

**FLORIDA DIFFERENTIATED  
ACCOUNTABILITY PROGRAM  
2008 - 2009 SCHOOL IMPROVEMENT  
PLAN**

**School Name: MYRA TERWILLIGER  
ELEMENTARY SCHOOL**

**District Name: Alachua**

**Principal: Dr. Elizabeth A Le Clear**

**SAC Chair: Mrs. Sherry Sakai**

**Superintendent: Dr. Dan Boyd**

**Date of School Board Approval:**



**Dr. Eric J. Smith, Commissioner**  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

**Dr. Frances Haithcock, Chancellor**  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

## VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

The mission of the Terwilliger community is to establish a safe, positive, and respectful environment to ensure that all learners acquire the skills, knowledge, and attitudes to become independent thinkers in order to succeed now and in the future.

## SCHOOL PROFILE DEMOGRAPHICS

Terwilliger Elementary School was built in 1964 with renovations and some new construction completed approximately 12 years ago. The facility is made up of 8 connected buildings with a fine arts wing. • Our business partners are very involved in a variety of the school activities. Partners include: Bell South, Cold Stone Creamery, Countryside Animal Clinic, Crispers, Gumby's Pizza, the Oaks Mall, O2B Kids, Office Depot, Ruby Tuesdays, Sun Trust, Texas Roadhouse and Xerographic. • We have approximately 500 students in the K – 5 program. 74% of our students are on free or reduced lunch, 20% are in the Exceptional

Student Education program and 6% are in the gifted program. • We have an 18:1 student/teacher ratio in kindergarten through 3rd grade and a 22:1 student/teacher ratio in grades 4 & 5. The instructional staff includes 31 teachers for kindergarten through 5th grade, 7 resource teachers and a part time gifted teacher. We also have 2 Pre-K ESE classes and 7 Head Start classes. Since we have been designated a Reading First school, we also have a Reading Coach.

## SCHOOL MATCH

Note: Required for all Assistance Plus Schools

## QUALITY STAFF

### Highly Qualified Administrators

Note: Required for Title I

Elizabeth A. Le Clear Ed.D

B.M. Bachelor of Music K-12, West Virginia University

M. Ed, Masters in Educational Leadership K-12

S. Ed. Specialist in Exceptional Student Education, University of Florida

Ed.D. Doctorate in Educational Leadership, University of Florida

ESOL endorsed

8 years classroom experience

13 years administrative experience

### Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

District staff and administrators attend regional job fairs. The district hosts two local job fairs. Every administrator is expected to attend the local job fairs. The district offers district contracts to teachers who are exceptionally qualified. Stipends and substitutes are provided for teachers to participate in inservice training. All teachers are encouraged to participate in professional development. Many principals are encouraging teachers to pursue the reading

endorsement. Stipends or substitutes are provided for teachers to participate in most inservice training.

[Show Attached Staff List](#)

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: Required for Title I**

Terwilliger has several programs that coordinate with state and federal dollars. These monies are used to integrate programs so that the school can meet the NCLB requirement. IDEA funds will be used to train teachers in Response Intervention Strategies. These strategies are proven to work with students with disabilities and behavior problems. Title 1 funds will be used to provide after school tutoring to the students of Terwilliger. Head Start is working with Pre-K ESE inclusion and has seven classrooms housed on the Terwilliger Elementary campus.

### School Wide Improvement Model

**Note: Required for Title I**

At Terwilliger, the core curriculum consists of a continuous improvement model utilizing a variety of research-based programs including SIMS model, math and science basals. Reading and math instruction is supplemented with Touch Math, Rhymes & Times, STAR Math & Reading, Accelerated Reader, Read Naturally, and Earobics stages 1 & 2. We anticipate that this model will help students in all demographic groups make at least one year's worth of growth.

### NCLB Public School Choice

**Note: Required for Title I**

A letter explaining why Terwilliger did not achieve Adequate Yearly Progress will be mailed to parents of all enrolled students along with a question and answer sheet so that they can understand the process for determining AYP, the strategies that will be implemented at the school and the support that will be provided by the district and the state in order to increase student achievement

[Show Attached Public School Choice Notice to Parents file](#)

## [Show Attached Notification of SINI Status file](#)

### Pre-School Transition

**Note:** Required for Title I

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 helping prepare their children for kindergarten academics. During the 2008 – 2009 school year, our Pre-K ESE students will participate in a co-teach inclusion model with normally developing peers in Head Start classrooms to better prepare them for the transition to kindergarten.

## MENTORING AND EXTENDED LEARNING OPPORTUNITIES

### Teacher Mentoring

**Note:** Required for Title I

Beginning teachers participate in the district's induction program and consult with a mentor teacher throughout the year. The school's Reading Facilitator meets with all teachers every month to provide information and support on a regular basis. Release days are also used for teacher training, peer observation, coaching, and mentoring. Every annual contract teacher will be mentored by a master teacher.

## [Show Attached Teacher Mentoring List](#)

### Extended Learning Opportunities

**Note:** Required for Title I

Our Extended Day Enrichment Program provides a supervised time every afternoon for students to receive additional help with homework and/or individual tutoring. If a county school bus becomes available for school use, we will offer after school tutoring to students not enrolled in EDEP. If funds are available, students identified as being "at risk" of scoring below level 3 on the reading portion of the FCAT are provided small group intensive remediation. 3rd grade students identified as needing additional reading support are invited to our summer Reading Program and receive intensive remediation using a variety of materials. Students entering kindergarten are provided with a summer transitional program if funds are available.

## SCHOOLS GRADED C OR BELOW

### Professional Development

Reading training will include training on implemented programs such as Macmillan-McGraw Hill Reading differentiated model, Earobics, Kagan Leap Pads, AR, Orchard, DIBELS, SRA Early Intervention Readers, Read Naturally, Reading Mastery.

Math Training will include Mountain Math, Kagan, Orchard, Fastt Math and cooperative learning structures will be shared and modeled to show how to incorporate them into math lessons.

### Disaggregated Data

Students that are economically disadvantaged, with disabilities and African American have not met learning goals. Using the C.I.M.S. Assessment each nine weeks and Orchard assessment, small intervention groups will be formed to target bench marks that have not been mastered. Math pacing guides will also be utilized to introduce all of the bench marks to students.

### Informal and Formal Assessments

C.I.M.S. assessments will be used each 9 weeks to assess the bench marks that are not being mastered. Orchard Assessment will assess benchmarks on a continuous basis. DIBELS will be used three times a year for assessment purposes.

### Alternative Instructional Delivery Methods

Small intervention groups will be formed to address the needs of individual children both in reading and in math. Each 9 weeks assessments will be given and groups will be modified. Orchard software will be used to differentiate instruction. Students work on areas of need. Fastt Math software is used daily at different times during the day to address basic number sense. After school tutoring groups will be formed to differentiate instruction.

## SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Academic and Career Planning

## GOALS

### Goal: Reading

**\*Note: Required for Title I**

**Scroll down for school data**

<p><b>*Needs Assessment:</b></p>	<p>Adequate progress for the 2007 – 2008 school year was not achieved for students in each demographic area. White students scored at or above proficiency levels, however, only 48% of african americans, 55% economically disadvantaged and 36% of students with disabilities. This indicates that the intense support for “at risk” readers and students needs to continue. Additional tutoring during the regular school day and during our after school program will be continued.</p>
<p><b>*Objective:</b></p>	<p>65% of students in each major demographic group will score at or above proficiency levels on the reading portion of the FCAT OR the number of students scoring level 3 or above on the FCAT reading assessment will increase by 10%.</p>
<p><b>*Strategies:</b></p>	<ul style="list-style-type: none"> <li>• Students identified as needing remedial reading instruction will participate in summer programs if funds are available</li> <li>• Pre-K students will participate in a summer program to help them make the transition to kindergarten if funds are available</li> <li>• Under the direct supervision of teachers, highly qualified paraprofessionals will be utilized to provide tutoring to students when direct instruction is not taking place</li> <li>• Alternative instructional strategies, grouping techniques and materials will be utilized to provide reading instruction for students in each major demographic group who score in the lowest quartile in reading and to increase the opportunity for ESE students to be included in classroom instruction</li> <li>• Teachers will implement a variety of differentiated instruction methods, including but not limited to Responsive Classroom, Cooperative learning activities, Flexible grouping for instruction &amp; remediation, Guided Reading strategies, Word Building activities, Daily oral fluency building activities, and Identification &amp; use of students’ Learning Styles</li> <li>• Students in grades 3, 4, and 5 will use Read Naturally software in order to build reading fluency</li> <li>• Teachers will utilize effective practices identified through the “Promoting Academic and Social Success” model developed by the Department of Special Education at the University of Florida</li> <li>• Multi-sensory materials including, but not limited to, Leap Frog materials, Carbo Recorded Books, and Kurzweil software will be utilized to increase the opportunity for ESE students to be included in classroom instruction</li> <li>• Kindergarten teachers will use effective practices identified through the Early Auditory Reading Success program (EARS) developed by the Department of Communicative Disorders at the University of Florida</li> <li>• Trained volunteers will be used to provide additional support for students participating in the Earobics portion of the EARS program</li> </ul>

	<ul style="list-style-type: none"> <li>• To meet or exceed State levels of academic proficiency, students will participate in daily instruction of basic reading skills designed to teach the Grade Level Expectations of the Sunshine State Standards with real world applications</li> <li>• Teachers will use a variety of science and social studies materials in order to provide reading instruction in the content area</li> <li>• Technology will be integrated with reading instruction so that students receive direct instruction in the skills specified in the Grade Level Expectations</li> <li>• At risk students will participate in an after school math tutoring program if funds become available and highly qualified personnel can be found.</li> </ul> <p>FCIMS will be used to identify areas of weakness or uncovered benchmarks.</p>
<p><b>*Evaluation:</b></p>	<p>Teacher, Behavior Resource Teacher, Guidance Counselor, Media Specialist, Reading Coach</p> <ul style="list-style-type: none"> <li>• The school Reading Coach will use a variety of diagnostic materials including DIBELS, Macmillan assessments, Leap Track assessments, fluency screening, STAR, SRI, Orchard and Accelerated Reader to assess and monitor student progress and will collaborate with teachers in making decisions based on assessment results.</li> <li>• The Reading Coach, the Curriculum Resource Teacher and the Principal will meet monthly with the team leaders to monitor student progress in reading.</li> <li>• The team leaders will meet regularly to ensure that all students are receiving appropriate instructional strategies designed to meet individual needs including specialized literacy programs, additional reading/writing or math tutoring, individual behavior plans,</li> </ul>
<p><b>*Evidence-based Program(s):</b></p>	<ul style="list-style-type: none"> <li>• DIBELS</li> <li>• Macmillan Treasures Reading Series</li> <li>• Leap Frog – Leap Track Program</li> <li>• STAR</li> <li>• Accelerated Reader</li> <li>• Read Naturally</li> <li>* SRI</li> <li>* Orchard</li> <li>* FCIMS</li> </ul>
<p><b>*Professional Development:</b></p>	<p>The following training opportunities will be provided for teachers and staff:</p> <ul style="list-style-type: none"> <li>• effective instructional practices and strategies designed to meet or exceed state levels of academic performance</li> <li>• inclusion strategies, the use of multi-sensory materials, and methodologies for meeting the needs of individual students with deficiencies and/or disabilities</li> <li>• effective instructional techniques to use with students in each major demographic group who score in the lowest quartile in reading</li> <li>• effective reading strategies identified through the “Promoting Academic and Social Success” model and the “Early Auditory Reading Success model”</li> <li>• brain research and the implications for effective instruction</li> <li>• technology skills designed to meet the requirements of NCLB</li> <li>• techniques, strategies, and activities in order to meet and maintain Title I “highly qualified staff” requirements</li> <li>• professional book clubs focusing on increasing student academic skills in reading</li> <li>• teacher mentoring/coaching activities following training</li> </ul>

<p><b>*Objective:</b></p>	<p>75% of students in each major demographic group will demonstrate a year's worth of growth in basic reading skills based on evaluations using a variety of reading assessment tools.</p>
<p><b>*Strategies:</b></p>	<ul style="list-style-type: none"> <li>• Students identified as needing remedial reading instruction will participate in summer programs if funds are available.</li> <li>• Pre-K students will participate in a summer program to help them make the transition to kindergarten if funds are available</li> <li>• ESE services for identified Head Start students will be provided in a inclusive setting.</li> <li>• Under the direct supervision of teachers, highly qualified paraprofessionals will be utilized to provide tutoring to students when direct instruction is not taking place.</li> <li>• Alternative instructional strategies, grouping techniques and materials will be utilized to provide reading instruction for students in each major demographic group who score in the lowest quartile in reading.</li> <li>• Services for ESE students may be provided through an inclusion model as determined by student Individual Educational Plans.</li> <li>• Additional support staff will be utilized to reduce the pupil/teacher ratio during direct instruction.</li> <li>• Teachers will implement a variety of differentiated instructional methods, strategies and activities including, but not limited to Responsive Classroom, cooperative learning, flexible grouping for instruction &amp; remediation, guided reading, building vocabulary through context, word building, daily oral fluency, and identification &amp; use of students' learning styles.</li> <li>• 1st and 2nd grade teachers will use the SRA Early Interventions in Reading materials to provide instruction to students in need of intensive remediation.</li> <li>• There will be an increased focus on increasing reading fluency at all grades and students in grades 3, 4, and 5 will use Read Naturally software in order to build reading fluency</li> <li>• 3rd, 4th, &amp; 5th grade teachers will use Kaleidoscope reading materials to provide instruction to students in need of intensive remediation.</li> <li>• K – 3rd grade teachers will use a classroom sound field to enhance auditory clarity during instruction.</li> <li>• Kindergarten students will use the Earobics Stage I software under the direct supervision of a highly qualified paraprofessional.</li> <li>• Teachers will use a variety of science and social studies materials in order to provide reading instruction in the content area.</li> <li>• Resource teachers (art, music, P.E., science and computer) will focus on integrating reading skills with instruction.</li> <li>• To meet or exceed state levels of academic proficiency, students will participate in daily instruction of basic reading skills designed to teach the Grade Level Expectations of the Sunshine State Standards with real world applications.</li> <li>• Technology will be integrated with reading instruction so that students receive direct instruction in the skills specified in the Grade Level Expectations.</li> <li>• At risk students who are enrolled in the Extended Day Enrichment Program will participate in an after school reading tutoring program if funds become available and highly qualified personnel can be found.</li> <li>• At risk students who are not enrolled in the Extended Day Enrichment Program will participate in the after school reading tutoring program if the school is able to procure a school bus for after hours transportation.</li> <li>• A Reading Coach will provide frequent assessment and classroom support to all teachers providing direct and supplemental reading instruction.</li> <li>• A Reading Leadership Team will continue to collaboratively monitor student progress. FCIMS will be used to assess uncovered benchmarks or weaknesses.</li> </ul>
<p><b>*Evaluation:</b></p>	<ul style="list-style-type: none"> <li>• The school Reading Coach will use a variety of diagnostic materials including DIBELS, Macmillen assessments, Leap Track assessments, fluency screening, STAR and Accelerated Reader to assess and</li> </ul>

monitor student progress and will collaborate with teachers in making decisions based on assessment results. • The Reading Coach, the Curriculum Resource Teacher and the Principal will meet monthly with the Reading Leadership Team to monitor student progress in reading. • The Terwilliger Leadership Team \* will meet regularly to ensure that all students are receiving appropriate instructional strategies designed to meet individual needs including specialized literacy programs, additional reading/writing or math tutoring, individual behavior plans, counseling and other student support services. \* TLT = Principal, Curriculum Resource Teacher, Behavior Resource Teacher, Guidance Counselor, Media Specialist, Reading Coach

**\*Evidence-based Program(s):** Teacher, Behavior Resource Teacher, Guidance Counselor, Media Specialist, Reading Coach • The school Reading Coach will use a variety of diagnostic materials including DIBELS, Macmillan assessments, Leap Track assessments, fluency screening, STAR, Orchard and Accelerated Reader to assess and monitor student progress and will collaborate with teachers in making decisions based on assessment results. • The Reading Coach, the Curriculum Resource Teacher and the Principal will meet monthly with the Reading Leadership Team to monitor student progress in reading. • The Terwilliger Leadership Team \* will meet regularly to ensure that all students are receiving appropriate instructional strategies designed to meet individual needs including specialized literacy programs, additional reading/writing or math tutoring, individual behavior plans, counseling and other student support services. \* TLT = Principal, Curriculum Resource. FCIMS

**\*Professional Development:** The following training opportunities will be provided for teachers and staff: • effective instructional practices and strategies designed to meet or exceed state levels of academic performance • inclusion strategies, the use of multi-sensory materials, and methodologies for meeting the needs of individual students with deficiencies and/or disabilities • effective instructional techniques to use with students in each major demographic group who score in the lowest quartile in reading • brain research and the implications for effective instruction • understanding the different educational needs of boys and girls • Early Interventions in Reading and/or Kaleidoscope curriculums • technology skills designed to meet the requirements of NCLB • professional book clubs focusing on increasing student academic skills in reading • techniques, strategies, and activities in order to meet and maintain Title I “highly qualified staff” requirement • understanding generational poverty and the implications for instruction • The master Teacher “Students At Risk” video series • teacher mentoring/coaching activities following training

**Budget:**

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

Read Naturally, Reading Mastery, Rewards	Lottery, Advanced Placement, Title 1, District-funded materials/resources	\$3,000.00	
			<b>Total: \$3,000.00</b>
<b>Technology</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
AR, Orchard, Brain Pop, Brain Pop Jr. Earobics, Leap Pad, FCAT Explorer	Lottery, Advance Placement, Title 1, State supported	\$5,000.00	
			<b>Total: \$5,000.00</b>
<b>Professional Development</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
McMillan-McGraw Hill Reading Series, Cooperative Learning Structures, CRISS, Best Practices Discussion Groups, C.I.M., Kagan, materials and stipends for workshops	Lottery, CREATE, Advanced Placement, Title 1, District funded workshops	\$1,200.00	
			<b>Total: \$1,200.00</b>
<b>Other</b>			

Description of Resources	Funding Source	Available Amount
Scheduling: Additional support for intensive remediation.	Lottery, Advanced Placement, Title 1, IDEA	\$2,000.00
After School Tutoring	Title 1, Lottery/AP	\$5,000.00
		<b>Total: \$7,000.00</b>
		<b>Final Total: \$16,200.00</b>

<b>*Non-Highly Qualified Instructors:</b>	All Kindergarten – fifth grade classroom teachers, ESE teachers, and resource teachers are highly qualified instructors of reading. The school's Reading Facilitator holds a Florida State Reading Endorsement and is also a "Just Read Florida" trainer.
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*End of Reading Goal*

## Goal: Mathematics

**\*Note: Required for Title I**  
**Scroll down for school data**

<b>*Needs Assessment:</b>	Adequate progress for the 2007 – 2008 school year was not achieved for students in each demographic group. White students scored at or above proficiency levels, however, only 44% of African American students, 54% of economically disadvantaged and 43% of Students with Disabilities scored at or above proficiency. This data indicates a need to provide much more support for all "at risk" students. Additional tutoring during the regular school day and during our after school program will be continued.
<b>*Objective:</b>	62% of students in each major demographic group will score at or above proficiency levels on the mathematics portion of the FCAT OR the number of students scoring level 3 or above on the FCAT assessment will increase by 10%.
<b>*Strategies:</b>	<ul style="list-style-type: none"> <li>Fine Arts teachers will focus on integrating math skills and concepts with instruction</li> <li>Under the direct supervision of teachers, highly qualified paraprofessionals will be utilized to provide tutoring to students when direct instruction is not taking place</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers will implement a variety of differentiated instruction methods, including but not limited to Responsive Classroom, Cooperative learning activities, Flexible grouping for instruction &amp; remediation, and Identification &amp; use of students' Learning Styles</li> <li>• Alternative instructional strategies, grouping techniques and materials will be utilized to provide math instruction for students in each major demographic group who score in the lowest quartile in math and to increase the opportunity for ESE students to be included in classroom instruction</li> <li>• Multi-sensory materials including, but not limited to, Leap Frog materials, Touch Math, Rhymes 'n Times, Mountain Math and Kurzweil software will be utilized to increase the opportunity for ESE students to be included in classroom instruction</li> <li>• To meet or exceed State levels of academic proficiency, students will participate in daily instruction of basic math skills designed to teach the Grade Level Expectations of the Sunshine State Standards with real world applications</li> <li>• Technology will be integrated with math instruction so that students receive direct instruction in the skills specified in the Grade Level Expectations</li> <li>• At risk students will participate in an after school math tutoring program if funds become available and highly qualified personnel can be found</li> </ul> <p>* FASTT Math will be implemented in grades 2-5 * FCIMS will be used to address areas of need.</p>
<p><b>*Evaluation:</b></p>	<p>The Curriculum Resource Teacher will use a variety of diagnostic materials including Harcourt assessments, FASTT Math , Orchard and STAR Math to assess and monitor student math progress and will collaborate with teachers in making decisions based on assessment results. • Terwilliger team leaders will meet regularly to ensure that all students are receiving appropriate instructional strategies designed to meet individual needs including specialized literacy programs, additional reading/writing or math tutoring, individual behavior plans, counseling and other student support services.</p>
<p><b>*Evidence-based Program(s):</b></p>	<ul style="list-style-type: none"> <li>• Harcourt Basal Mathematics</li> <li>• Touch Math</li> <li>• Rhymes &amp; Times</li> <li>• Leap Frog and Leap Track materials</li> </ul> <p>* FASTT MATH * Orchard math * FCIMS</p>
<p><b>*Professional Development:</b></p>	<p>The following training opportunities will be provided for teachers and staff:</p> <ul style="list-style-type: none"> <li>• effective instructional practices and strategies designed to meet or exceed state levels of academic performance</li> <li>• inclusion strategies, the use of multi-sensory materials, and methodologies for meeting the needs of individual students with deficiencies and/or disabilities</li> <li>• effective instructional techniques to use with students in each major demographic group who score in the lowest quartile in math</li> <li>• brain research and the implications for effective instruction</li> <li>• technology skills designed to meet the requirements of NCLB</li> <li>• techniques, strategies, and activities in order to meet and maintain Title I "highly qualified staff" requirements</li> <li>• professional book clubs focusing on increasing student academic</li> </ul>

	<p>skills in mathematics</p> <ul style="list-style-type: none"> <li>• teacher mentoring/coaching activities following training</li> </ul>
<b>*Objective:</b>	<p>75% of students in each major demographic group will demonstrate a year's worth of growth in basic mathematics skills based on evaluations using the Harcourt basal math criteria.</p>
<b>*Strategies:</b>	<ul style="list-style-type: none"> <li>• Under the direct supervision of teachers, highly qualified paraprofessionals will be utilized to provide tutoring to students when direct instruction is not taking place.</li> <li>• Alternative instructional strategies, grouping techniques and materials will be utilized to provide math instruction for students in each major demographic group who score in the lowest quartile in math.</li> <li>• Services for ESE students may be provided through an inclusion model as determined by student Individual Educational Plans</li> <li>• Multi-sensory materials including, but not limited to, Leap Frog materials, Touch Math, Rhymes 'n Times, Mountain Math and Kurzweil software will be utilized to increase the opportunity for ESE students to be included in classroom instruction.</li> <li>• To meet or exceed state levels of academic proficiency, students will participate in daily instruction of basic math skills designed to teach the Grade level Expectations of the Sunshine State Standards with real world applications.</li> <li>• Resource teachers (art, music, P.E., science and computer) will focus on integrating math skills with instruction.</li> <li>• Technology will be integrated with math instruction so that students receive direct instruction in the skills specified in the Grade Level Expectations.</li> <li>• At risk students who are enrolled in the Extended Day Enrichment Program will participate in an after school math tutoring program if funds become available and highly qualified personnel can be found.</li> <li>• At risk students who are not enrolled in the Extended Day Enrichment Program will participate in the after school math tutoring program if the school is able to procure a school bus for after hours transportation. FCIMS will be used to address areas of need.</li> </ul>
<b>*Evaluation:</b>	<p>The Curriculum Resource Teacher will use a variety of diagnostic materials including Harcourt assessments and STAR Math to assess and monitor student math progress and will collaborate with teachers in making decisions based on assessment results.</p> <ul style="list-style-type: none"> <li>• The Terwilliger Leadership Team * will meet regularly to ensure that all students are receiving appropriate instructional strategies designed to meet individual needs including specialized literacy programs, additional reading/writing or math tutoring, individual behavior plans, counseling and other student support services.</li> </ul> <p>* TLT = Principal, Curriculum Resource Teacher, Behavior Resource Teacher, Guidance Counselor, Media Specialist, Reading Coach</p>
<b>*Evidence-based Program(s):</b>	<p>The Curriculum Resource Teacher will use a variety of diagnostic materials including Harcourt assessments and STAR Math to assess and monitor student math progress and will collaborate with teachers in making decisions based on assessment results.</p> <ul style="list-style-type: none"> <li>• The Terwilliger Leadership Team * will meet regularly to ensure that all students are receiving appropriate instructional strategies designed to meet individual needs including specialized literacy programs, additional reading/writing or math tutoring, individual behavior plans, counseling and other student support services.</li> </ul> <p>* TLT = Principal, Curriculum Resource Teacher, Behavior Resource Teacher,</p>

	Guidance Counselor, Media Specialist, Reading Coach. FCIMS
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<b>*Professional Development:</b>	The following training opportunities will be provided for teachers and staff: • effective instructional practices and strategies designed to meet or exceed state levels of academic performance • inclusion strategies, the use of multi-sensory materials and methodologies for meeting the needs of individual students with deficiencies and/or disabilities • effective instructional techniques to use with students in each major demographic group who score in the lowest quartile in math • brain research and the implications for effective instruction • understanding the different educational needs of boys and girls • technology skills designed to meet the requirements of NCLB • techniques, strategies, and activities in order to meet and maintain Title I “highly qualified staff” requirement • teacher mentoring/coaching activities following training
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**Budget:**

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
Harcourt Math, GEMS, Calendar Math	State provided resource; District funded basal series and workshops; Lottery/AP	\$3,000.00	
			<b>Total: \$3,000.00</b>
Technology			
Description of Resources	Funding Source	Available Amount	
FCAT Explorer, Harcourt Math, Brain Pop, Brain Pop Jr. Orchard	Lottery, Title 1	\$2,000.00	
			<b>Total: \$2,000.00</b>

Professional Development		
Description of Resources	Funding Source	Available Amount
Kagan, Orchard, Fastt Math	Lottery, Title 1	\$1,500.00
		<b>Total: \$1,500.00</b>
Other		
Description of Resources	Funding Source	Available Amount
After school tutoring, Mountain Math	Title 1, Lottery/ AP	\$5,000.00
		<b>Total: \$5,000.00</b>
		<b>Final Total: \$11,500.00</b>

<b>*Non-Highly Qualified Instructors:</b>	All Kindergarten – fifth grade classroom teachers, ESE teachers, and resource teachers are highly qualified instructors of mathematics.
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*End of **Mathematics** Goal*

**Goal: Writing**

**\*Note: Required for Title I**  
**Scroll down for school data**

<b>*Needs Assessment:</b>	Adequate progress for the 2007 – 2008 school year was achieved based on the NCLB criteria. 94% of the total 4th grade population scored Level 3.5 or above on the writing portion of the FCAT. This
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	indicates that the intense support for all students was successful and should be continued in narrative and expository writing.
<b>*Objective:</b>	At least 71% of the fourth grade students responding to the expository prompt and at least 70% of the fourth grade students responding to the narrative prompt will score Level 3.5 or above on the writing portion of the FCAT. This represents an increase of at least 1% over the 2007/2008 writing scores.
<b>*Strategies:</b>	<ul style="list-style-type: none"> <li>• Alternative instructional strategies, grouping techniques and materials will be utilized to provide instruction for students in each major demographic group who are identified as having writing deficiencies and to increase the opportunity for ESE students to be included in classroom instruction</li> <li>• Teachers will implement a variety of differentiated instruction methods, including but not limited to Responsive Classroom, Cooperative learning activities, Flexible grouping for instruction &amp; remediation, Word Building activities, and Identification &amp; use of students' Learning Styles</li> <li>• Students will use writing software to help them through the five stages of writing</li> <li>• Substitutes will be provided, one day per year, so that teachers are able to provide one-on-one instruction in writing through student-teacher conferences</li> <li>• To meet or exceed State levels of academic proficiency, students will participate in daily instruction of basic writing skills designed to teach the Grade Level Expectations of the Sunshine State Standards with real world applications</li> <li>• Technology will be integrated with writing instruction so that students receive direct instruction in the skills specified in the Grade Level Expectations</li> </ul>
<b>*Evaluation:</b>	Classroom teachers will holistically score student writing prompts three times prior to the FCAT writing test and collaborate with the Curriculum Resource Teacher in identifying specific areas for improvement. • The team leaders will meet regularly to ensure that all students are receiving appropriate instructional strategies designed to meet individual needs including specialized literacy programs, additional reading/writing or math tutoring, individual behavior plans, counseling and other student support services.
<b>*Evidence-based Program(s):</b>	Macmillan-McGraw Hill Writing Program, Just Write curriculum- Kathy Robinson ,DOE Writing strategies
<b>*Professional Development:</b>	<p>The following training opportunities will be provided for teachers and staff:</p> <ul style="list-style-type: none"> <li>• brain research and the implications for effective instruction</li> <li>• effective instructional practices and strategies designed to meet or exceed state levels of academic performance</li> <li>• inclusion strategies, the use of multi-sensory materials, and methodologies for meeting the needs of individual students with deficiencies and/or disabilities</li> <li>• technology skills designed to meet the requirements of NCLB</li> <li>• professional book clubs focusing on increasing student academic skills in writing</li> <li>• teacher mentoring/coaching activities following training</li> </ul>
<b>*Objective:</b>	At least 71% of the fourth grade students responding to the expository prompt and at least 70% of the fourth grade students responding to the narrative prompt will score Level 3.5 or above on

	the writing portion of the FCAT. This represents an increase of at least 1% over the 2006 writing scores
<b>*Strategies:</b>	<ul style="list-style-type: none"> <li>• Alternative instructional strategies, grouping techniques and materials will be utilized to provide instruction for students in each major demographic group who are identified as having writing deficiencies.</li> <li>• Services for ESE students may be provided through an inclusion model as determined by student Individual Educational Plans.</li> <li>• The Curriculum Resource Teacher will participate in writing instruction focusing on an identified group of students.</li> <li>• Substitutes will be provided so that teachers are able to provide one-on-one instruction in writing during a student-teacher conference day.</li> <li>• To meet or exceed state levels of academic proficiency, students will participate in daily instruction of basic writing skills designed to teach the Grade Level Expectations of the Sunshine State Standards with real world applications.</li> <li>• Technology will be integrated with writing instruction so that students receive direct instruction in the skills specified in the Grade Level Expectations.</li> <li>• Software programs that holistically score student writing will be investigated and purchased if found to be beneficial.</li> </ul>
<b>*Evaluation:</b>	<ul style="list-style-type: none"> <li>• Classroom teachers will holistically score student writing prompts three times prior to the FCAT writing test and collaborate with the Curriculum Resource Teacher in identifying specific areas for improvement.</li> <li>• The Terwilliger Leadership Team * will meet regularly to ensure that all students are receiving appropriate instructional strategies designed to meet individual needs including specialized literacy programs, additional reading/writing or math tutoring, individual behavior plans, counseling and other student support services.</li> <li>* TLT = Principal, Curriculum Resource Teacher, Behavior Resource Teacher, Guidance Counselor, Media Specialist, Reading Coach</li> </ul>
<b>*Evidence-based Program(s):</b>	ETS Criterion Online Writing Evaluation
<b>*Professional Development:</b>	The following training opportunities will be provided for teachers and staff: <ul style="list-style-type: none"> <li>• effective instructional practices and strategies designed to meet or exceed state levels of academic performance</li> <li>• inclusion strategies, the use of multi-sensory materials and methodologies for meeting the needs of individual students with deficiencies and/or disabilities</li> <li>• brain research and the implications for instruction</li> <li>• understanding the different educational needs of boys and girls</li> <li>• technology skills designed to meet the requirements of NCLB</li> <li>• use of the ETS Criterion Online Writing Evaluation software</li> <li>• techniques, strategies, and activities in order to meet and maintain Title I "highly qualified staff" requirement</li> <li>• understanding generational poverty and the implications for instruction</li> <li>• teacher mentoring/coaching activities following training</li> </ul>

**Budget:**

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

MacGraw Hill Writing; Kathy Robinson Curriculum	Lottery/AP. state sponsored	\$300.00	
			<b>Total: \$300.00</b>
<b>Technology</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
No Data	No Data	\$0.00	
			<b>Total: \$0.00</b>
<b>Professional Development</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
No Data	No Data	\$0.00	
			<b>Total: \$0.00</b>
<b>Other</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
No Data	No Data	\$0.00	
			<b>Total: \$0.00</b>

Final Total: \$300.00

End of *Writing Goal*

## Goal: Science

\*Note: Required for Title I  
Scroll down for school data

<b>*Needs Assessment:</b>	Adequate yearly progress was not achieved based on state criteria. Only 26% of fifth grade students scored Level 3 – 5 on the science portion of the FCAT. Adequate progress for this goal was not achieved. All fifth grade students have completed a group or individual project demonstrating an understanding of the scientific process. This success indicates a need to continue to implement weekly hands-on experiments in the science lab as well as to continue to integrate reading, writing and math concepts with science instruction.
<b>*Objective:</b>	75% of fifth grade students will score at or above state and/or district averages on the FCAT Science assessment or 75% of fifth grade students will demonstrate an understanding of the scientific process by successfully completing a group or individual project.
<b>*Strategies:</b>	<ul style="list-style-type: none"><li>• A continuum of the Science Sunshine State Standards will be compiled so that teachers can use the progression of skills to integrate reading, writing and math concepts with science units designed to increase engagement and accelerate the acquisition of the Grade Level Expectations</li><li>• Students will participate in weekly hands-on lessons in the science lab with a focus on Strand H: The Nature of Science and the scientific method</li><li>• Technology will be integrated with science instruction so that students receive direct instruction in the skills specified in the Grade Level Expectations</li></ul> * FCIMS will be used to address areas of need.
<b>*Evaluation:</b>	Classroom teachers and the Science lab teacher will use a variety of diagnostic assessments including the Harcourt basal science evaluations, hands-on experimentation and observation, and individual or group projects to assess and monitor student progress.
<b>*Evidence-based Program(s):</b>	<ul style="list-style-type: none"><li>• Harcourt Science Basal</li></ul> * FCIMS *ORchard
<b>*Professional Development:</b>	The following training opportunities will be provided for teachers and staff: <ul style="list-style-type: none"><li>• brain research and the implications for effective instruction</li><li>• effective instructional practices and strategies designed to meet or exceed state levels of academic performance</li><li>• inclusion strategies, the use of multi-sensory materials, and</li></ul>

	<p>methodologies for meeting the needs of individual students with deficiencies and/or disabilities</p> <ul style="list-style-type: none"> <li>• technology skills designed to meet the requirements of NCLB</li> <li>• professional book clubs focusing on increasing student academic skills in science</li> <li>• teacher mentoring/coaching activities following training</li> </ul>
<b>*Objective:</b>	45% of fifth grade students will score at or above state and/or district averages on the FCAT Science assessment and/or 75% of fifth grade students will demonstrate an understanding of the scientific process by successfully completing a group or individual project.
<b>*Strategies:</b>	<ul style="list-style-type: none"> <li>• Students will participate in weekly hands-on lessons in the science lab with a focus on Strand H: The Nature of Science and the scientific method.</li> <li>• The science lab teacher will focus on integrating math and reading skills with instruction.</li> <li>• Technology will be integrated with science instruction so that students receive direct instruction in the skills specified in the Grade Level Expectations.</li> </ul> <p>FCIMS will be used to address areas of need.</p>
<b>*Evaluation:</b>	Classroom teachers and the Science Lab teacher will use a variety of diagnostic assessments including the Harcourt basal science evaluations, hands-on experimentation and observation, and individual or group projects to assess and monitor student progress.
<b>*Evidence-based Program(s):</b>	<ul style="list-style-type: none"> <li>• Classroom teachers and the Science Lab teacher will use a variety of diagnostic assessments including the Harcourt basal science evaluations, hands-on experimentation and observation, and individual or group projects to assess and monitor student progress.</li> </ul> <p>FCIM</p>
<b>*Professional Development:</b>	<p>The following training opportunities will be provided for teachers and staff:</p> <ul style="list-style-type: none"> <li>• effective instructional practices and strategies designed to meet or exceed state levels of academic performance</li> <li>• inclusion strategies, the use of multi-sensory materials, and methodologies for meeting the needs of individual students with deficiencies and/or disabilities</li> <li>• brain research and the implications for effective instruction</li> <li>• understanding the different educational needs of boys and girls</li> <li>• technology skills designed to meet the requirements of NCLB</li> <li>• techniques, strategies, and activities in order to meet and maintain Title I "highly qualified staff" requirement</li> <li>• understanding generational poverty and the implications for instruction</li> <li>• teacher mentoring/coaching activities following training</li> </ul>

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Scott Foresman Science	District provided	\$0.00

Total: \$0.00

**Technology**

Description of Resources	Funding Source	Available Amount
Orchard	Lottery/AP	\$500.00

Total: \$500.00

**Professional Development**

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00

**Other**

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00

**Final Total: \$500.00**

<b>*Non-Highly Qualified Instructors:</b>	All Kindergarten – fifth grade classroom teachers, ESE teachers, and resource teachers are highly qualified instructors of science.
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*End of Science Goal*

## Goal: Parental Involvement

**\*Note: Required for Title I**

<b>*Needs Assessment:</b>	Nineteen percent (19%) of our parents returned the 2007 – 2008 climate survey. Their input indicated that they are very satisfied with the educational opportunities being provided for their children. Seventy-six percent (76%) feel that we set high expectations for student behavior and 85% feel that we set high expectations for student achievement. The area of need is in bus safety with only 36% of the parents agreeing that the bus is safe and bus stop safety. 37% of the parents agree that the bus stop is safe. This is an area of need and a priority for the school.
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<b>*Objective:</b>	Teachers and staff will collaborate with the PTA, SAC and community to develop innovative ways to expand home-school communication and facilitate parental involvement in the education of their children.
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<b>*Strategies:</b>	<ul style="list-style-type: none"> <li>• The faculty and staff will continue to collaborate with the PTA, SAC and community in order to update and revise the written compact and parent involvement policy outlining shared responsibility for improving student achievement</li> <li>• The school newsletter will be utilized to provide information to parents and the community as to where they may find information regarding the professional qualifications of all instructional staff</li> <li>• Teachers will continue to utilize a variety of methods for frequent reporting of student progress, including individual academic assessment results, using language easily understood by parents</li> <li>• The faculty and staff will collaborate with the PTA and SAC to increase parent participation in their children's education through a variety of activities including expanding the LeapFrog Home/School Connection program to include students in K – 5 and producing demonstration videos of instructional techniques for parents to use at home with their children</li> <li>• Throughout the year, meetings and parent conferences will be held to ensure opportunities for parents to learn more about the school's participation in the Title I program, to participate in educational activities and learn how to work with their child to improve academic achievement, to learn more about the Sunshine State Standards, Grade Level Expectations and ways to monitor their child's progress, and family literacy</li> <li>• Parents and teachers will meet at least three times each year to jointly develop and/or update Academic Improvement Plans for students who are not meeting state performance standards</li> <li>• Teachers will be encouraged to use an on-line lesson planner which will enable parents to conveniently access homework and notes from teachers</li> </ul>
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<b>*Evaluation:</b>	Data from the 2007 – 2008 climate survey and Title I parent involvement documentation will be used to assess parent involvement.
<b>*Evidence-based Program(s):</b>	
<b>*Professional Development:</b>	<p>The following training opportunities will be provided for teachers and staff:</p> <ul style="list-style-type: none"> <li>• techniques for increasing parental involvement and developing effective communication skills</li> <li>• use of the on-line lesson planner</li> <li>• team building activities and creating a sense of community in order to meet the needs of a new student and parent population and develop an environment conducive to high expectations and high achievement</li> </ul>
<b>*Objective:</b>	Teachers and staff will collaborate with the PTA, SAC and community to develop innovative ways to expand home-school communication and facilitate parental involvement in the education of their children.
<b>*Strategies:</b>	<ul style="list-style-type: none"> <li>• The faculty and staff will continue to collaborate with the PTA, SAC and community in order to update and revise the written compact and parent involvement policy outlining shared responsibility for improving student achievement.</li> <li>• The school newsletter will be utilized to provide information to parents and the community as to where they may find information regarding the professional qualifications of all instructional staff.</li> <li>• Teachers will continue to utilize a variety of methods for frequent reporting of student progress, including individual academic assessment results, using language easily understood by parents.</li> <li>• The faculty and staff will collaborate with the PTA and SAC to increase parent participation in their children's education through a variety of programs, meetings and educational activities.</li> <li>• Throughout the year, meetings and parent conferences will be held to ensure opportunities for parents to learn more about the school's participation in the Title I program, to participate in educational activities and learn how to work with their child to improve academic achievement, to learn more about the Sunshine State Standards, Grade Level Expectations, ways to monitor their child's progress, and family literacy.</li> <li>• Parents and teachers will meet at least three times each year to jointly develop and/or update Academic Improvement Plans for students who are not meeting state performance standards.</li> <li>• Teachers will be encouraged to use an on-line lesson planner which will enable parents to conveniently access homework and notes from teachers.</li> <li>• The Parent's Institute "School Success Web Service" will be used to provide daily parenting tips, articles, etc. so that parents can help their children become more successful in school.</li> <li>• "Stuffer Cards" and other parent educational materials will be routinely sent home with Tuesday Folders and/or report cards.</li> <li>• Opportunities will be provided for parents to receive training in the use of technology.</li> <li>• The home/school liaison will continue to facilitate the strategies identified for this goal as well as improve home/school communication.</li> </ul>
<b>*Evaluation:</b>	Data from the 2006 – 2007 climate survey and Title I parent involvement documentation will be used to assess parent involvement.

<b>*Evidence-based Program(s):</b>	
<b>*Professional Development:</b>	The following training opportunities will be provided for teachers and staff: <ul style="list-style-type: none"> <li>• techniques for increasing parental involvement and developing effective communication skills</li> <li>• use of the on-line lesson planner with an emphasis on creating useful web pages for parents</li> <li>• understanding how to work with parents currently living in generational poverty</li> </ul>

**Budget:**

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			<b>Total: \$0.00</b>
Technology			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			<b>Total: \$0.00</b>
Professional Development			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

			<b>Total: \$0.00</b>
<b>Other</b>			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			<b>Total: \$0.00</b>
			<b>Final Total: \$0.00</b>

*End of Parental Involvement Goal*

## Goal: Return on Investment

<b>Needs Assessment:</b>	<p>MYRA TERWILLIGER ELEM. SCHOOL is designated as a SINI 5 school for the 2008 – 2009. The district will assign an assistance team to work with the school in the implementation of a restructuring plan during the 2008-2009 school year. The plan will consist of having the district assign a restructuring specialist to monitor and oversee the school's operation and has provided leadership that resulted in making AYP and receiving an A grade based on FCAT results. This position will result in changing the governance of Terwilliger and will increase oversight and decision-making. The district will also continue to provide a District Assistance Team staffed with curriculum specialists to work with the principal and the restructuring specialist to monitor and oversee student achievement throughout the year.</p> <p>The District has already initiated training in Kagan Cooperative Learning structures for elementary school teachers. In June of 2007, two workshops in Kagan Structures were provided. One workshop addressed all subject areas; the other focused specifically on structures for effective mathematics instruction. In October 2007, the District will provide training entitled, "Kagan Structures for Brain-Friendly Instruction." Additionally, the district will provide training on Marzano's "High Yield Teacher Strategies" for teachers and for administrators. The Kagan and Marzano strategies will be an ongoing focus throughout the year, with follow-up activities according to the approved staff development protocol.</p>
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	<p>In addition, the district has provided and will continue to expand upon inservice in "Understanding the Frameworks of Poverty" for teachers and administrators. Two workshops were offered in the 2006-2007 school year. Two more workshops on this topic will be offered in the fall of 2007. The District will also offer a workshop entitled, "Working With Lower Quartile Students" in the fall of 2007. These trainings, too, will adhere to the staff development protocol for follow-up throughout the year.</p> <p>Prior plans have not adequately addressed the improvement of specific subgroup: ESE. Prior actions have not attended to the individualized needs of ESE students nor have actions provided enough access for ESE student's of the general education setting or curriculum. Prior actions have not been based upon regular monitoring of student performance on benchmarks, assessment data which should improve alignment of curriculum and instructional. Additionally teacher quality and training in the specific area of teaching mathematics to ESE students and the school's lowest performing subgroup were not addresses. This plan targets that subgroup and provides extensive professional development. Consultants are scheduled to cover areas of number sense, measurement and performance of African Americans. Additionally, the school has never implemented a school-wide benchmark assessment program, FCIM, which should allow for careful monitoring of student progress as well as instructional adjustment in accordance with assessment data -- data driven instruction</p>
<p><b>Objective:</b></p>	<p>62% of students in each major demographic group will score at or above proficiency levels on the mathematics portion of the FCAT OR the number of student scoring level 3 or above on the FCAT assessment will increase by 10%.</p>
<p><b>Strategies:</b></p>	<p>Fine Arts teachers will focus on integrating math skills and concepts with instruction</p> <ul style="list-style-type: none"> <li>• Under the direct supervision of teachers, highly qualified paraprofessionals will be utilized to provide tutoring to students when direct instruction is not taking place</li> <li>• Teachers will implement a variety of differentiated instruction methods, including but not limited to Responsive Classroom, Cooperative learning activities, Flexible grouping for instruction &amp; remediation, and Identification &amp; use of students' Learning Styles</li> <li>• Alternative instructional strategies, grouping techniques and materials will be utilized to provide math instruction for students in each major demographic group who score in the lowest quartile in math and to increase the opportunity for ESE students to be included in classroom instruction</li> <li>• Multi-sensory materials including, but not limited to, Leap Frog materials, Touch Math, Rhymes 'n Times, Mountain Math and Kurzweil software will be utilized to increase the opportunity for ESE students to be included in classroom instruction</li> <li>• To meet or exceed State levels of academic proficiency, students will participate in daily instruction of basic math skills designed to teach the Grade Level Expectations of the Sunshine State Standards with real world applications</li> <li>• Technology will be integrated with math instruction so that students receive direct instruction in the skills specified in the Grade Level Expectations</li> </ul>

	<ul style="list-style-type: none"> <li>• At risk students will participate in an after school math tutoring program if funds become available and highly qualified personnel can be found</li> <li>* FASTT Math will be implemented in grades 2-5</li> <li>* FCIMS will be used to address areas of need.</li> </ul>
<b>Evaluation:</b>	<p>The Curriculum Resource Teacher will use a variety of diagnostic materials including Harcourt assessments, FASTT Math , Orchard and STAR Math to assess and monitor student math progress and will collaborate with teachers in making decisions based on assessment results. • Terwilliger team leaders will meet regularly to ensure that all students are receiving appropriate instructional strategies designed to meet individual needs including specialized literacy programs, additional reading/writing or math tutoring, individual behavior plans, counseling and other student support services.</p>
<b>Objective:</b>	<p>65% of students in each major demographic group will score at or above proficiency levels on the reading portion of the FCAT OR the number of students scoring level 3 or above on the FCAT reading assessment will increase by 10%</p>
<b>Strategies:</b>	<p>Students identified as needing remedial reading instruction will participate in summer programs if funds are available</p> <ul style="list-style-type: none"> <li>• Pre-K students will participate in a summer program to help them make the transition to kindergarten if funds are available</li> <li>• Under the direct supervision of teachers, highly qualified paraprofessionals will be utilized to provide tutoring to students when direct instruction is not taking place</li> <li>• Alternative instructional strategies, grouping techniques and materials will be utilized to provide reading instruction for students in each major demographic group who score in the lowest quartile in reading and to increase the opportunity for ESE students to be included in classroom instruction</li> <li>• Teachers will implement a variety of differentiated instruction methods, including but not limited to Responsive Classroom, Cooperative learning activities, Flexible grouping for instruction &amp; remediation, Guided Reading strategies, Word Building activities, Daily oral fluency building activities, and Identification &amp; use of students' Learning Styles</li> <li>• Students in grades 3, 4, and 5 will use Read Naturally software in order to build reading fluency</li> <li>• Teachers will utilize effective practices identified through the "Promoting Academic and Social Success" model developed by the Department of Special Education at the University of Florida</li> <li>• Multi-sensory materials including, but not limited to, Leap Frog materials, Carbo Recorded Books, and Kurzweil software will be utilized to increase the opportunity for ESE students to be included in classroom instruction</li> <li>• Kindergarten teachers will use effective practices identified through the Early Auditory Reading Success program (EARS) developed by the Department of Communicative Disorders at the University of Florida</li> <li>• Trained volunteers will be used to provide additional support for students participating in the Earobics portion of the EARS program</li> <li>• To meet or exceed State levels of academic proficiency, students will participate in daily instruction of basic reading skills designed to teach the Grade Level Expectations of the Sunshine State Standards with real world applications</li> <li>• Teachers will use a variety of science and social studies materials</li> </ul>

	<p>in order to provide reading instruction in the content area</p> <ul style="list-style-type: none"> <li>• Technology will be integrated with reading instruction so that students receive direct instruction in the skills specified in the Grade Level Expectations</li> <li>• At risk students will participate in an after school math tutoring program if funds become available and highly qualified personnel can be found.</li> </ul> <p>FCIMS will be used to identify areas of weakness or uncovered benchmarks.</p>
<b>Evaluation:</b>	<p>Teacher, Behavior Resource Teacher, Guidance Counselor, Media Specialist, Reading Coach</p> <ul style="list-style-type: none"> <li>• The school Reading Coach will use a variety of diagnostic materials including DIBELS, Macmillan assessments, Leap Track assessments, fluency screening, STAR, SRI, Orchard and Accelerated Reader to assess and monitor student progress and will collaborate with teachers in making decisions based on assessment results.</li> <li>• The Reading Coach, the Curriculum Resource Teacher and the Principal will meet monthly with the team leaders to monitor student progress in reading.</li> <li>• The team leaders will meet regularly to ensure that all students are receiving appropriate instructional strategies designed to meet individual needs including specialized literacy programs, additional reading/writing or math tutoring, individual behavior plans,</li> </ul>
<i>End of <b>Return on Investment</b> Goal</i>	

## ADDITIONAL GOALS

Additional Goal: Safety & Environment	
<b>Needs Assessment:</b>	Although 83% of parents responding to the climate survey indicated that they feel Terwilliger provides a safe and nurturing environment for their child, the School Advisory Council continues to identified student safety and environment to be an integral part of the School Improvement Plan
<b>Objective:</b>	100% of parents responding to the climate survey will indicate that their child feels safe coming to school and participating in activities designed to help them reach their full social and academic potential.
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>• All students, Pre-K through 5th grade, will participate in the Alachua County Character Education Program (ABC) with an emphasis on RESPECT.</li> <li>• Teacher will continue to implement strategies designed to teach students to assume responsibility for their own learning and will provide direct instruction in organizational skills.</li> <li>• Targeted students will participate in mentoring and counseling strategies designed to help them develop appropriate behavior and consistent attendance in order to benefit from academic instruction.</li> <li>• Teachers will directly teach and re-teach the Guidelines for Success as developed through the Safe &amp; Civil Schools program created by Randy Sprick.</li> <li>• Commercial programs designed to teach tolerance and acceptance of individual differences will be investigated, purchased and implemented.</li> <li>• The guidance counselor and Behavior Resource Teacher will collaborate to provide a variety of career awareness activities throughout the year.</li> <li>• The existing comprehensive security and emergency contingency plan will continue to be updated in order to provide a physically and environmentally safe campus.</li> </ul>
<b>Evaluation:</b>	Data from the 2007 – 2008 climate survey and Title I parent involvement documentation will be used to assess school safety and environment.
<b>Evidence-based Program(s):</b>	
<b>Professional Development:</b>	The following training opportunities will be provided for teachers and staff: <ul style="list-style-type: none"> <li>• improving class management techniques</li> <li>• mentoring techniques, strategies and activities</li> <li>• understanding behavior characteristics consistent with understanding generational poverty</li> <li>• creating Safe &amp; Civil Schools.</li> </ul>
<b>Objective:</b>	100% of parents will feel that the bus stop and bus are a safe environment.
<b>Strategies:</b>	Teachers will teach responsive classroom each morning. Teachers and administrators will work with bus drivers to provide a safe environment at the bus stop and on the bus. Incentive program will be used to encourage proper bus behavior.
<b>Evaluation:</b>	Parent climate survey

Evidence-based Program(s):

Professional Development:

Budget:

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

Other		
Description of Resources	Funding Source	Available Amount
Provide teachers at the bus stop	Lottery	\$500.00
		<b>Total: \$500.00</b>
		<b>Final Total: \$500.00</b>

*End of **Safety & Environment** Goal*

## Additional Goal: Air Quality

<b>Needs Assessment:</b>	State instructional technology allocation
<b>Objective:</b>	The school will report a safe indoor environmental air quality measure that meets or exceeds the criteria as defined in the district plan.
<b>Strategies:</b>	
<b>Evaluation:</b>	District Plan; annual report
<b>Evidence-based Program(s):</b>	
<b>Professional Development:</b>	
<b>Objective:</b>	Indoor environmental air quality concerns will be minimized by focusing on prevention.
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>• Teachers will report musty/moldy smells and moisture spills on carpets to the principal or the principal's designee.</li> <li>• Only approved carpets and furnishings should be brought into classrooms.</li> <li>• Teachers/staff will keep doors and windows closed to ensure that the outdoor air entering the building is dehumidified and filtered by the heating, ventilation, and air-conditioning (HVAC) system.</li> <li>• Teachers will store instructional materials in a way that promotes easy housekeeping.</li> <li>• Custodians will check for leaks daily.</li> <li>• Custodians will follow county designated procedures for cleaning and maintaining all areas of the facility.</li> <li>• Custodial staff will attempt to identify and resolve any common problems.</li> <li>• The</li> </ul>

	principal will bring in district-level support as necessary.
<b>Evaluation:</b>	The principal or the principal's designee will randomly inspect the school for proper housekeeping and for dry conditions.
<b>Evidence-based Program(s):</b>	
<b>Professional Development:</b>	

**Budget:**

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			<b>Total: \$0.00</b>
Technology			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			<b>Total: \$0.00</b>
Professional Development			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

			<b>Total: \$0.00</b>
<b>Other</b>			
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>	
No Data	No Data	\$0.00	
			<b>Total: \$0.00</b>
			<b>Final Total: \$0.00</b>

*End of Air Quality Goal*

## Additional Goal: Health

<b>Needs Assessment:</b>	The School Advisory Council has identified the development of healthy living habits to be an important part of the School Improvement Plan.
<b>Objective:</b>	The Physical Education teacher will collaborate with faculty, staff, PTA and SAC to implement strategies and activities that will help students develop healthy living habits.
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>• All students in grades K - 5 will participate in a health and physical fitness program as defined in the district's plan</li> <li>• Student health and fitness information will be communicated to parents as required</li> <li>• Students will participate in short duration physical activity daily, whether in physical education class or in other class settings (1 Step Program)</li> <li>• The cafeteria manager will collaborate with the Physical Education teacher and the principal to investigate ways to provide healthier menus and meal choices for students, faculty and staff</li> </ul>
<b>Evaluation:</b>	Data from the 2007 – 2008 climate survey will be used to assess students' knowledge of healthy living habits.
<b>Evidence-based Program(s):</b>	
<b>Professional Development:</b>	

<b>Objective:</b>	The school will promote healthy behaviors to enhance overall student health and fitness.
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>• All students in grade K-5 will participate in a health and physical fitness program as defined in the district's plan.</li> <li>• Student health and fitness information will be communicated to parents as required.</li> <li>• Students will participate in short periods of physical activity, such as "classroom energizers," stepping activities, student produced exercise videos, etc. in addition to their regularly scheduled physical education classes.</li> <li>• Good nutrition will be taught as part of the regular science curriculum.</li> </ul>
<b>Evaluation:</b>	Data from the 2007 – 2008 climate survey and Title I parent involvement documentation will be used to assess the health and physical fitness program.
<b>Evidence-based Program(s):</b>	
<b>Professional Development:</b>	

**Budget:**

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			<b>Total: \$0.00</b>
Technology			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			<b>Total: \$0.00</b>
Professional Development			

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
<b>Other</b>			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$0.00

*End of Health Goal*

**Additional Goal:**

**Needs Assessment:**

**Budget:**

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

Total: \$0.00

**Technology**

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00

**Professional Development**

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00

**Other**

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00

**Final Total: \$0.00**

*End of Goal*

## FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Read Naturally, Reading Mastery, Rewards	Lottery, Advanced Placement, Title 1, District-funded materials/resources	\$3,000.00
Mathematics	Harcourt Math, GEMS, Calendar Math	State provided resource; District funded basal series and workshops; Lottery/AP	\$3,000.00
Writing	MacGraw Hill Writing; Kathy Robinson Curriculum	Lottery/AP. state sponsored	\$300.00
Science	Scott Foresman Science	District provided	\$0.00
			<b>Total: \$6,300.00</b>
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	AR, Orchard, Brain Pop, Brain Pop Jr. Earobics, Leap Pad, FCAT Explorer	Lottery, Advance Placement, Title 1, State supported	\$5,000.00
Mathematics	FCAT Explorer, Harcourt Math, Brain Pop, Brain	Lottery, Title 1	\$2,000.00

Pop Jr. Orchard			
Science	Orchard	Lottery/AP	\$500.00
			<b>Total: \$7,500.00</b>
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	McMillan-McGraw Hill Reading Series, Cooperative Learning Structures, CRISS, Best Practices Discussion Groups, C.I.M., Kagan, materials and stipends for workshops	Lottery, CREATE, Advanced Placement, Title 1, District funded workshops	\$1,200.00
Mathematics	Kagan, Orchard, Fastt Math	Lottery, Title 1	\$1,500.00
			<b>Total: \$2,700.00</b>
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Scheduling: Additional support for intensive remediation.	Lottery, Advanced Placement, Title 1, IDEA	\$2,000.00
Reading	After School Tutoring	Title 1, Lottery/AP	\$5,000.00

Mathematics	After school tutoring, Mountain Math	Title 1, Lottery/ AP	\$5,000.00
Safety & Environment	Provide teachers at the bus stop	Lottery	\$500.00
			<b>Total: \$12,500.00</b>
			<b>Final Total: \$29,000.00</b>

## 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, junior high 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.

✓ **Yes. Agree with the above statement.**

### SAC Involvement

The School Advisory Council is made up of 9 members representing instructional and non-instructional staff, parents and community members. We meet 7 times a year to discuss the implementation of our School Improvement Plan.

### SAC Members

<b>Members</b>
1) Elizabeth Le Clear, Principal
2) Sylvester Brown, Teacher

3) Sherry Sakai, Teacher

4) David Miller, Business Member

5) Kristy Fowler, Parent

6) Jennifer Kverneland, Parent

7) Michelle Dowel, Community Member

8) J. C. Sanchez, Community Member

9) Glenda Fisher, School Support Personnel

## IMPLEMENTATION EVALUATION

Adequate Yearly Progress

As defined by No Child Left Behind

Reading: Sixty-two percent (62%) of the total school population will score Level 3 or above on the FCAT Reading assessment OR the number of students scoring Level 3 and above on the FCAT Reading assessment will increase by 10%.

AND

Fifty-eight percent (58%) of the students in each identifiable subgroup will score Level 3 or above on the FCAT Reading assessment OR that subgroup will show a 10% decrease in the number of students scoring Level 1 and Level 2 on the FCAT Reading assessment.

Math: Sixty-two percent (62%) of the total school population will score Level 3 or above on the FCAT Mathematics assessment OR the number of students scoring Level 3 or above on the FCAT Mathematics assessment will increase by 10%.

AND

Sixty-two percent (62%) of the students in each identifiable subgroup will score Level 3 or above on the FCAT Mathematics assessment OR that subgroup will show a 10% decrease in the number of students scoring Level 1 and Level 2 on the FCAT mathematics assessment.

Writing: Ninety percent (90%) of the total school population will score Level 3 or above on the FCAT Writing assessment OR the number of students in the total population scoring Level 3 or above on FCAT Writing will increase by 1%

AND

Ninety percent (90%) of the students in each identifiable subgroup will score Level 3 or above on the FCAT Writing assessment OR the number of students in that subgroup scoring Level 3 or above on the FCAT Writing assessment will increase by 1%.

Adequate Yearly Progress

Locally Defined Criteria

• Statement of Adequate Progress (K – 2):

Reading: Seventy-five percent (75%) of the students will demonstrate growth in basic reading skills based on pre & post test screening using the DIBELS phonemic awareness screening instrument, the Early Reading Diagnostic Assessment and/or the STAR Early Literacy Assessment

OR

Seventy-five percent (75%) of the students will demonstrate a year's worth of growth based on basal evaluations using Harcourt basal reading criteria.

Math: Seventy-five percent (75%) of the students will demonstrate a year's worth of growth based on basal evaluations using Harcourt basal math criteria.

• Statement of Adequate Progress (3 - 5):

Reading: Seventy-five percent (75%) of the students will demonstrate a year's worth of growth in basic reading skills based on evaluations using the Harcourt basal reading criteria.

Math: Seventy-five percent (75%) of the students will demonstrate a year's worth of growth in basic mathematics skills based on evaluations using Harcourt basal math criteria.

Writing: Seventy-five percent (75%) of fourth grade students will score Level 3.5 or above on the narrative or the expository portion of the FCAT Writing assessment.

Science: Seventy-five percent (75%) of fifth grade students will score at or above state and/or district averages on the FCAT Science assessment.

OR

Seventy-five percent (75%) of the students will demonstrate an understanding of the scientific process by successfully completing a group or individual project.

# REPORTING

## Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

FCAT Assessed Grade Level: 3										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 4										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

FCAT Assessed Grade Level: 5										
	Reading Baseline Data		Mathematics Baseline Data		Writing Baseline Data		Science Baseline Data		Baseline Data	
	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery	% Mastery	%Non-Mastery
Name of Assessment Used										





	0	0	0	0	0	0	0	0	0	0
Name of Assessment Used										

**Baseline data aggregated at school level**

	Reading Baseline Data	Mathematics Baseline Data	Writing Baseline Data	Science Baseline Data	Baseline Data
No data submitted					

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*End of **Baseline Data Report***

# AYP DATA

2008 Adequate Yearly Progress (AYP) Report - Page 2															Alachua MYRA TERWILLIGER ELEMENTARY SCHOOL 0311																													
Number of students enrolled in the grades tested: <a href="#">Click here to see the number of students in each grade level.</a>										Read: 193 Math: 193					2007-2008 School Grade <sup>1</sup> : C					Did the School make Adequate Yearly Progress? NO																								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).															This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).															This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.														
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading			Safe Harbor Reading			Percent of Students below grade level in Math			Safe Harbor Math			% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math													
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N												
4	100	Y	100	Y	61	Y	59	N		94	Y			NA	37	39	NA	42	41	N	65	NA	60	NA																				
E	100	Y	100	Y	77	Y	77	Y			NA			NA	15	23	NA	18	23	NA	71	NA	71	NA																				
	100	Y	100	Y	48	N	44	N		91	Y			NA	54	52	N	65	56	Y	57	N	52	NA																				
NIC		NA		NA		NA		NA			NA			NA			NA			NA																								
		NA		NA		NA		NA			NA			NA			NA			NA																								
CAN N		NA		NA		NA		NA			NA			NA			NA			NA																								
DOMICALLY VANTAGED	100	Y	100	Y	55	N	54	N		92	Y			NA	43	45	N	48	46	N	64	Y	55	NA																				
SH WAGE ERS		NA		NA		NA		NA			NA			NA			NA			NA																								
ENTS WITH ILITIES	100	Y	100	Y	36	N	43	N			NA			NA	63	64	N	79	57	Y	50	N	48	NA																				

2007 Adequate Yearly Progress (AYP) Report - Page 2															Alachua MYRA TERWILLIGER ELEMENTARY SCHOOL 0311																													
Number of students enrolled in the grades tested: <a href="#">Click here to see the number of students in each grade level.</a>										Read: 220 Math: 220					2006-2007 School Grade <sup>1</sup> : A					Did the School make Adequate Yearly Progress? NO																								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).															This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).															This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.														
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading			Safe Harbor Reading			Percent of Students below grade level in Math			Safe Harbor Math			% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math													
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N												
4	100	Y	100	Y	63	Y	58	Y	93		Y			NA	48	38	NA	51	42	NA	60	NA	68	NA																				
E	100	Y	100	Y	85	Y	82	Y			NA			NA	26	15	NA	24	18	NA	77	NA	84	NA																				
	100	Y	100	Y	46	N	35	N			NA			NA	68	56	Y	74	65	Y	48	NA	57	NA																				



	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	69%	66%	88%	33%	256	<b>Writing and Science:</b> Takes into account the % scoring 3.5 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.
<b>% of Students Making Learning Gains</b>	58%	57%			115	3 ways to make gains: <ul style="list-style-type: none"> <li>• Improve FCAT Levels</li> <li>• Maintain Level 3, 4, or 5</li> <li>• Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	58% (YES)	63% (YES)			121	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.
Points Earned					492	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					C	Grade based on total points, adequate progress, and % of students tested

<b>Alachua School District</b> <b>MYRA TERWILLIGER ELEMENTARY SCHOOL</b> <b>2006-2007</b>						
	Reading	Math	Writing	Science	Grade Points Earned	

<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	71%	66%	91%	47%	275	<b>Writing and Science:</b> Takes into account the % scoring 3.5 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.
<b>% of Students Making Learning Gains</b>	75%	65%			140	3 ways to make gains: <ul style="list-style-type: none"> <li>• Improve FCAT Levels</li> <li>• Maintain Level 3, 4, or 5</li> <li>• Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	70% (YES)	71% (YES)			141	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.
Points Earned					556	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Alachua School District MYRA TERWILLIGER ELEMENTARY SCHOOL 2005-2006</b>					
	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Grade Points Earned</b>	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	67%	53%	68%	188	<b>Writing:</b> Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.

<b>% of Students Making Learning Gains</b>	51%	52%		103	<p>3 ways to make gains:</p> <ul style="list-style-type: none"> <li>• Improve FCAT Levels</li> <li>• Maintain Level 3, 4, or 5</li> <li>• Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	58% (YES)			58	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				349	
Percent Tested = 100%					Percent of eligible students tested
<b>School Grade</b>				<b>C</b>	Grade based on total points, adequate progress, and % of students tested