at minimum equivalent to the state average.

Strategic Goals Detail

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

G1. The percentage of students making annual learning gains in reading and the percentage of students scoring at proficiency level or above in reading will increase by 10%. 1a

G038536

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	67.0
AMO Reading - ED	62.0

Resources Available to Support the Goal 2

- Title 1 Teacher Tutors, Regular Education Teachers, Exceptional Student Education Teachers, Special Area Teachers
- District adopted curriculum
- District adopted intervention curriculum
- District Web-based programs
- After school Achieve 3000 Tutoring Program
- District Literacy Coach

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G1. 8

Core Curriculum and District Assessment Data; state assessments

Person Responsible

Eliscia Mosley

Schedule

Weekly, from 10/31/2014 to 5/8/2015

Evidence of Completion

Learning Gains on various assessments

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

G038537

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	67.0
AMO Math - ED	61.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Utilizing assessment data to drive instruction

Plan to Monitor Progress Toward G2. 8

core curriculum assessments, ongoing progress monitoring, FSA

Person Responsible

Lynn McNeill

Schedule

Monthly, from 9/5/2014 to 6/4/2015

Evidence of Completion

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

G3. The percentage of students scoring at proficiency level or above in the writing portion of the state Language Arts assessment will be at minimum equivalent to the state average. 1a

G038538

Targets Supported 1b

Indicator	Annual Target
CELLA Writing Proficiency	80.0
FAA Writing Proficiency	80.0

Resources Available to Support the Goal 2

- Writing curriculum embedded in district adopted Language Arts program
- Core Curriculum Writing program for 3rd, 4th, and 5th grade teachers
- Literacy Coach for K-5 Language Arts Teachers

Targeted Barriers to Achieving the Goal 3

- Lack of skills in the areas of spelling, grammar, and referencing text when writing in response to text
- Limited typing skills

Plan to Monitor Progress Toward G3. 8

FSA results for typed responses

Person Responsible

Lynn McNeill

Schedule

On 4/17/2015

Evidence of Completion

scored writing prompts indicating continuous growth toward goal

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. The percentage of students making annual learning gains in reading and the percentage of students scoring at proficiency level or above in reading will increase by 10%. **1**

 G038536

G1.B1 Students one year or more below grade level being provided enough rigorous instruction to make annual learning gains **2**

 B092536

G1.B1.S1 Title 1 intensive intervention during the school day **4**

 S103455

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Tammy Shintock

Schedule

Daily, from 9/1/2014 to 5/29/2015

Evidence of Completion

Title 1 Teacher Tutor weekly assessments, core curriculum assessments, Discovery Education, FAIR

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

Walk Throughs; FCIM Process; Ongoing Progress Monitoring

Person Responsible

Lynn McNeill

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

classroom walk-throughs, formal observations, lesson plans

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

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

Person Responsible

Eliscia Mosley


Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

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

G1.B1.S2 After school tutoring provided by Title 1 **4**

 S103456

Strategy Rationale

Students identified for the Achieve 3000 after school tutoring program are currently working below grade level and are in need of additional instruction to close the achievement gap.

Action Step 1 **5**

Identify 3rd, 4th, and 5th grade students who are one year or more below grade level and provide after school tutoring utilizing the Achieve 3000 program.

Person Responsible

Tammy Shintock

Schedule

Weekly, from 10/6/2014 to 5/8/2015

Evidence of Completion

core curriculum assessment data; state assessment data

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

Achieve 3000 reports; walk throughs

Person Responsible

Tammy Shintock

Schedule

Daily, from 10/6/2014 to 5/8/2015

Evidence of Completion

Achieve 3000 data reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

walk throughs; feedback from teachers and tutors

Person Responsible

Tammy Shintock


Schedule

Weekly, from 10/6/2014 to 5/8/2015

Evidence of Completion

Achieve 3000 reports; Core Curriculum and District Assessment data

G1.B1.S3 Differentiated instruction provided by regular education and ESE teachers during the school day 4

 S103457

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Lynn McNeill

Schedule

Daily, from 8/26/2014 to 5/29/2015

Evidence of Completion

core curriculum assessments, Discovery Education, FAIR

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

classroom walk-throughs; lesson plans; formal observations

Person Responsible

Lynn McNeill

Schedule

Daily, from 8/25/2014 to 6/4/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

observe for standards based instruction in small differentiated groups

Person Responsible

Lynn McNeill

Schedule

Biweekly, from 8/29/2014 to 6/4/2015

Evidence of Completion

a minimum of adequate learning gains on assessments

G1.B1.S4 "The Leader In Me" by Stephen Covey faculty-wide book study. 4

S140742

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Mary Ann Myrand

Schedule

Monthly, from 10/22/2014 to 3/18/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

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

Person Responsible

Lynn McNeill

Schedule

Biweekly, from 1/7/2015 to 6/4/2015

Evidence of Completion

Meeting notes; Activities and lessons planned and implemented;

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Leadership Team meeting discussions; Team Leader meeting discussions; surveys

Person Responsible

Angela Jones

Schedule


Monthly, from 1/7/2015 to 6/4/2015

Evidence of Completion

survey results; feedback from grade level and special area teams

G1.B1.S5 Staff development for K-5 teachers on the Florida Standards and the FSA Assessment tool.

4

 S140747

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Eliscia Mosley

Schedule

Monthly, from 8/20/2014 to 5/6/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Attendance at Professional Development sessions

Person Responsible

Lynn McNeill

Schedule

Monthly, from 8/20/2014 to 5/6/2015

Evidence of Completion

classroom walk-throughs; lesson plans; formal observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

core curriculum assessments including College and Career Readiness assessments data review

Person Responsible

Eliscia Mosley

Schedule

Biweekly, from 8/29/2014 to 6/4/2015

Evidence of Completion

core curriculum assessments including College and Career Readiness assessments

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

G038537

G2.B1 Utilizing assessment data to drive instruction 2

B092537

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. 4

S103458

Strategy Rationale

Action Step 1 5

CRT and/or District Math Coordinator/or will meet with individual teachers and grade level teams to determine instructional plans based on assessment data; FCIM Facilitator meets with Title 1 Teacher Tutors and grade level teams

Person Responsible

Eliscia Mosley

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

On Track, Benchmark assessments, core curriculum chapter tests

Action Step 2 5

Use of calendar math in grade K-5 classrooms

Person Responsible

Lynn McNeill

Schedule

Daily, from 8/25/2014 to 6/4/2015

Evidence of Completion

During classroom walk throughs and formal observations, calendar math will be checked for current use

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

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

Person Responsible

Lynn McNeill

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

On Track assessments, Core curriculum assessments

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

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

Person Responsible

Lynn McNeill

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

core curriculum assessments, ongoing progress monitoring, district assessments, FSA

G3. The percentage of students scoring at proficiency level or above in the writing portion of the state Language Arts assessment will be at minimum equivalent to the state average. 1

G038538

G3.B1 Lack of skills in the areas of spelling, grammar, and referencing text when writing in response to text 2

B092538

G3.B1.S1 spelling, grammar, and writing utilizing evidence from text will be taught explicitly in grades K-5 4

S103459

Strategy Rationale

trend data indicates students consistently have difficulty with these skills

Action Step 1 5

teachers will participate in staff development sessions for targeted writing instruction; teachers will participate in staff development sessions specifically for FSA style writing responses

Person Responsible

Lynn McNeill

Schedule

Monthly, from 8/20/2014 to 4/23/2015

Evidence of Completion

all teachers participate then implement strategies in daily instruction

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

lesson plans; classroom walk throughs; core curriculum assessments

Person Responsible

Lynn McNeill

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

classroom lessons reflect staff development targets

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

Scored prompts will be reviewed


Person Responsible

Schedule

Evidence of Completion

scored writing prompts

G3.B1.S2 Edutyping program will be utilized in grades 2-5 4

 S103460

Strategy Rationale

students do not have proficient typing skills

Action Step 1 5

Edutyping will be utilized by 2-5 students during computer lab rotation and during literacy work stations

Person Responsible

Eliscia Mosley

Schedule

Weekly, from 9/22/2014 to 6/4/2015

Evidence of Completion

observation of student typing in computer lab and in classrooms

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

observation of student typing

Person Responsible

Schedule

Evidence of Completion


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

Person Responsible


Schedule

Evidence of Completion

G3.B2 Limited typing skills 2

 B092539

G3.B2.S1 Edutyping program for grades 2-5 4

 S140819

Strategy Rationale

students need instruction and practice to become proficient in typing

Action Step 1 5

District purchases Edutyping; 5th grade implements program, then other grades follow.

Person Responsible

Eliscia Mosley

Schedule

Weekly, from 9/22/2014 to 6/4/2015

Evidence of Completion

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

observe students typing in computer lab and classrooms

Person Responsible

Eliscia Mosley

Schedule

Weekly, from 9/22/2014 to 6/4/2015

Evidence of Completion

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

Eduotyping reports

Person Responsible

Eliscia Mosley

Schedule

Monthly, from 10/3/2014 to 6/4/2015

Evidence of Completion

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Identify lowest quartile students and provide additional instruction during the school day	Shintock, Tammy	9/1/2014	Title 1 Teacher Tutor weekly assessments, core curriculum assessments, Discovery Education, FAIR	5/29/2015 daily
G1.B1.S2.A1	Identify 3rd, 4th, and 5th grade students who are one year or more below grade level and provide after school tutoring utilizing the Achieve 3000 program.	Shintock, Tammy	10/6/2014	core curriculum assessment data; state assessment data	5/8/2015 weekly
G2.B1.S1.A1	CRT and/or District Math Coordinator/or will meet with individual teachers and grade level teams to determine instructional plans based on assessment data; FCIM Facilitator meets with Title 1 Teacher Tutors and grade level teams	Mosley, Eliscia	9/2/2014	On Track, Benchmark assessments, core curriculum chapter tests	6/4/2015 monthly
G3.B1.S1.A1	teachers will participate in staff development sessions for targeted writing instruction; teachers will participate in staff development sessions specifically for FSA style writing responses	McNeill, Lynn	8/20/2014	all teachers participate then implement strategies in daily instruction	4/23/2015 monthly
G1.B1.S3.A1	Teachers will review both formal and informal assessment data to determine individual student skill strengths and weaknesses. Teachers will determine most appropriate instructional materials for meeting small group student needs.	McNeill, Lynn	8/26/2014	core curriculum assessments, Discovery Education, FAIR	5/29/2015 daily
G3.B1.S2.A1	Eduotyping will be utilized by 2-5 students during computer lab rotation and during literacy work stations	Mosley, Eliscia	9/22/2014	observation of student typing in computer lab and in classrooms	6/4/2015 weekly
G1.B1.S4.A1	Faculty-wide book study on "The Leader In Me" by Stephen Covey	Myrand, Mary Ann	10/22/2014	Participants will have reading assignments and homework to do prior to each monthly session. Homework will be collected.	3/18/2015 monthly
G1.B1.S5.A1	Professional Development throughout the school year on the Language Arts Florida Standards.	Mosley, Eliscia	8/20/2014		5/6/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.A1	District purchases Edutyping; 5th grade implements program, then other grades follow.	Mosley, Eliscia	9/22/2014		6/4/2015 weekly
G2.B1.S1.A2	Use of calendar math in grade K-5 classrooms	McNeill, Lynn	8/25/2014	During classroom walk throughs and formal observations, calendar math will be checked for current use	6/4/2015 daily
G1.MA1	Core Curriculum and District Assessment Data; state assessments	Mosley, Eliscia	10/31/2014	Learning Gains on various assessments	5/8/2015 weekly
G1.B1.S1.MA1	weekly assessments in Title 1 Tutoring classes; core curriculum bi-monthly assessments; Unit Tests	Mosley, Eliscia	8/18/2014	assessment data for Title 1 students recorded on Google Docs and monitored for increased achievement; Unit Test data entered in PCG and monitored for increased achievement	6/4/2015 weekly
G1.B1.S1.MA1	Walk Throughs; FCIM Process; Ongoing Progress Monitoring	McNeill, Lynn	8/18/2014	classroom walk-throughs, formal observations, lesson plans	6/4/2015 daily
G1.B1.S2.MA1	walk throughs; feedback from teachers and tutors	Shintock, Tammy	10/6/2014	Achieve 3000 reports; Core Curriculum and District Assessment data	5/8/2015 weekly
G1.B1.S2.MA1	Achieve 3000 reports; walk throughs	Shintock, Tammy	10/6/2014	Achieve 3000 data reports	5/8/2015 daily
G1.B1.S3.MA1	observe for standards based instruction in small differentiated groups	McNeill, Lynn	8/29/2014	a minimum of adequate learning gains on assessments	6/4/2015 biweekly
G1.B1.S3.MA1	classroom walk-throughs; lesson plans; formal observations	McNeill, Lynn	8/25/2014	small group instruction during Language Arts blocks; small group differentiated lessons planned based on assessment data	6/4/2015 daily
G1.B1.S4.MA1	Leadership Team meeting discussions; Team Leader meeting discussions; surveys	Jones, Angela	1/7/2015	survey results; feedback from grade level and special area teams	6/4/2015 monthly
G1.B1.S4.MA1	Planning sessions for implementing leadership opportunities for students during the school day	McNeill, Lynn	1/7/2015	Meeting notes; Activities and lessons planned and implemented;	6/4/2015 biweekly
G1.B1.S5.MA1	core curriculum assessments including College and Career Readiness assessments data review	Mosley, Eliscia	8/29/2014	core curriculum assessments including College and Career Readiness assessments	6/4/2015 biweekly
G1.B1.S5.MA1	Attendance at Professional Development sessions	McNeill, Lynn	8/20/2014	classroom walk-throughs; lesson plans; formal observations	5/6/2015 monthly
G2.MA1	core curriculum assessments, ongoing progress monitoring, FSA	McNeill, Lynn	9/5/2014	core curriculum assessments entered in district PCG system along with ongoing progress monitoring; district assessment results made available to leadership team and teachers; district assessments provide opportunities to review numerous reports to determine progress toward goal	6/4/2015 monthly
G2.B1.S1.MA1	Data analysis during monthly FCIM Meetings; Leadership Team Data Analysis sessions, walk throughs, lesson plans, observations	McNeill, Lynn	8/25/2014	core curriculum assessments, ongoing progress monitoring, district assessments, FSA	6/4/2015 weekly
G2.B1.S1.MA1	Classroom Walk Throughs; Feedback to teachers; lesson plans; Review of individual and team assessment data in FCIM meetings; On going progress monitoring for all students	McNeill, Lynn	8/25/2014	On Track assessments, Core curriculum assessments	6/4/2015 weekly
G3.MA1	FSA results for typed responses	McNeill, Lynn	3/2/2015	scored writing prompts indicating continuous growth toward goal	4/17/2015 one-time
G3.B1.S1.MA1	Scored prompts will be reviewed		scored writing prompts	one-time	
G3.B1.S1.MA1	lesson plans; classroom walk throughs; core curriculum assessments	McNeill, Lynn	8/25/2014	classroom lessons reflect staff development targets	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.MA1	Edotyping reports	Mosley, Eliscia	10/3/2014		6/4/2015 monthly
G3.B2.S1.MA1	observe students typing in computer lab and classrooms	Mosley, Eliscia	9/22/2014		6/4/2015 weekly
G3.B1.S2.MA1	[no content entered]			once	
G3.B1.S2.MA1	observation of student typing			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. The percentage of students making annual learning gains in reading and the percentage of students scoring at proficiency level or above in reading will increase by 10%.

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

G1.B1.S1 Title 1 intensive intervention during the school day

PD Opportunity 1

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

Facilitator

Pearson Intervention Facilitator

Participants

Title 1 Teacher Tutors; FCIM Facilitator

Schedule

Daily, from 9/1/2014 to 5/29/2015

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 and provide after school tutoring utilizing the Achieve 3000 program.

Facilitator

Achieve 3000 Trainer

Participants

After school teacher tutors and FCIM Facilitator

Schedule

Weekly, from 10/6/2014 to 5/8/2015

G1.B1.S3 Differentiated instruction provided by regular education and ESE teachers during the school day

PD Opportunity 1

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

Facilitator

Principal

Participants

New to Terwilliger Teachers

Schedule

Daily, from 8/26/2014 to 5/29/2015

G1.B1.S4 "The Leader In Me" by Stephen Covey faculty-wide book study.

PD Opportunity 1

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

Facilitator

Mary Ann Myrand

Participants

Faculty Members

Schedule

Monthly, from 10/22/2014 to 3/18/2015

G1.B1.S5 Staff development for K-5 teachers on the Florida Standards and the FSA Assessment tool.

PD Opportunity 1

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

Facilitator

Liana Glanville; Eliscia Mosely

Participants

All teachers

Schedule

Monthly, from 8/20/2014 to 5/6/2015

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

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

CRT and/or District Math Coordinator/or will meet with individual teachers and grade level teams to determine instructional plans based on assessment data; FCIM Facilitator meets with Title 1 Teacher Tutors and grade level teams

Facilitator

District Elementary Math Coordinator

Participants

K-5 Regular Education Teachers, ESE Teachers, and Title 1 Teacher Tutors

Schedule

Monthly, from 9/2/2014 to 6/4/2015

PD Opportunity 2

Use of calendar math in grade K-5 classrooms

Facilitator

District Calendar Math Trainer

Participants

New 3rd and 4th grade teachers

Schedule

Daily, from 8/25/2014 to 6/4/2015

G3. The percentage of students scoring at proficiency level or above in the writing portion of the state Language Arts assessment will be at minimum equivalent to the state average.

G3.B1 Lack of skills in the areas of spelling, grammar, and referencing text when writing in response to text

G3.B1.S1 spelling, grammar, and writing utilizing evidence from text will be taught explicitly in grades K-5

PD Opportunity 1

teachers will participate in staff development sessions for targeted writing instruction; teachers will participate in staff development sessions specifically for FSA style writing responses

Facilitator

Literacy Coach

Participants

Language Arts Teachers

Schedule

Monthly, from 8/20/2014 to 4/23/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: The percentage of students making annual learning gains in reading and the percentage of students scoring at proficiency level or above in reading will increase by 10%.	342,200
Goal 2: The percentage of students making learning gains in math and the percentage of students scoring at proficiency level or above in math will increase by 10%.	2,200
Goal 3: The percentage of students scoring at proficiency level or above in the writing portion of the state Language Arts assessment will be at minimum equivalent to the state average.	2,000
Grand Total	346,400

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

Description	Source	Total
B1.S1.A1 - Title 1 Teacher Tutors; FCIM Facilitator; My Sidewalks Training; My Sidewalks materials	Title I Part A	325,000
B1.S2.A1 - Achieve 3000 Training; Achieve 3000 Facilitator and Tutors	Title I Part A	10,000
B1.S3.A1 - Small Group Differentiated Instruction books for new teachers.	Title I Part A	200
B1.S4.A1 - books for all teachers; materials for full implementation	Title I Part A	2,000
B1.S5.A1 - Literacy Coach materials including copying	Title I Part A	5,000
Total Goal 1		342,200

Goal 2: The percentage of students making learning gains in math and the percentage of students scoring at proficiency level or above in math will increase by 10%.

Description	Source	Total
B1.S1.A1 - math materials	Title I Part A	2,000
B1.S1.A2		200
Total Goal 2		2,200

Goal 3: The percentage of students scoring at proficiency level or above in the writing portion of the state Language Arts assessment will be at minimum equivalent to the state average.

Description	Source	Total
B1.S1.A1 - writing materials; teacher training	Title I Part A	2,000
Total Goal 3		2,000