

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
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325 West Gaines Street
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School Name: MYRA TERWILLIGER ELEMENTARY SCHOOL

District Name: Alachua

Principal: Lynn McNeill

SAC Chair: Sherry Sakai

Superintendent: Dr. W. Daniel Boyd

Date of School Board Approval:

Last Modified on: 10/29/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Lynn McNeill	Bachelors-Elementary Education Masters-Educational Leadership	3	7	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

AYP: below criteria in math for SWD;
2005-2006
School Grade A
AYP: criteria met

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
New Teacher Mentor	Maria Wallis	Elementary Education K-6			
Technology	Gennette Gailey	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.	3	3	Terwilliger: A, B, C, D depending on the year.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	All teachers new to Terwilliger are paired with a Team Leader to answer questions and assist as needed.	Principal and assigned Team Leader	August, 2012	
2	Mentor Coaches are provided by the district for new teachers.	District Office	August, 2012	
3	The district hosts a job fair each Spring to recruit high quality, highly qualified teachers.	District Office	June, 2013	
4	New to Terwilliger teacher orientation	Leadership Team at Terwilliger	August, 2012	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
49	6.1%(3)	26.5%(13)	30.6%(15)	36.7%(18)	51.0%(25)	100.0%(49)	26.5%(13)	12.2%(6)	49.0%(24)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
District Mentor	Paula Sallas	District Program	Regular meetings scheduled to address resource management, curriculum, classroom management, lesson planning, professionalism, and use of technology in the classroom.
District Mentor	Rachel Brunges	District Program	Regular meetings scheduled to address resource management, curriculum, classroom management, lesson planning, professionalism, and use of technology in the classroom.
District Mentor	Meg Amos	District Program	Regular meetings scheduled to address resource management, curriculum, classroom management, lesson planning, professionalism, and use of technology in the classroom.
District Mentor	Julie Desmarais	District Program	Regular meetings scheduled to address resource management, curriculum, classroom management, lesson planning, professionalism, and use of technology in the classroom.
District Mentor	Charlene Cua	District Program	Regular meetings scheduled to address resource management, curriculum, classroom management, lesson planning, professionalism, and use of technology in the classroom.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

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.

Title I, Part C- Migrant

N/A

Title I, Part D

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.

Housing Programs

N/A

Head Start

Terwilliger has six Head Start classrooms on campus. There is also a Head Start administrator on site.

Adult Education

N/A

Career and Technical Education

Terwilliger conducts a school-wide career day event with multiple guest speakers representing a wide variety of careers.

Job Training

N/A

Other

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

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

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

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.

CIMS 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.

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?

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.

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?

Members of the RTI Leadership team provide input regarding staff development, instructional materials, and research-based programs and strategies to be included in the school improvement plan. Decisions are made based on student achievement data and teacher input. The RTI Leadership Team provides staff development and they disseminate information to the faculty.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

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.

Describe the plan to train staff on MTSS.

Professional development will be provided at faculty meetings, team leader meetings, and small sessions as needed throughout the year.

Describe the plan to support MTSS.

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Principal, FCIM Facilitator, Curriculum Resource Teacher, Literacy Coach, and Team Leaders.

Describe how the school-based LLT functions (e.g., meeting processes and roles/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.

What will be the major initiatives of the LLT this year?

Major initiatives include full implementation of Guided Leveled Reading instruction along with Literacy Work Stations. FCIM data meetings by grade level at least once per month. The Terwilliger Response to Intervention Plan will be fully implemented.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

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.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

[Empty text box]

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

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How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

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Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	32% of 3rd - 5th graders will score at achievement level 3 on the 2013 FCAT Reading Test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (49)of students in grades 3-5 scored at level 3 based on the Reading portion of the 2012 FCAT.	32% of 3rd - 5th graders will score at achievement level 3 on the 2013 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No anticipated barriers	Teachers and intervention teachers will plan supplemental instruction in addition to core curriculum for students needing tier 2 and 3 intervention. Instruction will be research-based and determined by analyzing data. Teachers and Intervention Teachers will utilize the gradual release model.	Principal, CRT, and Coaches	Data analysis during monthly FCIM Meetings	core curriculum assessments, on-going progress monitoring, district assessments
2	No anticipated barriers	Questions and activities beyond level 1 of Webb's Depth of Knowledge will be incorporated in lessons.	Principal, CRT	walk-throughs and lesson plans	On Track, Benchmark assessments, and FCAT, core curriculum tests
3	No anticipated barriers	Teachers will create print rich classrooms representing the core curriculum areas	Principal, CRT	walk-throughs	FAIR, Core curriculum assessments, On Track, FCAT
4	No anticipated barriers	Kagan structures embedded in lessons to increase student engagement	Principal, District Kagan Coach, CRT	walk-throughs, observations	Lesson plans
5	No anticipated barriers	School-based Lesson Study Model	Principal; CRT	Teachers become familiar with and utilize the lesson study model	Lesson Plans
6	No anticipated barriers	On-going progress monitoring and review of data	Principal, FCIM Facilitator, CRT	Monthly Data Meetings; Review of data submitted by Leadership Team	FAIR, Core Curriculum Assessments, On-Track, FCAT
7	No anticipated barriers	Add rigor to Literacy Work Stations	Principal, CRT	walk-throughs, observations	Lesson Plans
8	Poor attendance	Phonics for Reading grades 1-3; Reading Rewards grades 4-5 for targeted students. Vocabulary through	Principal, CRT, and classroom teachers	core curriculum assessment scores compared to 2010-2011 scores; monthly grade level FCIM meetings to	McMillan-Harcourt assessments; FAIR

		Morphemes for grades 4-5 in all reading classes.		review data	
9	Difficulty meeting the needs of the various levels of learners in the classroom.	Guided Levelled Reading instruction during 90 minute reading block along with Literacy Work Stations	Principal, CRT, FCIM Facilitator; Literacy Coach	core curriculum assessment scores; monthly grade level FCIM meetings to review data	McMillan-Harcourt assessments; FAIR; Benchmark assessments
10	Mobility Rate and lack of time to cover tested skills prior to FCAT	Utilize the district pacing guide and school-wide instructional calendar at each grade level.	CIMS Facilitator, CRT, and Principal	Monthly grade level data meetings; Team meetings	Core Curriculum assessments; FAIR; Benchmark assessments
11	Grade level teams need similar overall data in order to conduct meaningful data driven instruction PDC's	FAIR assessments will be implemented three times per year to monitor progress. McMillan unit and benchmark tests will be used to monitor progress. FCIM will be used to improve student achievement. Fluency assessments will be implemented according to district guidelines.	Principal, CRT, FCIM Facilitator	core curriculum assessments, fluency assessments, FAIR, Benchmark assessments	McMillan data; lesson plans; FCIM progress
12	Low motivation and support to read outside of school	Utilize the Accelerated Reading program with fidelity	Media Specialist; CRT; Principal	book circulation reports; Benchmark assessments	benchmark assessments; core curriculum assessments
13	No anticipated barriers	FCIM Facilitator will conduct monthly data chats with grade level teams	Principal, FCIM Facilitator	FCIM Data chat minutes	FCIM Data notebooks
14	No anticipated barriers	Students in grades 3-5 will set independent goals for reading based on current data	FCIM Facilitator, CRT, Teachers	Monitor progress toward goals	FAIR, Benchmark Assessments, Core curriculum assessments, individual student goal forms
15	No anticipated barriers	Secret Stories Phonics program will be utilized in each 1st and 2nd grade classroom.	CRT, Principal, Team Leaders	walk-throughs, lesson plans	FAIR, Core Curriculum Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The percentage of students scoring at levels 4,5, and 6 on the reading portion of the FAA will increase by 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(1) or 50% of students scored at levels 4, 5, and 6 in reading on the FAA>	The percentage of students scoring at levels 4,5, and 6 on the reading portion of the FAA will increase by 25%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	attendance	differentiated, small group instruction	ESE Self-Contained Teacher, School Counselor, Principal	walk-throughs, observations	Florida Alternative Assessment tools, school level assessments
2	No barrier	District-Wide supplemental programs (Brain Pop, Ticket to Read, Discovery Ed)	ESE Self-Contained Teacher, CRT, Principal	walk-throughs, observations	FAA, school level assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase percentage of students achieving at level 4 by 10% to 34% in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52 of 218 or 24% of students at grades 3, 4, and 5 scored at level 4 on the 2012 Reading portion of the FCAT.	Increase percentage of students achieving at level 4 by 10% to 34% in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No anticipated barriers	Higher order thinking questions and activities will be incorporated into lessons in all curriculum areas.	Principal, CRT	walk-throughs, observations, lesson plans	benchmark, On Track, FCAT
2	No anticipated barriers	Some ability grouping at grade levels for students demonstrating the need for the next grade level higher curriculum.	Principal, CRT, Teachers	walk-throughs, observations, lesson plans	FAIR, On-Track, district assessments, FCAT
3	No anticipated barriers	adding rigor to literacy work stations	Principal, CRT	walk-throughs, observations, lesson plans	FAIR, On-Track, core curriculum assessments, FCAT
4	Mobility Attendance Much instructional and planning time devoted to below level readers	Guided Leveled Reading during 90 minute block utilizing above level readers	Teachers, Principal, CRT, FCIM Facilitator	Data meetings; On going progress monitoring	Core curriculum assessments, benchmark assessments; progress monitoring assessments according to RTI plan

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	25% or more will score at level 7 on the 2013 Reading portion of the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students scored at level 7 on the 2012 Reading portion of the FAA.	25% or more will score at level 7 on the 2013 Reading portion of the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	attendance	small group differentiated	ESE Self-Contained	walk- thoughts,	Florida Alternative

1		instruction	Teacher, School Counselor, Principal	observations, lesson plans	Assessments, school level assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Increase percentage of students in grades 4 and 5 making learning gains by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (94) students made learning gains as defined by 2012 FCAT Reading test.	75% (98) of grades 4 and 5 students will achieve learning gains as defined by FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No anticipated barriers	On-going progress monitoring and review of data	Principal, FCIM Facilitator, CRT	Monthly Data Meetings; Review of data submitted by Leadership Team	FAIR, Core Curriculum Assessments, On-Track, FCAT
2	Attendance Tardiness Mobility	All level 1 and 2 students will be have an additional block of reading instruction 4-5 days per week.	FCIM Facilitator, CRT, Principal, Title 1 Teacher Tutors	FCIM Data Meetings	FAIR; benchmark assessments
3	Mobility Some students not being identified as needing additional instruction or interventions	Implement Terwilliger's On-Going Progress Monitoring (OPM) Plan with fidelity.	Principal, CRT, Classroom Teachers	Data Meetings	OPM probes are by grade level and defined in RTI plan. FAIR; Benchmark assessments
4	Attendance Lack of Extra Support outside of school	After School Tutoring	SES Site Facilitator, FCIM Facilitator, CRT	Data Meetings	FAIR; Benchmark assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	75% of students will make learning gains in reading as defined by the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(1) or 50% of students made learning gains in reading on the FAA.	75% of students will make learning gains in reading as defined by the FAA.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	4th and 5th grade lowest quartile students making learning gains as defined by FCAT will increase by at least 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (30) of lowest quartile made learning gains on 2012 Reading portion of FCAT.	At least 91% of lowest quartile will make learning gains on reading portion of 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance Tardiness Mobility 90 minute reading block not enough time to address the needs of lowest quartile	All lowest quartile students will be provided with an extra block of reading instruction during the regular school day.	FCIM Facilitator, CRT, Principal, Title 1 Teacher Tutors	Data Meetings	On-Going Progress Monitoring; FAIR; Benchmark assessments
2	Attendance Tardiness	After school tutoring in the area of Reading	SES Site-Facilitator; School level site facilitator	Progress reports provided by tutors	FAIR, benchmark assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # In six years, Terwilliger will reduce the achievement gap in reading by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54	58	63	67	71	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	All sub-groups will make adequate yearly progress in the area of reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(74) 64% of black (13) 54% of hispanic (19) 34% of white students in sub-groups did not make satisfactory progress in reading based on the 2012 FCAT.	All sub-groups will meet or exceed reading proficiency on 2013 reading portion of FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Attendance Tardiness; Grade level teams need similar overall data in order to conduct meaningful data driven instruction PDC's	FAIR assessments will be used 3 times per year to monitor progress. McMillan unit and benchmark tests will be used to monitor progress. FCIM will be used to improve student achievement. Fluency assessments will be implemented according to district guidelines.	CRT, FCIM Facilitator; Teachers, Principal	Data Meetings	Fluency assessments, Vocabulary assessments, FAIR, Core curriculum assessments, Benchmark assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The percentage of ELL students making adequate yearly progress in the area of reading will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On 2012 FCAT (6) 86% of the "ELL" sub-group did not make satisfactory progress in reading.	The percentage of ELL students making adequate yearly progress in the area of reading will increase by 10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language	Title 1 pull-out services for level 1 and 2 ELL students	Title 1 Tutors; FCIM Facilitator, CRT	FCIM grade level DATA meetings	core curriculum assessments, FAIR, Benchmark assessments
2	Language	After school tutoring	SES tutoring and Site Facilitator	Data Meetings	core curriculum assessments; FAIR; Benchmark Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The SWD sub-group meeting or exceeding the reading proficiency level on the 2013 FCAT will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(41) 82% of the SWD sub-group did not make satisfactory progress in the area of reading on the 2012 FCAT.	The SWD sub-group meeting or exceeding the reading proficiency level on the 2013 FCAT will increase by 10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Attendance Tardiness; Grade level teams need similar overall data in order to conduct meaningful data driven	FAIR assessments will be used 3 times per year to monitor progress. McMillan unit and benchmark tests will be	CRT, FCIM Facilitator, Principal, Teachers	Data Meetings	Fluency assessments, Vocabulary assessments, FAIR, benchmark

1	instruction PDC's	used to monitor progress. FCIM will be used to improve student achievement. Fluency assessments will be implemented according to district guidelines.			assessments, core curriculum assessments
2	Behavior Attendance Students struggle with grade level text when attempting to focus on a skill or benchmark area	The Intervention portion of core curriculum will be utilized along with core curriculum during 90 minute reading block.	ESE Teachers; CRT; Principal	Data Meetings	FAIR, Benchmark Assessments, Core Curriculum Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The economically disadvantaged sub-group making the required learning gains will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Results of 2012 FCAT indicate (97) 57% of low SES students did not make satisfactory progress in the area of reading.	The economically disadvantaged sub-group making the required learning gains will increase by 10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance Mobility Rate The 90 minute reading block does not provide enough intervention time for all students needing additional instruction and/or intervention	Title 1 Teacher Tutors will provide additional reading instruction for all level 1 and 2 low SES students during the school day.	Title 1 Tutors; FCIM Facilitator, CRT	Monthly FCIM Data meetings	core curriculum assessments, FAIR, Benchmark assessments

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Guided Leveled Reading and Literacy Workstations	K-5	FCIM Facilitator	New to Terwilliger Teachers	October, 2012 - March, 2013	classroom walk-throughs and lesson plan review	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reading Program	annual access for each 1st - 5th grade student	Internal Account	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Guided Leveled Reading	professional books, teacher stipends	Title 1	\$500.00
Literacy Work Stations	professional books, teacher stipends	Title 1	\$500.00
Kagan Training for new to Terwilliger Teachers	professional books	District Level Title 1 Office	\$400.00
			Subtotal: \$1,400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Additional reading instruction during the school day.	Title 1 Teacher Tutors	Title 1	\$274,000.00
After school tutoring	Teacher Tutors and SES Tutors	Title 1 (budget amount for teacher tutors only)	\$500.00
			Subtotal: \$274,500.00
			Grand Total: \$277,900.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		60% or more students will be proficient in the area of listening/speaking on the 2013 CELLA test.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
(8) or 42% were proficient in the area of listening/speaking on the 2012 CELLA test.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	mobility rate	teachers utilizing ESOL strategies throughout the school day.	Principal, CRT	walk-throughs, observations	CELLA
2	none	CRISS strategies K-5	Principal, CRT	walk-throughs, lesson plans, observations	CELLA

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:		60% of students will be proficient in Reading on the 2013 CELLA test.			
2012 Current Percent of Students Proficient in reading:					
(8) or 42% of students were proficient in Reading on the 2012 CELLA test.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	mobility	Title 1 pull-out tutorial for level 1 and level 2 ESOL students.	CRT, FCIM Facilitator, Principal	walk-throughs, observations	CELLA, district reading assessments

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:		60% of students will be proficient on writing portion of the 2013 CELLA test.			
2012 Current Percent of Students Proficient in writing:					
(8) or 42% of students were proficient in Writing on the 2012 CELLA test.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	mobility rate	ESOL parent meetings; Use of ESOL strategies in the classroom	CRT, Teachers, Principal	lesson plans, walk-throughs, observations	CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
ESOL ESY	teacher salary	District ESOL	\$2,000.00
ESOL After School Tutoring	teacher stipend	District ESOL	\$500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,500.00

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	36% (78) or more of all grades 3,4 and 5 students will score at proficiency level on math portion of FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (56) of students scored at proficiency level.	36% (78) or more of grades 3-5 students will score at proficiency level on math portion of FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No anticipated barriers	Teachers and intervention teachers will plan supplemental instruction in addition to core curriculum for students needing tier 2 and 3 intervention. Instruction will be research-based and determined by analyzing data. Teachers and Intervention Teachers will utilize the gradual release model.	Principal, CRT, and Coaches	Data analysis during monthly FCIM Meetings	core curriculum assessments, on-going progress monitoring, district assessments
2	No anticipated barriers	Questions and activities beyond level 1 of Webb's Depth of Knowledge will be incorporated in lessons.	Principal, CRT	walk-throughs and lesson plans	On Track, Benchmark assessments, and FCAT, core curriculum tests
3	No anticipated barriers	Teachers will create print rich classrooms representing the core curriculum areas	Principal, CRT	walk-throughs	FAIR, Core curriculum assessments, On Track, FCAT
4	No anticipated barriers	Kagan structures embedded in lessons to increase student engagement	Principal, District Kagan Coach, CRT	walk-throughs, observations	Lesson plans
5	No anticipated barriers	School-based Lesson Study Model	Principal; CRT	Teachers become familiar with and utilize the lesson study model	Lesson Plans
6	No anticipated barriers	On-going progress monitoring and review of data	Principal, FCIM Facilitator, CRT	Monthly Data Meetings; Review of data submitted by Leadership Team	FAIR, Core Curriculum Assessments, On-Track, FCAT
7	No anticipated barriers	Add rigor to Literacy Work Stations	Principal, CRT	walk-throughs, observations	Lesson Plans
8	No anticipated barriers	Increase the use of manipulatives during math instruction for all grade levels	Principal, CRT, Math Coach	Walk Throughs; Math Coach will assist with lesson planning	Lesson Plans; Core curriculum assessments
9	No anticipated barriers	Increase math fluency for basic facts	CRT, Math Teachers, Principal	Monthly Data meetings, Walk Throughs	Lesson Plans, Core Curriculum Assessments, web-based

					program generated reports
10	Attendance Mobility Rate The need to have an overall view of strong and weak benchmark areas in order to plan effectively	Students will be tested using the On Track benchmark assessments 3 times per year in grades 3-5. Data will be used to monitor progress and plan for differentiated instruction.	CRT, FCIM Facilitator, Principal, Teachers	Data Meetings monthly	On Track assessments, Core curriculum assessments
11	Attendance Mobility Rate Higher order thinking and problem solving skills are weak for many students	Additional tutorial and/or small group will address On-Track and basal data. Explicit instruction with hands-on guided and independent practice will be incorporated.	CRT, Teachers, Title 1 Teacher Tutors, Principal	Data Meetings monthly	On Track assessments, core curriculum assessments
12	No anticipated barriers	Incorporate the use of math work stations during the math block	Principal, CRT, Math Teachers	walk-throughs, observations	On Track, Core Curriculum Assessments
13	No anticipated barriers	Use of calendar math with fidelity by all math teachers	Principal, CRT, Math Teachers	Walk Throughs, Data Meetings, Meetings with Math Coach, Walk-Throughs	On Track assessments and core curriculum assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	75% of students will score at levels 4, 5, or 6 on the math portion of the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1) of students scored at levels 4, 5, or 6 on the math portion of the FAA.	75% of students will score at levels 4, 5, or 6 on the math portion of the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	attendance	differentiated, small group instruction	ESE Self-Contained Teacher, School Counselor, Principal	walk-throughs, observations	Florida Alternative Assessment tools, school level assessments
2	No barrier	District-Wide supplemental programs (Brain Pop, Ticket to Read, Discovery Ed)	ESE Self-Contained Teacher, CRT, Principal	walk-throughs, observations	FAA, school level assessments
3	No barrier	Increase the use of manipulatives	ESE Self-Contained Teacher, CRT, Principal	walk-throughs, observations	FAA, school level assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Increase the percentage of students scoring above proficiency by 10% on the 2013 Math portion of the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

20% (43 students) scored at levels 4 or 5 on the 2012 Math portion of the FCAT.	30% or more of 3-5 students will score above proficiency level on the Math portion of the 2013 FCAT.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No anticipated barriers	Higher order thinking questions and activities will be incorporated into lessons in all curriculum areas.	Principal, CRT	walk-throughs, observations, lesson plans	benchmark, On Track, FCAT
2	No anticipated barriers	Some ability grouping at grade levels for students demonstrating the need for the next grade level higher curriculum.	Principal, CRT, Teachers	walk-throughs, observations, lesson plans	FAIR, On-Track, district assessments, FCAT
3	No anticipated barriers	adding rigor to literacy work stations	Principal, CRT	walk-throughs, observations, lesson plans	FAIR, On-Track, core curriculum assessments, FCAT
4	No known barriers	School-based lesson study	Principal, CRT, FCIM Facilitator, Math Coach	Teachers become familiar with and utilize the lesson study model	Lesson Plans
5	Time to "challenge" and "stretch" the thinking of high performing students	3rd, 4th, and 5th grade Gifted students will be served daily in the area of math.	Gifted Teacher, CRT, Principal	On going progress monitoring, Data Chats	On Track, chapter tests
6	There is a need for overall data for grade level teams to determine areas of strength and weakness and make instructional decisions	Students will be tested using the On Track benchmark assessments 3 times per year in grades 3-5. Data will be used to monitor progress and plan for differentiated instruction	CIMS Facilitator, CRT, and Math Teachers	Percentage of students making above adequate progress toward benchmarks will be calculated	On Track, Core Curriculum Assessments
7	No known barriers	AIMS and GEMS activities will be incorporated into math lessons	Principal, CRT,	walk throughs, lesson plans, data chats	On Track, Core curriculum assessments, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	25% of students will score at or above achievement level 7 of the math portion of the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students scored at achievement level 7 or above on the 2012 math portion of the FAA.	25% of students will score at or above achievement level 7 of the math portion of the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	attendance	small group differentiated instruction	ESE Self-Contained Teacher, School Counselor, Principal	walk-thoughts, observations, lesson plans	Florida Alternative Assessments, school level assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The number of grade 4 and 5 students making learning gains as defined by the state will increase by 10% or more.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (101) students made learning gains on the 2012 FCAT.	The number of grade 4 and 5 students making learning gains as defined by the state will increase by 10% or more.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No anticipated barriers	On-going progress monitoring and review of data	Principal, FCIM Facilitator, CRT	Monthly Data Meetings; Review of data submitted by Leadership Team	FAIR, Core Curriculum Assessments, On-Track, FCAT
2	Attendance; Lack of support outside of school; Students needing more time utilizing real-world items and problems to build problem solving skills	The school will implement benchmark assessments three times per year. Core Math benchmark assessments and chapter/unit basal tests will be used to monitor progress. Students will be provided additional practice through the use of technology i.e. V-Math AIMS, Calendar Math, hands-on activities, correlation to real life experiences and higher order questions and activities will be implemented in lessons. In grades K-5, students identified in the lowest quartile will receive additional/intensive instruction.	CRT, FCIM Facilitator, Principal;	Review of benchmark and item analysis data. Data chats Review of Core Curriculum data and planning of lessons to ensure differentiated instruction toward benchmark goals.	chapter tests, On Track assessments, Big Idea Tests; Lesson plan review; classroom walk-throughs
3	No anticipated barriers	Increase the use of FOCUS lessons	Principal; CRT; Math Coach	Monitor changes in core curriculum assessment scores	Core curriculum assessments
4	No anticipated barrier	Use of Number Worlds by Title 1 Teacher Tutors	Principal, CRT	Review of core curriculum data for students receiving additional instruction in math	Core Curriculum assessments
5	No anticipated barrier	Use of reflex math	Principal, CRT	Monitor changes in core curriculum assessment scores	Core Curriculum assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	75% of students will make learning gains on math portion of the 2013 FAA.
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Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1) of students made learning gains on the math portion of the FAA.	75% of students will make learning gains on math portion of the 2013 FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	small group differentiated instruction during math block	Self-Contained ESE Teacher, Principal	walk-throughs, lesson plans, observations	FAA, Core Curriculum Assessments
2	None	increased use of manipulatives	Self-Contained ESE Teacher, Principal, CRT	walk-throughs, lesson plans, observations	FAA, Core Curriculum, Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	78% or more 4th and 5th graders in the lowest quartile will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(26) of 4th and 5th grade students in lowest quartile made learning gains.	78% or more 4th and 5th graders in the lowest quartile will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No anticipated barriers	Increase the use of manipulatives during math lessons at all grade levels	Principal, CRT, Math Coach	walk-throughs, lesson plans	On Track assessments, core curriculum assessments
2	Attendance	Additional tutorial and/or small group will address On-Track and basal data. Explicit instruction with hands-on guided and independent practice will be incorporated.	FCIM Facilitator; Title 1 Teacher Tutors, CRT	DATA meetings	On Track assessments, core curriculum assessments
3	No anticipated barriers	Monitor progress of lowest quartile. Make changes in intervention groups after analyzing student achievement data.	FCIM Facilitator, Title 1 Teacher Tutors, Principal, CRT	FCIM Model, Data chats	On Track assessments, core curriculum assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # In a six years, Terwilliger will reduce the achievement gap by 50%
5A :	

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54	58	63	67	71	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	All sub-groups will make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Sub-groups not making satisfactory progress in math as measured by the 2012 FCAT. Black - 66% did not. Hispanic - 67% did not. White - 30% did not.	All sub-groups will make satisfactory progress in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	attendance mobility	Additional tutorial/small group instruction will address On-Track and basal data. Explicit instruction with hands-on guided and independent practice incorporated.	FCIM Facilitator; CRT; Title 1 Teacher Tutors; Principal	Percent of students making adequate progress is calculated. Student progress is reviewed by the team using On-Track and basal assessment data.	On Track assessments; core curriculum assessments
2	attendance mobility	AIMS, Calendar Math, hands-on activities, correlation to real life experiences and higher order questions and activities will be implemented in lessons.	CRT; Principal; Teachers	Percent of students making adequate progress is calculated. Student progress is reviewed by the team using On-Track and basal assessment data.	On Track assessments; core curriculum assessments
3	attendance mobility	Grade level and individual meetings with CRT and FCIM Facilitator to review data and best practices-also lesson planning and PLC's	CRT; Principal; Team Leaders; FCIM Facilitator	Percent of students making adequate progress is calculated. Student progress is reviewed by the team using On-Track and basal assessment data.	On Track assessments; core curriculum assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	All sub-groups will make satisfactory progress in math on 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (5 students) did not make satisfactory progress in math as measured by the 2012 FCAT.	All sub-groups will make satisfactory progress in math on 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Language	Additional tutoring for ELL students	CRT	Review of student data by CRT and FCIM Facilitator	On Track assessments and core curriculum tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	All sub-groups will make satisfactory progress in math on 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (32 students) did not make satisfactory progress in math as measured by the 2012 FCAT.	All sub-groups will make satisfactory progress in math on 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	attendance lack of higher order thinking skills	Additional tutorial and/or small group will address On-Track and basal data. Explicit instruction with hands-on guided and independent practice will be incorporated.	ESE Teachers; CRT; FCIM Facilitator; Principal	Data Meetings	On Track assessments and core curriculum assessments
2	attendance lack of higher order thinking skills	Students will be provided additional practice through the use of technology i.e. V-Math	ESE Teachers; CRT; FCIM Facilitator; Principal	Data Meetings	On Track assessments and core curriculum assessments
3	Lack of basic math skills	ESE Math teachers will utilize Calendar Math with fidelity	ESE Teachers; CRT; Principal	Data Chats	On Track assessments and core curriculum assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	All sub-groups will make satisfactory progress in the area of math on 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (100 students) of economically disadvantaged students did not make satisfactory progress as measured by the 2012 FCAT.	All sub-groups will make satisfactory progress in the area of math on 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	attendance; Students needing more time utilizing real-world items and problems to build problem solving skills	The school will implement benchmark assessments three times per year. Core Math benchmark	CRT; FCIM Facilitator; Principal; Teachers	Data meetings	On Track Assessments; Core curriculum tests; walk-throughs; FCIM process

1	<p>assessments and chapter/unit basal tests will be used to monitor progress.</p> <p>Students will be provided additional practice through the use of technology.</p> <p>AIMS, Calendar Math, hands-on activities, correlation to real life experiences and higher order questions will be implemented in lessons.</p> <p>In grades K-5, students identified in the lowest quartile will receive additional/intensive instruction.</p>		
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End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Calendar Math	All Grades	District Trainer; Tammy Shintock	K-5 Teachers new to school.	September 2012	walk-throughs	Principal, CRT
Lesson Study	All Grades	CRT;	Pre-K - 5 Teachers	2012-2013 school year	attending lesson study sessions;	Principal, CRT
Data Meetings	Grades 3-5	FCIM Facilitator	3-5 teachers	upon receipt of On-Track Assessment results	walk-throughs, lesson plans	FCIM Facilitator, Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Calendar Math	Teacher Instructional materials	District Title 1	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Reflex Math web-based program	school access for one year	District Title 1	\$1,000.00
Increased student engagement with updated technology	smart response systems	Title 1	\$2,000.00
			Subtotal: \$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporate the use of AIMS strategies/lessons in math lessons.	Consultant for New Teachers	District Title 1	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
Additional instruction in the area of math each day.	Title 1 Teacher Tutors	Title 1 (Cost already included in Reading budget).	\$0.00
After school tutoring	Teacher Tutors and SES Tutoring	Title 1 (Funding amount for school teacher tutors only)	\$500.00
			Subtotal: \$500.00
			Grand Total: \$3,700.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		The percentage of students achieving proficiency in science will increase by at least 10%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
43% (32) of 5th graders demonstrated proficiency on the 2012 Science portion of the FCAT.		53% of 5th grade students will meet or exceed the expected level of performance on the 2013 Science portion of the FCAT.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Lowest quartile 5th graders will be provided an additional block of reading instruction utilizing science text	Title 1 Teacher Tutor, FCIM Facilitator, CRT, Principal	Monthly data meetings with grade level teams	Science benchmark assessments; Core Science curriculum assessments; Mini FCAT Science assessments
2	Tardiness	Science word of the week highlighted on school-wide morning news program	Media Specialist; Classroom teachers	Grade level team meetings	Core curriculum assessments
3	No anticipated barriers	Incorporate the use of science text (leveled readers, etc.) in Reading instruction	Principal, Teachers	walk-throughs; Grade level team meetings	Core curriculum assessments; Science benchmark assessments
4	Allocating time during school day for all students to access books	Increase the percentage of non-fiction science text in classroom libraries	Teachers, Principal, CRT	classroom walk-throughs; Library Literacy Workstation usage	Core curriculum assessments; Science benchmark assessments
5	No anticipated barriers	Staff development for all teachers on New Generation Science Standards	Consultant; CRT; Principal	lesson plans; classroom walkthroughs	Core curriculum assessments; Science On Track; Benchmark assessments
6	No anticipated barriers	Utilize science lab materials	Principal; CRT	lesson plans; classroom walk-throughs	Science assessments

7	No anticipated barriers	Utilize AIMS and GEMS activities	Principal; CRT	walk-throughs	Science assessments
8	No anticipated barriers	Continued implementation of science curriculum - National Geographic	Principal; CRT	walk-throughs, lesson plans	science assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	29% or more of current 5th graders will score above level 3 on 2013 Science portion of FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (14) of 5th grade students performed at levels 4 or 5 on 2012 FCAT.	29% or more of current 5th graders will score at level 4 or 5 on 2013 Science portion of FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No anticipated barriers	Increase the use of science text during reading instruction.	Teachers, CRT, Principal	Data meetings	Core curriculum assessments; On Track and benchmark assessments
2	No anticipated barriers	Use of Discovery Education	Principal; CRT	lesson plans	core curriculum assessments
3	No anticipated barriers	Use of real world science experiences and labs	Principal, CRT	lesson plans, walk-throughs	On Track, core curriculum assessments
4	No anticipated barriers	Gifted program 1st - 5th addressing science benchmarks	Principal, CRT	walk-throughs, observations, lesson plan	On Track, core curriculum assessments
	No anticipated barriers	Use of daily science	Principal, CRT,	walk-throughs, lesson	On-Track, core

5		notebooks	Teachers	plans	curriculum assessments, FCAT
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
National Geographic training for new teachers	K-5	District Science Coordinator	new science teachers	August 2012	lesson plans, walk-throughs	Principal, CRT
Understanding the New Generation Science standards	K-5 Science	CRT	science teachers	Faculty Meetings; Team Leader Meetings	lesson plans, walk-throughs	Principal, CRT
Increasing the use of non-fiction science text throughout the school day.	K-5; Science	CRT	science teachers	Faculty Meetings, Team Leader Meetings	walk-thoughts, lesson plans	Principal, CRT

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Utilize leveled science text during reading instruction	Leveled Science Readers	Title 1	\$0.00
Hands on science labs in classrooms.	science lab materials	District	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize Discovery Education	Discovery Education	District	\$0.00
Use of Science FCAT Explorer	FCAT Explorer	State	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Understanding Science Standards	District Science Coordinator	District	\$0.00
Use of AIMS and GEMS activities in the classroom	AIMS and GEMS training	Title 1/District	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	92% of 4th graders will achieve level 3.5 or above on writing portion of FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88%(65) 4th graders scored at level 3 or above on 2012 FCAT.	92% of 4th graders will achieve level 3.5 or above on writing portion of FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor reading skills	Title 1 Teacher Tutor will provide additional writing instruction for struggling 4th grade writers.	Title 1 Tutor, FCIM Facilitator, CRT, and Principal	Monthly writing prompts scored and reviewed at data meetings	writing prompts
2	Lack of skills in the areas of expository and narrative writing	Elements of expository and narrative writing will be explicitly taught, practiced and observed in students' work	Principal, CRT	Lesson plans, classroom walk-throughs, data meetings and team meetings	scored writing prompts
3	No anticipated barriers	Ongoing staff development and monitoring of school writing plan	Principal, CRT	Lesson plans, classroom walk-throughs	scored writing prompts

4	No anticipated barriers	Use of writing journals across the curriculum	Principal and CRT	Classroom walk-throughs	Lesson Plans
5	No anticipated barriers	Daily Oral Language K-5; Emphasis on correct spelling of grade level words and conventions	Principal and CRT	Classroom walk-throughs, lesson plans	scored writing prompts
6	No anticipated barriers	Addition of Dolsch Sight Words to spelling lists 1st - 3rd	Principal and CRT	Classroom walk-throughs	scored writing prompts

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Current State Expectations for Writing	4th	District Coaches	4th grade team leader and CRT	September, 2012	Information shared at Team Leader Meeting and 4th grade Team Meeting	CRT
Narrative and Expository Writing	K-5	Writing Teacher Leaders	Grade Level	First semester 2 sessions/ Second semester 2 sessions	Data Meetings; Documentation of growth on required rubric form at least three times per year	CRT, Principal, Team Leaders

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Current state expectations for narrative and expository writing	Staff Development by Staff Member	Title 1	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Journal writing across the curriculum	writing journal	Title 1	\$300.00
			Subtotal: \$300.00
			Grand Total: \$500.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance Attendance Goal #1:	Increase average daily attendance to 99% (594) for current school year).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
K - 99.66% 1 - 99.70% 2 - 99.70% 3 - 99.76% 4 - 99.73% 5 - 99.81%	99% (594 present out of 600 enrolled)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
33%(187) students	23% (138) students
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
(183)32% students	22% (132) students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Convincing parents (especially of kindergarten students) of the importance of being on time and present for school. The need for students	Positive Behavior Support program. Students will earn Twister Tickets for being on time and present two weeks in a row. Students will also	Data Base Manager Principal, CRT, FCIM Facilitator, GuidanceBehavior Resource Teacher, and PBS	Infinite Campus Data Base reports reviewed monthly. Weekly Leadership team meetings to discuss solutions for chronically late or absent	Attendance and Tardy reports generated via district-wide data base system - Infinite Campus

	to be motivated to attend school each day.	be recognized at a quarterly assembly for excellent attendance.	Team Counselor, and BRT	students.	
2	No anticipated barrier	Parent Night to discuss the student code of conduct and Title 1 Parent Involvement Plan	Leadership Team, Parent Involvement Committee, Teachers	Attendance at Parent Night, Attendance data reviewed at least monthly	Attendance Data

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension

Suspension Goal # 1:	Terwilliger will reduce the number of out of school suspensions from 2012 to 2013 by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0 students	0 students
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0 students	0 students
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
5% (31) students	3% (17) students
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
5% (31)	3% (17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mobility Understanding on behalf of students the need for improved social skills	Positive Behavior Support Program	BRT,PBS Team, Principal, Teachers Other Staff Members	Reduction in number of referrals	Infinite Campus Suspension data
2	No anticipated barriers	Implementation of the Character of the Month program	Guidance Counselor, Teachers, Principal	Reduction in number of referrals	Suspension Data; Referral data
3	No anticipated barriers	Guidance programs-small group counseling for targeted social skills	Guidance Counselor	RTI Data	Individual student graphs created in Google docs or data from point sheets
4	None	Mentoring Program for 3rd, 4th, and 5th graders.	Guidance Counselor, UF Facilitator	Reduction in number of referrals	Infinite Campus Suspension data

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS					Infinite Campus	

Committee Meetings monthly	K-5	Jen Breman	PBS Committee	August 2012-June 2013	Data; 2 Day Follow Up meeting after post-planning	Principal, Counselor, BRT
PBS Training for New Teachers	K-5	Jen Breman	PBS Committee Members and New Teachers	August 2012	Infinite Campus Data	Principal, Counselor, BRT

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
PBS school store Monthly Celebrations	school store items and items for celebrations	school improvement	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		Increase the percentage of parents attending parent involvement meetings, participating in project planning for the school, working as volunteers, and attending field trips by at least 3%.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
1053 parents attended parent involvement meetings during the 2011-2012 school year. 10 parents participated in a school level project planning. 183 parents worked as classroom volunteers and/or attended field trips.		At least 1085 parents will attend parent involvement activities. At least 11 parents will participate in project planning. At least 200 parents will work as volunteers and/or will chaperone field trips.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Parents working multiple jobs and some parents	Vary the times and locations for parent	Parent Involvement	sign-in sheets for all parent involvement	sign-in tallies and parent feedback

1	do not have transportation.	involvement activities.	Committee; Title 1 Team Leader; Principal; Teachers	activities	forms
2	No anticipated barrier.	Building Fluency K-5; Fluency and Thanksgiving Luncheon; Math Literacy and Thanksgiving luncheon; Math Night; Family Data Chats; Black History Luncheon with class visits and presentation to parents.	Parent Involvement Chairperson/Title 1 Lead Teacher	sign-in sheets for all parent involvement activities	sign-in tallies and parent feedback forms

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Continued implementation of the Four Modules of Parent Involvement	School-wide	Parent Involvement Committee/Title 1 Lead Teacher	school-wide	October, 2012-May, 2013	Monitor number of parents attending PI events, volunteering in classrooms, and attending field trips	Parent Involvement Chairperson/Title 1 Lead Teacher

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Materials for parents to use at home to increase reading and math achievement	FCAT Prep, fluency materials, math fact fluency materials, helping your child at home materials	Title 1	\$2,000.00
			Subtotal: \$2,000.00
			Grand Total: \$2,000.00

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

Subtotal: \$0.00

Grand Total: \$0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reading Program	annual access for each 1st - 5th grade student	Internal Account	\$2,000.00
CELLA	ESOL ESY	teacher salary	District ESOL	\$2,000.00
CELLA	ESOL After School Tutoring	teacher stipend	District ESOL	\$500.00
Mathematics	Calendar Math	Teacher Instructional materials	District Title 1	\$200.00
Science	Utilize leveled science text during reading instruction	Leveled Science Readers	Title 1	\$0.00
Science	Hands on science labs in classrooms.	science lab materials	District	\$1,000.00
				Subtotal: \$5,700.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Reflex Math web-based program	school access for one year	District Title 1	\$1,000.00
Mathematics	Increased student engagement with updated technology	smart response systems	Title 1	\$2,000.00
Science	Utilize Discovery Education	Discovery Education	District	\$0.00
Science	Use of Science FCAT Explorer	FCAT Explorer	State	\$0.00
				Subtotal: \$3,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Guided Leveled Reading	professional books, teacher stipends	Title 1	\$500.00
Reading	Literacy Work Stations	professional books, teacher stipends	Title 1	\$500.00
Reading	Kagan Training for new to Terwilliger Teachers	professional books	District Level Title 1 Office	\$400.00
Mathematics	Incorporate the use of AIMS strategies/lessons in math lessons.	Consultant for New Teachers	District Title 1	\$0.00
Science	Understanding Science Standards	District Science Coordinator	District	\$0.00
Science	Use of AIMS and GEMS activities in the classroom	AIMS and GEMS training	Title 1/District	\$0.00
Writing	Current state expectations for narrative and expository writing	Staff Development by Staff Member	Title 1	\$200.00
				Subtotal: \$1,600.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Additional reading instruction during the school day.	Title 1 Teacher Tutors	Title 1	\$274,000.00
Reading	After school tutoring	Teacher Tutors and SES Tutors	Title 1 (budget amount for teacher tutors only)	\$500.00
Mathematics	Additional instruction in the area of math each day.	Title 1 Teacher Tutors	Title 1 (Cost already included in Reading budget).	\$0.00
Mathematics	After school tutoring	Teacher Tutors and SES Tutoring	Title 1 (Funding amount for school teacher tutors only)	\$500.00
Writing	Journal writing across the curriculum	writing journal	Title 1	\$300.00
Suspension	PBS school store Monthly Celebrations	school store items and items for celebrations	school improvement	\$1,000.00

Parent Involvement	Materials for parents to use at home to increase reading and math achievement	FCAT Prep, fluency materials, math fact fluency materials, helping your child at home materials	Title 1	\$2,000.00
				Subtotal: \$278,300.00
				Grand Total: \$288,600.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/8/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Sponsor chess club, fund staff development activities and curriculum development, funding PBS initiatives	\$5,000.00

Describe the activities of the School Advisory Council for the upcoming year

Provide input for the 2013-2014 school improvement plan, provide input for the school-wide parent involvement plan and the parent to school compact. Create and conduct the school-wide parent and faculty climate surveys.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Alachua School District MYRA TERWILLIGER ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	72%	95%	52%	291	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	69%			137	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	66% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					553	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Alachua School District MYRA TERWILLIGER ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	67%	83%	36%	247	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	55%	56%			111	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	69% (YES)			129	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					487	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested